"We Strive to Guarantee Quality   and Excellence"

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

T1 - Instructional Programs
(Academic Degree & Certificate Programs)

Three Year Program Review

Degree / Certificate Program
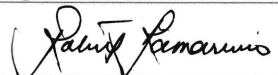
Education Program

Period of Three Year Review

Fall 2015-Summer 2018

Program Review <u>Completed</u> By:

Name	Title	Signature	Date
T. Cason	Instructor	T. Cason	March 2019

Program Review <u>Certified</u> By:

Name	Title	Signature	Date
ROBERT RAMARUI	DEAN, ACADEMIC AFFAIRS	Robert Ramarui	June 2019

Program Review <u>Received</u> By: (Institutional Research & Evaluation Office)

Name	Title	Signature	Date
L. SARA	Institutional Researcher		June 24, 2019

Purpose:

Program review at Palau Community College is a process that provides an extensive evaluation of academic and non-academic programs on a three year basis. The results of yearly assessments (using the FAMED process) are compiled into the one three year review cycle.

The purpose of program review is to evaluate program sufficiency to allow definite strategies to be developed for major revisions, to provide information for consideration when decisions are made, and to develop recommendations to improve institutional effectiveness.

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Instructions for completing Program Review:

1. Type your text into the boxes. The text boxes will expand to accommodate the amount of text spaces you need.
2. Individual instructions are included before each section. Examples are in **green**, remove when you start writing.
3. Submit completed and signed Program Review in both hard copy and electronic copy format to the Institutional Research & Evaluation Office.
4. Required supporting documents must be included during submission.

    Appendix A: CLOs – PLOs – ILOs Mapping (e-copy only)

    Appendix B: Most Updated & Approved Outlines within this cycle (e-copy only)

    Appendix C: Most Updated Program Modification with PLOs within this cycle (e-copy only)

    Appendix D: FAMED grid of all course assessment data within review cycle
        (E-copy in pdf only)

   5. Be sure to keep both hard and electronic copies for your file.

Note: Other college plans may include the 15-Year Institutional Master Plan, the 5-Year Technology Plan, Institutional Learning Outcomes, Institutional-Set Standards for Student Achievement, or other plans, such as an approved department plan or committee plan.

I. Academic Degree Program Purpose (Program Description) and Relationship to the College
  Mission

1. State the purpose of this academic degree program below.

The Education (ED) Program is designed to provide students with the 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 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

2. How is the academic degree program supporting the overall mission of the College?

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 necessary and of practical use in the field. Additionally, qualified faculty oversee ED courses geared specifically for program majors ensuring that students receive the necessary skills and experiences to enable them to find employment after 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** by giving them the opportunity to work with students, parents and other professionals 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 classroom observations, 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 own skills as well as build connections with the individuals and organizations that may benefit 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 gainful 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, student5s 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.

3. Provide a brief history of this academic degree program below. Include the updates of major changes and accomplishments since the last review.

Education Course Outlines have all been updated as of March 2019. As needed: Courses were added, deleted, or modified according to Academic Office decisions with input from instructors. Note: Appendix C for example.

II.   Προγραμ Δατα

Degree Program Students – Number of Students Enrolled in this Degree Program

Figure 1. Number of Students Enrolled in Degree Program
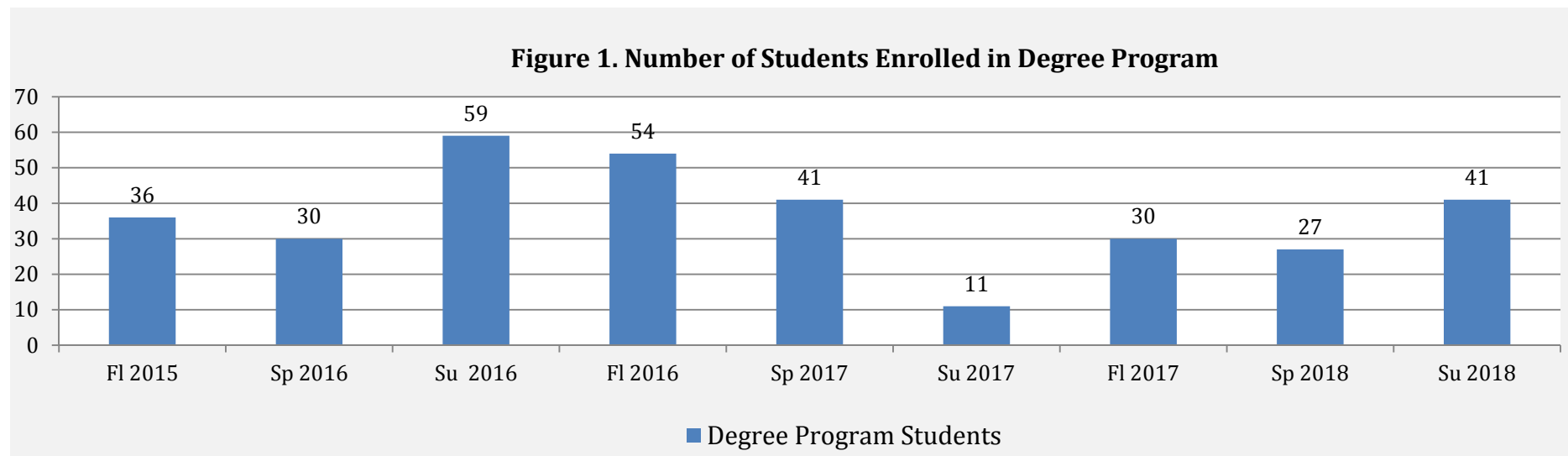
Provide summary of Figure 1 including its trends analysis.

Trend analysis is compared to some extent upon the program assessment which occurred during the Fall 2012-Summer 2015 cycle. Fall 2012 had 82 ED students enrolled whereas Fall 2015 had 36. Spring 2013 had 60 enrolled whereas Spring 2016 had 30. Summer 2013 had no enrolled ED students whereas Summer 2016 had 59. Fall 2013 enrolled 43 whereas Fall 2016 had 54 students in ED courses. Spring 2014 had an enrollment of 42 and Spring 2017 had 41. Summer 2014 enrolled no ED student whereas Summer 2017 had 11. Fall 2014 enrolled 34 while Fall 2017 had 30. Spring 2015 enrolled 47 whereas Spring 2018 had 27. Summer 2015 realized zero (0) ED student enrollment for Summer 2018 was 41.

Summary as follows: ED degree program students enrolled for the review period Fall 2015-Summer 2018 increased by 21 students (approximately 7%) over the number of ED degree students enrolled during the review period of Fall 2012-Summer 2015.

Program Courses Data
(Course Completion Data of <u>Program Students</u> in each Program Course)

Table 1a. Course Completion of Program Courses (Fall)

FA 2015					FA 2016					FA 2017				
Course	Passed	Failed	Withdraw	Enrolled	Course	Passed	Failed	Withdraw	Enrolled	Course	Passed	Failed	Withdraw	Enrolled
ED110	10	0	2	10	ED110	11	1	0	12	ED110	7	0	1	8
ED139	2	0	0	2	ED215	3	0	0	3	ED203	2	0	0	2
ED245	5	2		7	ED219	2	0	0	2	ED215	4	1	0	5
ED290	1	0	0	1	ED245	9	0	0	9	ED292	3	0	0	3
					ED290	1	0	0	1					
					ED292	6	1	0	7					
Total				20	Total				33	Total				18

Table 1b. Course Completion of Program Courses (Spring)

SP 2016					SP 2017					SP 2018				
Course	Passed	Failed	Withdraw	Enrolled	Course	Passed	Failed	Withdraw	Enrolled	Course	Passed	Failed	Withdraw	Enrolled
ED204	3	0	0	3	ED200	10	0	0	10	ED200	6	0	1	7
ED205	6	0	0	6	ED202	1	0	0	1	ED205	2	0	1	3
ED215	5	0	0	5	ED205	6	0	0	6	ED206	1	0	0	1

Course	Passed	Failed	Withdraw	Enrolled	Course	Passed	Failed	Withdraw	Enrolled	Course	Passed	Failed	Withdraw	Enrolled
ED253	4	1	0	5	ED253	4	0	0	4	ED253	1	1	0	2
ED280	3	0	0	3	ED280	3	0	0	3	ED280	6	1	0	7
					ED290	1	0	0	1	ED291	1	0	0	1
					ED291	2	0	0	2					
					ED292	4	0	0	4					
Total				22	Total				31	Total				21

Table 1c. Course Completion of Program Courses (Summer)

SU 2016					SU 2017					SU 2018				
Course	Passed	Failed	Withdraw	Enrolled	Course	Passed	Failed	Withdraw	Enrolled	Course	Passed	Failed	Withdraw	Enrolled
ED251	3	0	0	3	ED290				1					0
ED280	3	0	0	3										
ED290	7	0	0	7										
Total				13	Total				1	Total				0

Provide summary of Tables 1a, 1b & 1c including its trends analysis.

The course completion of program courses data for students differs, of course, from the number of students enrolled in the ED degree program data overall. The review covering the last assessment (Fall 2012-Summer 2015) realized 212 students completing program courses for this period at 212. For the review covering the current assessment (Fall 2015-Summer 2018) there were a total of 159 students completing program courses. This is a difference of minus 53 students or 25% fewer students. There are several factors that could explain this but one major factor may be that the Ministry of Education (MOE) was not pressuring non-degreed, currently teaching instructors to complete the required program necessary to obtain minimal teacher certification. Currently, MOE seems to be addressing this issue and enrollment, it is expected, should rise for the next assessment cycle.

Program Courses Data
Course Completion Data of <u>ALL Students</u> in each Program Course
(Does not apply for LA and SD Programs)

You may insert more
rows as needed

Table 2a. Course Completion of Program Courses (Fall)

FA 2015					FA 2016					FA 2017				
Course	Passed	Failed	Withdraw	Enrolled	Course	Passed	Failed	Withdraw	Enrolled	Course	Passed	Failed	Withdraw	Enrolled
ED110	12	0	2	14	ED110	13	1	0	14	ED110	8	0	2	10
ED139	2	0	0	2	ED215	3	0	0	3	ED203	2	0	0	2
ED245	7	2	2	11	ED219	2	0	0	2	ED215	4	1	0	5
ED290	1	0	0	1	ED245	10	0	0	10	ED219	1	0	0	1
					ED290	1	0	0	1	ED291	1	0	0	1
					ED292	11	1	0	12	ED292	3	0	0	3
Total				28	Total				42	Total				22

Table 2b. Course Completion of Program Courses (Spring)

SP 2016					SP 2017					SP 2018				
Course	Passed	Failed	Withdraw	Enrolled	Course	Passed	Failed	Withdraw	Enrolled	Course	Passed	Failed	Withdraw	Enrolled
ED204	3	0	0	3	ED200	13	0	0	13	ED200	6	0	1	7
ED205	7	0	0	7	ED202	1	0	0	1	ED205	2	0	1	3
ED215	5	0	0	5	ED205	6	0	0	6	ED206	1	0	0	1

Course	Passed	Failed	Withdraw	Enrolled	Course	Passed	Failed	Withdraw	Enrolled	Course	Passed	Failed	Withdraw	Enrolled
ED253	5	1	0	6	ED253	4	0	0	4	ED253	1	1	0	2
ED280	3	0	0	3	ED280	3	0	0	3	ED280	6	1	0	7
ED290	1	0	0	1	ED290	1	0	0	1	ED291	1	0	0	1
ED292	1	0	0	1	ED291	2	0	0	2					
					ED292	6	0	0	6					
Total				26	Total				36	Total				21

Table 2c. Course Completion of Program Courses (Summer)

SU 2016					SU 2017					SU 2018				
Course	Passed	Failed	Withdraw	Enrolled	Course	Passed	Failed	Withdraw	Enrolled	Course	Passed	Failed	Withdraw	Enrolled
ED251	4	0	0	4	ED290	1	0	0	1					0
ED280	3	0	0	3										
ED290	9	0	0	9										
	Total			16	Total				1	Total				0

Provide summary of Tables 2a, 2b & 2c including its trends analysis.

A total of 193 students completed program courses for the assessment cycle of Fall 2012-Summer 2018. Ministry of Education (MOE) was not pressuring non-degreed, currently teaching instructors to complete the required program necessary to obtain minimal teacher certification. Currently, MOE seems to be addressing this issue and enrollment and, it is expected, should rise for the next assessment cycle.
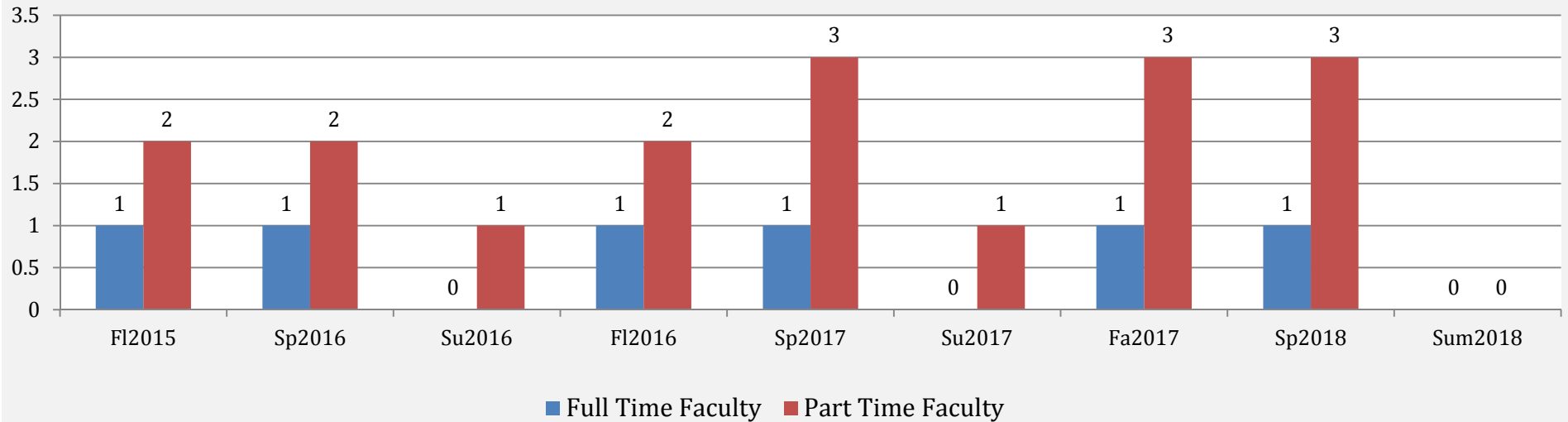
Figure 2. Number of Graduates

Term	AS/AA	AAS	CA
Fa 2015	1	0	0
Sp2016	2	0	0
Su2016	10	0	0
Fa2016	12	0	0
Sp2017	9	0	0
Su2017	1	0	0
Fa2017	4	0	0
Sp2018	1	0	0
Su2018	0	0	0
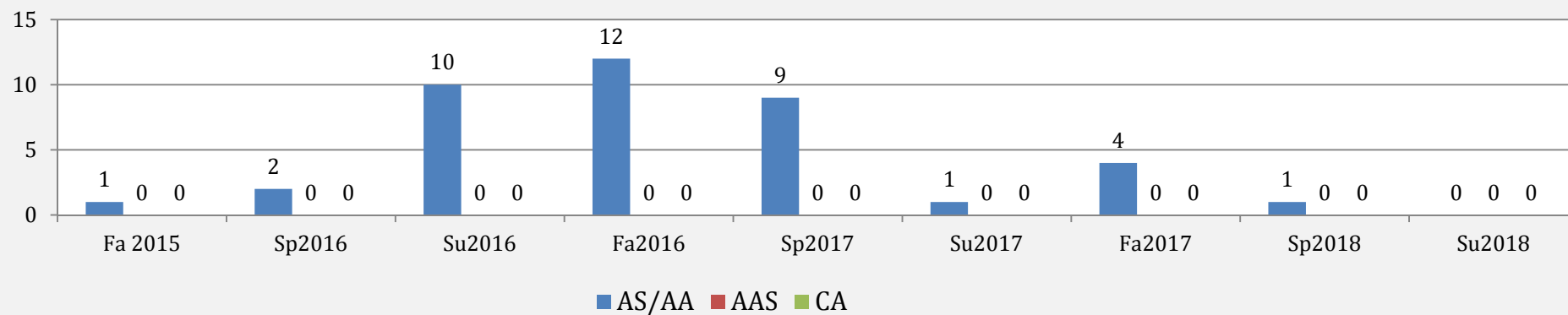
Provide summary of Figure 2 including its trends analysis.

The number of graduates increased to 38 for the assessment period of Fall 2015-Summer 2018 as compared to the last assessment cycle of Fall2012-Summer 2015.

Figure 3. Faculty Head Count

	Fl2015	Sp2016	Su2016	Fl2016	Sp2017	Su2017	Fa2017	Sp2018	Sum2018
Full Time Faculty	1	1	0	1	1	0	1	1	0
Part Time Faculty	2	2	1	2	3	1	3	3	0

■ Full Time Faculty   ■ Part Time Faculty

Provide summary of Figure 3 including its trends analysis.

The table above (tabular view of Figure 3) represents the number of full time and part time faculty instructing ED classes. Currently, there is only one full time ED faculty instructor. The full time faculty teaches mostly ED courses for ED majors (with the exception of one *SS course). However, because there are some ED courses that are required for students in other area, the college hires or assigns part time faculty to help teach those courses.
*SS=Social Studies 201 and formerly ED201

III. Student Learning and Curriculum

School Year	How many program courses are there? (refer to catalog or recent approval by CPC)	% of courses with Identified CLOs	List all revised program courses outlines or proposed new courses that received CPC approval within this review cycle	% of PLOs aligned with ILOs
Fall 2015-Summer 2016	*There are a total of 13 ED courses	100%	ED courses as follows: 110,245,290,204,205,215,253, 280,291,292,251,280,290	100%
Fall 2016-Summer 2017	*There are a total of 15 ED courses	100%	ED courses as follows: 110,215,219,245,290,292,200,202, 205,253,280,290,291,292,290	100%
Fall 2017-Summer 2018	*There are a total of 12 ED courses	100%	ED courses as follows: 110,203,215,219,291,292,200,205, 206,253,280,291	100%

Provide Summary of Student Learning and Curriculum in the box below. Summary should include reasons for course revisions and course proposals. If any course and/or the degree or the certificate program went through the validity process, include the information here.

The rationale for course revisions and modifications is for the purpose of updating the Education Program as academic degree programs are required for updates every five years and ensuring that the five-year requirement is met.
Fall 2015 ED courses deleted as unnecessary were: ED192 and ED251. ED253 was added in Spring of 2016 due to need for an increased need for studying basic diagnostic processes in assessing intellectual capacity, educability, behavioral and emotional characteristics, and academic achievement.
ED201 became described/designated as: SS201 (Social Studies)
The five Program Learning Outcomes remained the same without changes (Note: Appendix B).

IV. Course Assessment Data

Semester Assessed	Course Assessed	CLO-PLO-ILO Mapping	Results of Assessments (Do not combine CLO results; report individual CLO results ONLY.)

Year 1: School Year <u>Fall 2015-Summer 2016</u>

Semesters Assessed	Course Assessed	CLO-PLO-ILO Mapping	Results of Assessments
Fall 2015	ED110	CLO 1-PLO 1-2- ILO 1,2,4,5	CLO 1: 100% of students assessed performed at the proficiency level.
		CLO 2- PLO 2,3,4-ILO 1-6	CLO 2: 83% of students assessed performed at the proficiency level.
		CLO 3-PLO 4,5-ILO 1-6	CLO 3: 100% of students assessed performed at the proficiency level.
		CLO 4-PLO 1,4,5-ILO 1-6	CLO 4: 100% of students assessed performed at the proficiency level.
		CLO 5-PLO 2-ILO 1,5	CLO 5: 100% of students assessed performed at the proficiency level.
	ED151	CLO 1-PLO 1,3,4,5- ILO 1-6	CLO 1: 100% of students assessed performed at the proficiency level.
		CLO 2-PLO 1,3,4,5- ILO 1-6	CLO 2: 100% of students assessed performed at the proficiency level.
		CLO 3-PLO 1,3,4,5- ILO 1-6	CLO 3: 100% of students assessed performed at the proficiency level.
	ED245	CLO 1-PLO 2,4-ILO 1-6	CLO 1: 100% of students assessed performed at the proficiency level.
	ED290	CLO 1-PLO 2-ILO 1-6	
		CLO 2-PLO 1-ILO 1-6	
		CLO 3-PLO3 -ILO 1-4	
		CLO 4-PLO 3-ILO 1-4,6	
		CLO 5-PLO 5 -ILO 1,2,4,5	
Spr. 2016	ED204	CLO 1-PLO 2-ILO 1-6	CLO 1: 100% of students assessed performed at the proficiency level.
		CLO 2-PLO 4-ILO 1-4,6	CLO 2: 100% of students assessed performed at the proficiency level.
		CLO-3PLO3-ILO 1-4	CLO 3: 100% of students assessed performed at the proficiency level.
	ED205	CLO 1-PLO1-ILO1,2,4,5	CLO 1: 100% of students assessed performed at the proficiency level.
		CLO 2-PLO1-ILO1,2,4,5	CLO 2: 100% of students assessed performed at the proficiency level.
		CLO 3-PLO2,5-ILO1-6	CLO 3: 100% of students assessed performed at the proficiency level.
		CLO 4-PLO4-ILO1-4,6	CLO 4: 100% of students assessed performed at the proficiency level.
		CLO 5-PLO2,3-ILO1-6	No CLO 5 Spring 2016
	ED215	CLO1-PLO1,2-ILO1,2,4,5	CLO 1: 100% of students assessed performed at the proficiency level.
		CLO2-PLO1-5-ILO1-6	CLO 2: 100% of students assessed performed at the proficiency level.
	ED253	CLO1-PLO2,3,4-ILO1-6	CLO 1: 92% of students assessed

			performed at the proficiency level.
	ED280	CLO1-PLO1-ILO1,2,4,5	CLO 1: 100% of students assessed performed at the proficiency level.
		CLO-2PLO1,4,5-ILO1-6	CLO 2: 100% of students assessed performed at the proficiency level.
	ED290	CLO 1-PLO 2-ILO 1-6	CLO 1: 100% of students assessed performed at the proficiency level.
		CLO 2-PLO 1-ILO 1-6	CLO 2: 83% of students assessed performed at the proficiency level.
		CLO 3-PLO3 -ILO 1-4	CLO 3: 100% of students assessed performed at the proficiency level.
		CLO 4-PLO 3-ILO 1-4,6	CLO 4: 70% of students assessed performed at the proficiency level.
		CLO 5-PLO 5 -ILO 1,2,4,5	CLO 5: 70% of students assessed performed at the proficiency level.
	ED291	CLO1-PLO1,2-ILO1-6	CLO 1: 100% of students assessed performed at the proficiency level
		CLO2-PLO2-ILO1-6	CLO 2: 100% of students assessed performed at the proficiency level
		CLO3-PLO4-ILO1,2,3,4,6	CLO 3: 100% of students assessed performed at the proficiency level
		CLO4-PLO4-ILO1,2,3,4,6	CLO 4: 100% of students assessed performed at the proficiency level
		CLO5-PLO5-ILO1,2,4,5	CLO 5: 100% of students assessed performed at the proficiency level
	ED292	CLO1-PLO1-ILO1,2,4,5	CLO 1: 100% of students assessed performed at the proficiency level
		CLO2-PLO2-ILO1-6	CLO 2: 100% of students assessed performed at the proficiency level
		CLO3-PLO3-ILO1,2,3,4	CLO 3: 100% of students assessed performed at the proficiency level
		CLO4-PLO4-ILO1,2,3,4,6	CLO 4: 100% of students assessed performed at the proficiency level
		CLO5-PLO5-ILO1,2,4,5	CLO 5: 100% of students assessed performed at the proficiency level
Sum.2016	ED251	CLO1-PLO1,3,4,5-ILO1-6	
		CLO2-PLO1,3,4,5-ILO1-6	
	ED280	CLO1-PLO1-ILO1,2,4,5	
		CLO-2PLO1,4,5-ILO1-6	

Year 2: School Year Fall 2016-Summer 2017

Semester Assessed	Course Assessed	CLO-PLO-ILO Mapping	Results of Assessments
Fall2016	ED110	CLO1-PLO1-2- ILO 1,2,4,5	CLO 1: 83% of students assessed performed at the proficiency level.
		CLO 2- PLO 2,3,4-ILO 1-	CLO 2: 75% of students assessed performed at the

		6	proficiency level.
		CLO 3-PLO 4,5-ILO 1-6	CLO 3: 100% of students assessed performed at the proficiency level.
	ED215	CLO1-PLO1,2-ILO1,2,4,5	CLO 1: 100% of students assessed performed at the proficiency level.
		CLO2-PLO1-5-ILO1-6	CLO 2: 100% of students assessed performed at the proficiency level.
	ED219	CLO1-PLO2-ILO 1-6	
		CLO2-PLO2,3,4-ILO 1-6	
	ED245	CLO1-PLO2,4-ILO 1-6	CLO 1: 100% of students assessed performed at the proficiency level.
	ED290	CLO 1-PLO 2-ILO 1-6	CLO 1: 100% of students assessed performed at the proficiency level
		CLO 2-PLO 1-ILO 1-6	CLO 2: 100% of students assessed performed at the proficiency level
		CLO 3-PLO3 -ILO 1-4	CLO 3: 100% of students assessed performed at the proficiency level
		CLO 4-PLO 3-ILO 1-4,6	CLO 4: 100% of students assessed performed at the proficiency level
		CLO 5-PLO3 -ILO 1-4	CLO 5: 100% of students assessed performed at the proficiency level
	ED292	CLO1-PLO1-ILO1,2,4,5	CLO 1: 100% of students assessed performed at the proficiency level
		CLO2-PLO2-ILO1-6	CLO 2: 100% of students assessed performed at the proficiency level
		CLO3-PLO3-ILO1,2,3,4	CLO 3: 81% of students assessed performed at the proficiency level
		CLO4-PLO4-ILO1,2,3,4,6	CLO 4: 72% of students assessed performed at the proficiency level
		CLO5-PLO5-ILO1,2,4,5	CLO 5: 72% of students assessed performed at the proficiency level
Spr2017	ED200	CLO1-PLO2-ILO1-6	CLO 1: 68% of students assessed performed at the proficiency level
		CLO2-PLO2-ILO1-6	CLO 2: 70% of students assessed performed at the proficiency level
		CLO3-PLO4-ILO1,2,3,4,6	CLO 3: 70% of students assessed performed at the proficiency level
	ED202	CLO1-PLO2,3,4,5-ILO1-6	CLO 1: 100% of students assessed performed at the proficiency level.
		CLO2-PLO2,3,4,5-ILO1-6	CLO 2: 100% of students assessed performed at the proficiency level.
	ED205	CLO 1-PLO1-ILO1,2,4,5	CLO 1: 100% of students assessed performed at the proficiency level.
		CLO 2-PLO1-ILO1,2,4,5	CLO 2: 100% of students assessed performed at the proficiency level.
		CLO 3-PLO2,5-ILO1-6	CLO 3: 100% of students assessed performed at the proficiency level.

		CLO 4-PLO4-ILO1-4,6	CLO 4: 100% of students assessed performed at the proficiency level.
		CLO 5-PLO2,3-ILO1-6	CLO 5: 100% of students assessed performed at the proficiency level.
	ED253	CLO1-PLO2,3,4-ILO1-6	
	ED280	CLO1-PLO1-ILO1,2,4,5	CLO 1: 100% of students assessed performed at the proficiency level.
		CLO-2PLO1,4,5-ILO1-6	CLO 2: 100% of students assessed performed at the proficiency level.
	ED290	CLO 1-PLO 2-ILO 1-6	CLO 1: 100% of students assessed performed at the proficiency level.
		CLO 2-PLO 1-ILO 1-6	CLO 2: 100% of students assessed performed at the proficiency level.
		CLO 3-PLO3 -ILO 1-4	CLO 3: 100% of students assessed performed at the proficiency level.
		CLO 4-PLO 3-ILO 1-4,6	CLO 4: 70% of students assessed performed at the proficiency level.
		CLO 5-PLO3 -ILO 1-4	CLO 5: 70% of students assessed performed at the proficiency level.
	ED291	CLO1-PLO1,2-ILO1-6	CLO 1: 100% of students assessed performed at the proficiency level.
		CLO2-PLO2-ILO1-6	CLO 2: 100% of students assessed performed at the proficiency level.
		CLO3-PLO4-ILO1,2,3,4,6	CLO 3: 100% of students assessed performed at the proficiency level.
		CLO4-PLO4-ILO1,2,3,4,6	CLO 4: 100% of students assessed performed at the proficiency level.
		CLO5-PLO5-ILO1,2,4,5	CLO 5: 100% of students assessed performed at the proficiency level.
	ED292	CLO1-PLO1-ILO1,2,4,5	CLO 1: 100% of students assessed performed at the proficiency level.
		CLO2-PLO2-ILO1-6	CLO 2: 100% of students assessed performed at the proficiency level.
		CLO3-PLO3-ILO1,2,3,4	CLO 3: 100% of students assessed performed at the proficiency level.
		CLO4-PLO4-ILO1,2,3,4,6	CLO 4: 100% of students assessed performed at the proficiency level.
		CLO5-PLO5-ILO1,2,4,5	CLO 5: 100% of students assessed performed at the proficiency level.
Sum2017	ED290	CLO 1-PLO 2-ILO 1-6	
		CLO 2-PLO 1-ILO 1-6	
		CLO 3-PLO3 -ILO 1-4	
		CLO 4-PLO 3-ILO 1-4,6	
		CLO 5-PLO3 -ILO 1-4	

Year 3: School Year Fall 2017-Summer 2018

Semester Assessed	Course Assessed	CLO-PLO-ILO Mapping	Results of Assessments
Fall2017	ED110	CLO1-PLO1-2- ILO 1,2,4,5	CLO 1: 83% of students assessed performed at the proficiency level.
		CLO 2- PLO 2,3,4- ILO 1-6	CLO 2: 100% of students assessed performed at the proficiency level.
		CLO 3-PLO 4,5-ILO 1-6	CLO 3: 83% of students assessed performed at the proficiency level.
	ED203	CLO1-PLO1-ILO1,2,4,5	CLO 1: 100% of students assessed performed at the proficiency level.
		CLO2-PLO2,3,4-ILO1-6	CLO 2: 100% of students assessed performed at the proficiency level.
	ED215	CLO1-PLO1,2-ILO1,2,4,5	CLO 1: 100% of students assessed performed at the proficiency level.
		CLO2-PLO1-5-ILO1-6	CLO 2: 100% of students assessed performed at the proficiency level.
	ED219	CLO1-PLO2-ILO1-6	
		CLO2-PLO2,3,4-ILO1-6	
	ED291	CLO1-PLO1,2-ILO1-6	CLO 1: 100% of students assessed performed at the proficiency level.
		CLO2-PLO2-ILO1-6	CLO 2: 100% of students assessed performed at the proficiency level.
		CLO3-PLO4-ILO1,2,3,4,6	CLO 3: 100% of students assessed performed at the proficiency level.
		CLO4-PLO4-ILO1,2,3,4,6	CLO 4: 100% of students assessed performed at the proficiency level.
		CLO5-PLO5-ILO1,2,4,5	CLO 5: 100% of students assessed performed at the proficiency level.
	ED292	CLO1-PLO1-ILO1,2,4,5	CLO 1: 100% of students assessed performed at the proficiency level.
		CLO2-PLO2-ILO1-6	CLO 2: 100% of students assessed performed at the proficiency level.
		CLO3-PLO3-ILO1,2,3,4	CLO 3: 100% of students assessed performed at the proficiency level.
		CLO4-PLO4-ILO1,2,3,4,6	CLO 4: 100% of students assessed performed at the proficiency level.
		CLO5-PLO5-ILO1,2,4,5	CLO 5: 100% of students assessed performed at the proficiency level.
Spr2018	ED110/CANCELLED		
	ED200	CLO1-PLO2-ILO1-6	CLO 1: 100% of students assessed performed at the proficiency level.
		CLO2-PLO2-ILO1-6	CLO 2: 100% of students assessed performed at the proficiency level.
		CLO3-PLO4-ILO1,2,3,4,6	CLO 3: 100% of students assessed performed at the proficiency level.
	ED205	CLO 1-PLO1-	CLO 1: 100% of students assessed

		ILO1,2,4,5	performed at the proficiency level.
		CLO 2-PLO1-ILO1,2,4,5	CLO 2: 100% of students assessed performed at the proficiency level.
		CLO 3-PLO2,5-ILO1-6	CLO 3: 100% of students assessed performed at the proficiency level.
		CLO 4-PLO4-ILO1-4,6	CLO 4: 100% of students assessed performed at the proficiency level.
		CLO 5-PLO2,3-ILO1-6	CLO 5: 100% of students assessed performed at the proficiency level.
	ED206	CLO1-PLO1,5-ILO1,2,4,5	
		CLO2-PLO4-ILO1,2,3,4,6	
		CLO3-PLO3-ILO1-6	
		CLO4-PLO5-ILO1,2,4,5	
		CLO5-PLO2,3,4-ILO1-6	
	ED253	CLO1-PLO2,3,4-ILO1-6	
	ED280	CLO1-PLO1-ILO1,2,4,5	CLO 1: 100% of students assessed performed at the proficiency level.
		CLO-2PLO1,4,5-ILO1-6	CLO 2: 100% of students assessed performed at the proficiency level.
	ED291	CLO1-PLO1,2-ILO1-6	CLO 1: 100% of students assessed performed at the proficiency level.
		CLO2-PLO2-ILO1-6	CLO 2: 100% of students assessed performed at the proficiency level.
		CLO3-PLO4-ILO1,2,3,4,6	CLO 3: 100% of students assessed performed at the proficiency level.
		CLO4-PLO4-ILO1,2,3,4,6	CLO 4: 100% of students assessed performed at the proficiency level.
		CLO5-PLO5-ILO1,2,4,5	CLO 5: 100% of students assessed performed at the proficiency level.
Sum2018	NA	CLO-PLO-ILO	NA

Provide Summary of Course Assessment Data with analysis results in the box below. Summary should include how assessment results have led to improvement of course and program learning outcomes, student learning and student achievement.

With the exception of Spring ED 200/CLO 1 (68%), all other ED courses Fall 2015-Summer 2018 assessed at or above 70% (This excludes data, non-available at time of compilation, from the following: F2015 ED290/SUM2016 ED251&280/F2016 ED219/SPR2017 ED253/SUM2017 ED290/F2017 ED219/SPR2018 ED206&253). Action plans based on assessment data seems to have promoted the implementation of various and appropriate learning strategies which, in turn, have resulted in a high degree of consistent proficiency as related to learning outcomes, student learning, and student achievement

V. Program Learning Outcomes (PLOs) Assessment

Year Assessed	PLO Assessed	Proficiency Levels	Results of Assessments (Do not combine PLO results; report individual PLO result.)
S.Y. 2014-15	PLO 1	ED110 CLO 4 - 75% ED200 CLO 2 - 84% ED203 CLO 3 - 88% ED204 CLO 1 - 92% ED290 CLO 1 - 100%	89% of students assessed performed at the proficiency level. The expected outcome of 70% was met. ED program will continue to offer program courses as they are, continue to assess the program courses, and will make any changes when need arise. Changes and implementation will continue to be based on course assessment results and data.
	ED PLO 2		
	ED PLO 3		
	ED PLO 4		
	ED PLO 5		

Program Learning Outcomes Assessment Results

Year Assessed	PLO Assessed	Proficiency Levels	Results of Assessments
S.Y 2015-16	ED PLO 1	ED110 CLO 1,4,5- 100% ED151 CLO 1,2,3 - 100% ED290 CLO 2- 83% ED290- NO DATA FALL 2015 ED291 CLO1- 100% ED292 CLO 1- 100% ED251- NO DATA SUM2016 ED280-NO DATA SUM2016	96.6% of students assessed performed at the proficiency level based on *available data*. The expected outcome of 70% was met. ED program will continue to offer program courses as they are, continue to assess the program courses, and will make any changes when need arise. Changes and implementation will continue to be based on course assessment results and data.
	ED PLO 2	ED110 CLO 1,2- 91.5% ED245-CLO 1- 100%	94.9% of students assessed performed at the proficiency level based on *available data*. The expected outcome of 70% was met. ED program will continue to offer program courses as they are,

		ED290 FALL 2015-NO DATA ED290 CLO 1-83% ED291 CLO 2-100% ED292 CLO 2-100% ED251 SUM2016-NO DATA ED280 SUM2016-NO DATA	continue to assess the program courses, and will make any changes when need arise. Changes and implementation will continue to be based on course assessment results and data.
	ED PLO 3	ED110 CLO 4,5-100% ED151 CLO 1,2,3 - 100% ED290- NO DATA FALL 2015 ED290 CLO 3,4-85% ED291 CLO 4-100% ED292 CLO 3-100% ED251- NO DATA SUM2016 ED280-NO DATA SUM2016	97% of students assessed performed at the proficiency level based on *available data*. The expected outcome of 70% was met. ED program will continue to offer program courses as they are, continue to assess the program courses, and will make any changes when need arise. Changes and implementation will continue to be based on course assessment results and data.
	ED PLO 4	ED110 CLO 2,3,4 – 94.3% ED151 CLO 1,2,3 - 100% ED245 CLO 1-100% ED290- NO DATA FALL 2015 ED290 CLO 3-70% ED291 CLO 4-100% ED292 CLO 4-100% ED251- NO DATA SUM2016 ED280-NO DATA SUM2016	94.05% of students assessed performed at the proficiency level based on *available data*. The expected outcome of 70% was met. ED program will continue to offer program courses as they are, continue to assess the program courses, and will make any changes when need arise. Changes and implementation will continue to be based on course assessment results and data.
	ED PLO 5	ED110 CLO 3,4,5-100%	94% of students assessed performed at the proficiency level based on *available data*. The expected outcome

		ED151 CLO 1,2,3 - 100% ED290- NO DATA FALL 2015 ED290 CLO 5- 70% ED291 CLO 5- 100% ED292 CLO 5- 100% ED251- NO DATA SUM2016 ED280-NO DATA SUM2016	of 70% was met. ED program will continue to offer program courses as they are, continue to assess the program courses, and will make any changes when need arise. Changes and implementation will continue to be based on course assessment results and data.
S.Y. 2016-17	ED PLO 1	ED 110 CLO 1- 83% ED 215 CLO 1- 75% ED 219-NO DATA FALL 2016 ED 290 CLO 1- 100% ED 292 CLO 1- 100% ED 205 CLO 1- 100% ED 280 CLO 1- 100% ED 290 CLO 2- 100% ED 291 CLO 1- 100% ED 292 CLO 1- 100% ED 290-NO DATA SUM2017	95.3% of students assessed performed at the proficiency level based on *available data*. The expected outcome of 70% was met. ED program will continue to offer program courses as they are, continue to assess the program courses, and will make any changes when need arise. Changes and implementation will continue to be based on course assessment results and data.
	ED PLO 2	ED110 CLO 2- 75% ED215 CLO 1,2- 100% ED219-NO DATA FALL 2016 ED245 CLO 1- 100% ED290 CLO 1- 100% ED292 CLO 2- 100%	95.3% of students assessed performed at the proficiency level based on *available data*. The expected outcome of 70% was met. ED program will continue to offer program courses as they are, continue to assess the program courses, and will make any changes when need arise. Changes and implementation will continue to be based on course assessment results and data.

		ED200 CLO 1,2-69% ED202 CLO 1,2-100% ED205 CLO 3,5-100% ED253 CLO 1-100% ED290 CLO 1-100% ED291 CLO 1,2-100% ED292 CLO 2-100% ED290-NO DATA SUM2017	
	ED PLO 3	ED110 CLO 2-75% ED215 CLO 2-100% ED219-NO DATA FALL 2016 ED290 CLO 3,4,5-100% ED292 CLO 3-100% ED202 CLO 1,2-100% ED205 CLO 5-100% ED253 CLO 1-100% ED290 CLO 3,4,5-80% ED292 CLO 3-100% ED290-NO DATA SUM2017	95% of students assessed performed at the proficiency level based on *available data*. The expected outcome of 70% was met. ED program will continue to offer program courses as they are, continue to assess the program courses, and will make any changes when need arise. Changes and implementation will continue to be based on course assessment results and data.
	ED PLO 4	ED110 CLO 2,3-87.5% ED215 CLO 2-100% ED219-NO DATA FALL 2016 ED245 CLO 1-100% ED292 CLO 4-72%	93.6% of students assessed performed at the proficiency level based on *available data*. The expected outcome of 70% was met. ED program will continue to offer program courses as they are, continue to assess the program courses, and will make any changes when need arise. Changes and implementation will continue to be based on course assessment results and data.

		ED200 CLO 3-70% ED202 CLO 1,2-100% ED205 CLO 4-100% ED253 CLO 4-100% ED280 CLO 2-100% ED291 CLO 3,4-100% ED292 CLO 4-100% ED290-NO DATA SUM2017	
	ED PLO 5	ED110 CLO 3-100% ED215 CLO 2-100% ED219-NO DATA FALL 2016 ED292 CLO 5-72% ED202 CLO 1,2-100% ED205 CLO 3-100% ED280 CLO 2-100% ED291 CLO 5-100% ED292 CLO 5-100% ED290-NO DATA SUM2017	96.5% of students assessed performed at the proficiency level based on *available data*. The expected outcome of 70% was met. ED program will continue to offer program courses as they are, continue to assess the program courses, and will make any changes when need arise. Changes and implementation will continue to be based on course assessment results and data.
S.Y. 2017-18	ED PLO 1	ED110 CLO 1-83% ED203 CLO 1-100% ED215 CLO 1,2-100% ED219-NO DATA FALL 2017 ED291 CLO 1-100%	95.75% of students assessed performed at the proficiency level based on *available data*. The expected outcome of 70% was met. ED program will continue to offer program courses as they are, continue to assess the program courses, and will make any changes when need arise. Changes and implementation will continue to be based on course assessment results and data.
	ED PLO 2	ED110 CLO 2-100%	100% of students assessed performed at the proficiency level based on *available data*. The

		ED203 CLO 2-100% ED215 CLO 1,2-100% ED219-NO DATA FALL 2017 ED291 CLO 1,2-100%	expected outcome of 70% was met. ED program will continue to offer program courses as they are, continue to assess the program courses, and will make any changes when need arise. Changes and implementation will continue to be based on course assessment results and data.
	ED PLO 3	ED110 CLO 2-100% ED203 CLO 2-100% ED215 CLO 2-100% ED219-NO DATA FALL 2017	100% of students assessed performed at the proficiency level based on *available data*. The expected outcome of 70% was met. ED program will continue to offer program courses as they are, continue to assess the program courses, and will make any changes when need arise. Changes and implementation will continue to be based on course assessment results and data.
	ED PLO 4	ED110 CLO 2,3-91.5% ED203 CLO 2-100% ED215 CLO 2-100% ED219-NO DATA FALL 2017 ED291 CLO 3,4-100%	97.9% of students assessed performed at the proficiency level based on *available data*. The expected outcome of 70% was met. ED program will continue to offer program courses as they are, continue to assess the program courses, and will make any changes when need arise. Changes and implementation will continue to be based on course assessment results and data.
	ED PLO 5	ED110 CLO 3-83% ED215 CLO 2-100% ED219-NO DATA FALL 2017 ED291 CLO 5-100%	94.3% of students assessed performed at the proficiency level based on *available data*. The expected outcome of 70% was met. ED program will continue to offer program courses as they are, continue to assess the program courses, and will make any changes when need arise. Changes and implementation will continue to be based on course assessment results and data.

Provide Summary of Program Learning Outcomes Assessments and analysis results in the box below. Summary should include analysis of this cycle with previous cycles; how assessment results have led to major decisions made to support the improvement of program's student learning and student achievement.

Comparatively speaking, Fall 2012-Summer 2015 and Fall 2015-Summer 2018 are statistically the same. The PLO assessment for Fall 2012-Summer 2015 was 96.3% whereas Fall 2015-Summer 2018 was 96.1%. Some data for this assessment cycle was not available at the time of this program review so it is possible that if that data had been included there may or may not have been a significant difference. The amount of missing data was not that great if based on general calculations and course trends. Some anomalies must also be considered. For instance, ED292 PLO 4 assessed at 72% S.Y. 2016-2017 yet 100% others. Same with ED 200 PLO 2 S.Y. 2015-2016 assessed at 69% yet not elsewhere. Action plans have addressed most deficiencies as needed but occasionally fail to address certain cases that don't

fit a pattern or expected trend. This may be due to the utilization of a new textbook that potentially has not had time to competently transition into a course or, perhaps, a particular class experienced a low enrollment with some students not grasping the material and skewing the percentages. Most likely it is a complex combination of factors and not likely to a major cause for concern as percentages for PLO assessments for this review period are quite satisfactory overall. Hopefully, the data and other information contained in this review will give insight into issues which may need to be addressed by decision makers in providing means of improvement contributing to student achievement and learning.

VI. Evaluation of Previous Program Review Action Plan(s)

Indicate the status of the previous program review action plans below. (Include all previous action plans.) Indicate the cycle and years of the previous program review.

Cycle:	Years:

Action Plan Activity/Objectives	Status Complete/Ongoing/Incomplete	Updates of Action Plan/s (Report action plan individually.)
Fall 2002-Spring 2005	Complete	None
Fall 2005-Summer 2012	Incomplete. No department reviews available during this time. Instructor passed away before completing.	None
Fall 2012-Summer 2015	Complete	Course programs were updated in order to become more efficient and address the changing demographics of Palau Community College (PCC). Physical environment for the education program has realized improvement upon existing structures as well as additional classrooms constructed. Minor proposals to department budget have been made. There is still a need for additional full-time instructor(s) within the Education Department. Academic adjustments and refinements will be addressed in an ongoing manner as awareness of necessity may suggest or indicate.

Provide Summary of the Evaluation of Previous Program Review Action Plans and analysis results in the box below. Summary should include what measurable outcomes were achieved due to the actions completed; were the completed action plans led to improvement of student learning and student achievement; and provide detailed explanation of action plans that are ongoing as well as plans that are incomplete.

Based on previous program reviews, the current state of the Education Department is stable. Ministry of Education (MOE) seems to be working in a more collaborative sense with PCC which, in turn, is more conducive to improved student learning and achievement needs. The impetus of MOE to, more or less, compel active teachers (of Palau) to finish their basic certification requirements has helped both to weed out teachers that are disinclined to meet the national academic standards as well as sifted out a refined number of goal-oriented and competent educators. This latter group of educators would be reasonably expected to continue raising assessment scores within the Education Program at Palau Community College and, ultimately, benefit the community and country of Palau with better educated students being produced within the national K-12 school system.

VII. 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
Course outlines, mapping, CLOs, and other relative documentations have been updated over the course of this academic cycle.	This plan will insure that all course outlines will continue to be updated and that they are aligned with the CLOs, PLOs, and ILOs.	None	Spring 2018 and ongoing.
Updates will be added or modified as needed	This plan will insure that all course outlines will continue to be updated and that they are aligned with the CLOs, PLOs, and ILOs.	None	Ongoing
Hire an additional qualified fulltime ED faculty	This plan promotes the idea 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. Currently, adjunct faculty are fulfilling this role in addition to their other duties. The faculty needs to possess at minimum a bachelor's degree in education or a related field. Such need is evident as the Palau Community College (PCC) struggles to find qualified instructors to teach the education courses offered every semester	Funding to hire another qualified, fulltime ED faculty	Spring 2018
Vehicle for Education Department use	This provision is deemed necessary for the instructor of ED courses 290, 291, 292, and 293 to have a department vehicle at his/her disposal, even if on a part-time basis. This is due to the course requirements to travel to several sites (often at considerable	Adequate, minimal funding, which is available within the ED budget, would meet this need	Ongoing

	distance) where student teachers are engaged in practicum instruction. The course instructors are currently having to provide their own means/personal vehicles to carry out this necessary function when it should be provided for by the ED Department of PCC		
Phone extension or dedicated line	This plan does not necessarily improve but rather supports the College's effort to provide a student-supportive environment that accommodates cultural complexities and unique student/faculty needs. 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 may have left or stepped out. An extension or dedicated line would alleviate these issues to a great extent	Adequate, minimal funding, which is available within the ED budget, would meet this need	Spring 2018
Professional development	This plan ensures that ED faculty and teaching assistants are up to date with the latest in the education field and, in turn, students are exposed to such knowledge and skills	Funding to allow ED faculty to attend trainings, workshops, and conferences in ED related topics	Ongoing
Recruitment activities	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 into this vital career field	Funding to support recruitment activities (brochures, flyers, school, and MOE visits, etc.)	Ongoing

Provide Summary of Action Plans in the box below. Summary should include program major strengths; program needs and any recommendations for improvements based on assessment results, data and/or other college major plans. The summary needs to indicate overall program needs that may require financial support from the institution.

Major program strengths of the Palau Community College's (PCC) ED program is that it is designed to allow students to explore various specialties in the field of teaching. Such an approach gives students the opportunity to work on projects in various areas within the field and hopefully be able to choose their area of interest whether it relates to Pre-K, Elementary or High School Education, tutoring, mentoring, or any other education or management related environment. Identifying their area of interest will allow students to build upon and relate in real life the knowledge, experience, and professional polish along with a strong sense of competency that they acquire in the classroom during lectures, activities, and practicum/internship.

The above stated, there is always room for improvement. Some recommendations are as follows: 1). Provide adjuncts which assess and provide data during the summer courses. 2). 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 PCC to provide mechanisms for recruiting and retaining well-qualified ED instructors. This would include adequate compensation and support from the PCC. 3). Develop a strategy in conjunction with the Ministry of Education (MOE) to aggressively promote the identification, recruitment, and incentives, of assuring individuals—first within the Palauan population—to enlist in providing *competent* instructors for the PCC and, ultimately, within the education community of Palau. 4). Assessment data would reflect, perhaps, higher levels of learning if *active teachers* working toward required degrees at Palau Community College would continue to not be restricted or hindered in any way from attending classes due to workshops, seminars, bus, and after-school duties which sometimes prevent them from participating in a timely manner with course and class educational functions. Continue to coordinate and implement schedules between the PCC, Ministry of Education (MOE), and the schools themselves in order to consistently alleviate these issues and continue to allow actively teaching students to achieve a higher level of achievement due to the elimination of distractions during their time while enrolled in courses working toward their degree at PCC. 4). Another area for improvement would be in the area of customs. Students, particularly the oldest daughters, experience great stress over cultural obligations during funerals where demands and expectations place them between attending classes and fulfilling customs. Young male students are also called out from their course of studies particularly in the area of helping with preparations requiring muscle/agility. This is something that PCC has attempted to address at times but with varying degrees of success.

VIII. Resource Requests

Itemize resource request below to include resource requests that will support action plans and are data-driven (e.g. program enrollment, course needs, student needs). This section should provide a clear representation of the program's annual budget request.

Type of Resource	Detailed Description	Estimated Amount Requested	Justification
Personnel	For two faculty (one with master degree/one with a bachelor degree)	At least $49,000 per year	There is a need to hire another 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 some problems to locate/find qualified adjunct or part-time instructors.
Facilities	Continue to use existing facilities with some repairs necessary to leaking roof	Minimal estimated costs of $150-$250 if repairs made to leaking roof soon. Much higher if neglected or roof needs replacement.	There are water damages to interior ceiling along with resulting mold hazards and unsightly appearance. Without repairs to the leaking roof, the costs to the college will unnecessarily escalate due to resultant damages.
Equipment		$2000	For one annual year to support/facilitate teaching including multimedia activities.
Supplies	Office material	$1000	For one annual year to support/facilitate teaching and maintain a clean, safe environment.
Software	None	None	None
Training	Including library resources.	$1,500	For one annual year to support/facilitate teaching.
Other	Gasoline/transportation	$4000-$5000	For school visits/one annual year (decreasing once vehicle is acquired) for transportation and fuel stipend for necessary trips within and outside Koror area school visits.
Total	All resource requests	$58,250	College's continuous effort to support its mission and students, attract and retain competent instructors, and refining ongoing ED courses as well as the overall ED program.

Provide Summary of Resource Request in the box below. Summary should connect the resources requested to course, program and institutional learning outcomes assessment results and/or any other college major plans.

Facilities, equipment, supplies, technology, training, and other necessary resources such as adequate transportation and transportation requirements such as fuel/support are, of course, ongoing but possible to estimate and predict on a per annum basis. Currently, global nation/state changes, including a consideration of the strategic significance of the Micronesian/Pacific region, indicate an increased need for a highly educated population within Micronesia, including Palau, in order to make sound decisions upon which to respond to changes directly affecting them. CLOs, PLOs, and ILOs, of course, provide a vital framework to operate from and satisfactorily carry out the core mission of an institution such as Palau Community College (PCC). This makes it imperative that qualified personnel are employed and

retained to promote continuity and consistency in order to to implement the institutions vital framework. Therefore, resources should be available to the extent that the personnel PCC needs to continue remaining relevant is attracted to and supported by adequate resources in order to maintain competent faculty and staff continuity/longevity during this period of dynamic global change and strategic importance within the Palauan and Micronesian communities.

Do not forget to include all your required appendices.   Required appendices are listed on page 2 of this template.