PALAU COMMUNITY COLLEGE

"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.

INSTRUCTIONAL PROGRAM THREE YEAR REVIEW

Academic Department

English Department

Period of Three Year Review

Fall 2012 to Summer 2015

Completed By: Midori Mersai Date: 2/5/16
Department Instructor(s)

Department Chair: Midori Mersai Date: 2/5/16

Dean of Academic Affairs: Robert Ramarui Date: 2/5/16

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Department Review Narrative Summary

The narrative summary should include the following:

- **Summary of the academic program purpose**

  The purpose of English department is to assist students in acquiring the skills necessary to be proficient in the areas of writing, reading, and communication. Students are given reading and writing placement tests for placement into their appropriate courses. The courses offered help students improve their writing, reading and communication skills which assist students to succeed in other areas of their education at PCC. Developmental courses allow students to regain or strengthen skills that are needed for the college level courses. College level courses further strengthen students' skills and prepare them for the transfer to higher education schools or the workforce.

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

  The English courses offered at PCC assist the students in acquiring skills that enable them to succeed in the learning opportunities that the college offers. Courses offered enable students to think critically and solve problems, integrate their own ideas with those of others, and communicate clearly, both orally and in writing. The courses assist the students in developing personal excellence by providing them with good oral and written communication skills that can be used throughout their lives in both personal and career settings. In addition, there are courses that can be used as transfer credits should students choose to continue their studies beyond the two year level.

- **Summary of Department Data**

  Figure 1 – Student Status

	Fa 12	Sp 13	Su 13	Fa 13	Sp 14	Su 14	Fa 14	Sp 15	Su 15	Average
Enrollment	482	441	140	446	407	123	386	395	105	325
Pass/CR	68%	59%	83%	64%	59%	74%	72%	66%	60%	66%
Fail/NC	24%	32%	16%	27%	33%	19%	20%	27%	38	27%
Auditors	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Withdraw	10%	9%	7%	8%	8%	7%	8%	7%	2%	7%
Incomplete	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%

  The tabular view above in figure 1 shows an overall view of total enrollment and the average number of students who successfully passed their courses and those who failed. Although the average number of passing students indicates that a majority of them passed their courses, there are still those who failed, due to several factors such as students' sporadic attendance, lack of motivation, but also on instructor weaknesses. The average number of students who withdrew was not large, but every effort must be made to decrease the number of withdrawals. There were no students enrolled for auditing purposes.

  Figure 2 – Class Information

	Fa 12	Sp 13	Su 13	Fa 13	Sp 14	Su 14	Fa 14	Sp 15	Su 15	Average
Under 10 Students	8%	4%	36%	11%	24%	14%	0%	13%	60%	19%
10 – 19 Students	46%	50%	46%	44%	20%	29%	43%	35%	30%	38%
20 – 29 Students	42%	46%	18%	44%	56%	57%	57%	52%	10%	42%
30 or more Students	1%	0%	0%	0%	0%	0%	0%	0%	0%	1%

TOTAL CLASSES	26	26	11	27	25	7	21	23	10	20

The above tabular view of figure 2 shows the average number of class sizes for English courses. Because English courses are mostly General Education requirements, majority of the student population enrolled in the courses, hence the large number of enrollment between the ranges of 10 and 29. Additionally, certain courses are prerequisites of others so students are required to take them. In some cases, classes had less than ten students. These could be due to various reasons such as certain courses with more than one section, upper level courses required for certain programs (i.e. Library Science) that have small student population, students requiring classes to graduate and/or schedule conflicts, and also some classes could not be cancelled as students would then be thrown off their graduation schedule.

Figure 3 – Course Offering Information

	Fa 12	Sp 13	Su 13	Fa 13	Sp 14	Su 14	Fa 14	Sp 15	Su 15	Average
Total Prog/Dept. Classes Taught	26	26	11	27	25	7	21	23	10	20
Total Lecture ONLY Classes	46%	42%	55%	52%	56%	43%	48%	52%	70%	52%
Total Lecture & Lab Classes	46%	46%	36%	44%	36%	57%	43%	39%	20%	50%
Total Online Classes	8%	12%	9%	4%	8%	0%	9%	9%	10%	8%

The tabular view above in figure 3 shows the number and type of English classes offered. A majority of classes were lecture only but quite a few were lecture and lab classes. Lecture only courses include CO 110, CO 201, CO 205, CO 259, EN 109, EN 112, EN 114, EN 157, EN 189, EN 200, EN 202, and EN 219. All Developmental courses in English are lecture and lab classes. Lecture and Lab classes include EN 89, EN 90, EN 91, EN 92, and EN 95. Lecture and lab classes allow students to practice concepts learned in lectures. As language skills courses, students require additional practice in order to become proficient, and the lab portion of the classes assist students in achieving that proficiency as they give students the opportunity to engage in activities that improve the understanding and usage of learned concepts. Both English courses, EN 112 and EN 114, now offer traditional classes as well as online. EN 114 also offer a Hybrid course where students meet in the classroom as well as work online.

Figure 4 – Faculty Information

	Fa 12	Sp 13	Su 13	Fa 13	Sp 14	Su 14	Fa 14	Sp 15	Su 15
Full Time Faculty	6	7	3	5	5	3	5	4	3
Part Time Faculty	4	1	4	4	3	2	3	4	3
Total Faculty	10	8	7	9	8	5	8	8	6

The tabular view above of figure 4 shows the number of full time and part time faculty for the English department. The department currently consists of 5 full time instructors. However, one instructor also teaches an SS course, sometimes two, each semester. The English department is the largest department at PCC, and the number of full time faculty should be at least 6. As shown in the table above, all semesters show that several part time faculty had to be hired to accommodate the number of classes offered. Most adjunct faculty have full-time jobs and could only teach at certain times that may not be as accommodating for students, unlike full time faculty who are here at all times and could teach courses at

various times that fit students' schedules. In addition, because of their other jobs, teaching courses for PCC is not a priority for them as it would for a full-time faculty. As such, at least one more full time faculty should be hired in order to effectively teach the many classes offered each semester, and accommodate student schedules, especially with the addition of the 3 more developmental courses.

Table 1 – Faculty : Class : Class Size Ration Information

	Fa 12	Sp 13	Su 13	Fa 13	Sp 14	Su 14	Fa 14	Sp 15	Su 15
Full Time Faculty (F:C:CS)	1:4:67	1:3:59	1:2:28	1:4:69	1:4:64	1:2:28	1:3:61	1:4:69	1:2:25
Part Time Faculty (F:C:CS)	1:1:20	1:2:30	1:1:14	1:2:26	1:2:29	1:1:20	1:1:27	1:2:30	1:1:10

The table above shows the ratio of faculty to class to class size. Ratio of full-time faculty to class ranges from one to two classes to one to four classes, and ratio of faculty to class size ranges from one to twenty-five to one to sixty-nine. Ratio of part-time faculty to class ranges from one to one class to one to two classes, and ratio of part-time faculty to class size ranges from one to fourteen to one to thirty. With each semester, there was a necessity to hire adjuncts to teach one to two classes. The hiring of another full-time faculty will eliminate the need to look elsewhere, and at times without success, for adjunct faculty. When this happens, there is no choice but to cancel classes. In addition, it will also eliminate faculty overload, thus reducing the necessity of overload compensation.

- **Summary of Student Learning and Curriculum**

  There are a total of 17 CO and EN courses offered here at PCC. All 17 courses have CLOs and outlines of all courses have been evaluated, updated, submitted to CPC and have been approved.

  In addition, all course CLOs have been aligned with PLOs and ILOs in the mapping template. Signature assignments have also been created for all courses and used to assess all courses. Signature assignments and program mapping 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?

     Consistent assessments using the FAMED assessment form began in Fall 2010 and EN Department consistently assess all courses. In Spring 2014, however, courses were divided up and one half are assessed in the fall, and the other half assessed in the spring. Assessments have led to changes of delivery methods, more activities for improved skills learning, and modifications to learning outcomes. Outline changes have already been made and/or reviewed, and have been approved by CPC.

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

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

  a. List actions identified in your last program review or any other related plan(s).
     1. Increase salary and benefits for EN instructors: **Incomplete**
     2. Create position for MU instructor: **Incomplete**

3. ESL training for EN instructors: **Ongoing**
4. Create an ESL Program: **Incomplete**
5. Hire a full-time faculty: **Ongoing**

b. What measurable outcomes were achieved due to the actions completed?
Assessments were not done when courses were piloted; however, following courses were assessed and indicate a majority of success in completing the course satisfactorily.

c. Evaluate the success of the completed actions. Did the completed actions lead to improvement of student learning?
The development and implementation of courses below EN 95 has shown some student improvement; however, we still have students who continue to perform low proficiency even with these additional developmental courses, hence the need for an ESL program.

d. What modifications do you plan to make to the program in the future to improve student learning?
Continuous assessments and changes/improvements based on those assessments will be done throughout each semester.

e. Update major changes/accomplishments since the last review.
EN Dept. began offering EN 114 course as a Hybrid since 2013. This involves both classroom and online. Students meet part of the time each week in the classroom, and part of the time do activities and research online. Course results show the success of this course as students experience less restrictions of being in the classroom all the time, at the same time keep continuous face-to-face interaction with faculty in the classroom. EN Dept. will try EN 112 Hybrid.

- **Summary of Department Major Strengths**

  The English department offers a variety of courses in writing, communication and reading which students in all programs can benefit from. In addition, people who want to improve their skills in these areas for personal growth can presently do so as unclassified students or auditors. These are courses that have been created specifically for some of the programs, such as communication and writing courses for Liberal Arts majors, a children's literature course for library technicians, an intercultural communication course for tourism majors and a course on teaching grammar for education majors.

  The technical education students can take the introduction to communications course instead of the college writing course if these students are in the Associate of Applied Science programs. Many will not be writing major reports or documents in their career fields, and this course helps them improve their communication skills instead.

- **Recommendations for Improvements**

  a. Does the student assessment data indicate overall program needs that may require support from the institution? Define these observed needs supported by assessment data.
  Based on assessment data and other faculty input, an ESL program is greatly needed in order for students to improve their English proficiency skills; thus eliminating the repeat of developmental courses and also will help in improving students' performances in other program course requirements.

- **Summary of Action Plans**

The English department's action plans for the next three academic years include action plans that were set in the last review but were not completed, the ongoing plans identified in the last review, and new plans that were identified for this review. Following are the action plans:

Action plans that were not completed in previous review.

1. Increase salary and benefits for EN instructors.
   This plan will ensure that the college attract qualified instructors and help to keep them for longer periods of time.

2. Create a position for a full time MU instructor.
   Currently, the Mu instructor is being paid as an English department faculty but can only be relied on to teach when necessity demands. With the position created and funding allocated for MU department, the EN department can then be able to hire a full time faculty who will be teaching strictly English, and the need to hire adjuncts can be reduced.

3. ESL training for EN instructors.
   This action plan is ongoing. In the latter part of 2012, EN faculty participated in a workshop that focused on different methods of teaching English to non-English speakers. The workshop was extremely helpful in helping faculty develop different methods of teaching. However, there are always new updates and new methods that would benefit faculty greatly and in turn help them in improving student performances. Continuous training will not only provide professional development for faculty, it will help in providing better student outcome.

4. Creating an ESL program.
   This action plan was identified in the last 3 years based on student assessments and faculty input. With an ESL program, incoming freshmen with low proficiency skills can improve on those skills through the program before commencing on their college level courses. Many students apply to PCC and because of our "open door" policy, we are unable to refuse any student wishing to attend this college. Thus we accept many students who have low proficiency skills in English, and we watch them struggle greatly mainly because of language barrier. An ESL program will go a long way in better preparing such students to continue on to higher course levels and succeeding in those courses. Each year we see new students enroll with very low proficiency skills, hence the offering of developmental English courses EN 89, 91 and 90. Even with these courses, some students still struggle and at times have to repeat these courses before moving on to the next level.

5. Hire another full time faculty.
   A new full-time faculty was just hired and began fall 2015. However, we also lost one full-time faculty. This brings us back to the same state. By hiring another full-time faculty, we ensure that all courses are taught by qualified faculty who are available to students full time. In addition, it eliminates the need to seek adjunct faculty who have other priorities and may not have students' best interest at heart. This can be detrimental to student performance and reduce quality education we promise students.

- **Summary of Resource Request (if any)**

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**

a. What ILO, PLO and/or CLO does this resource request address?

1. Personnel: Hire additional full time faculty. This resource request addresses all department courses' CLOs, PLOs, and ILOs.

2. Equipment: Purchase a printer for EN department use. Purchase a projector for Department use. This request addresses department courses' CLOs, PLOs, and ILOs.

3. Supplies: Office supplies. This resource request addresses all department courses' CLOs, PLOs, and ILOs.

4. Training: Professional development training. This request addresses all courses' CLOs, PLOs, and ILOs.

b. What will be the anticipated outcome if resource request is granted?

1. Personnel: Hiring an additional full time faculty allows courses to be taught by qualified personnel who are available full time. It lessens the need to find adjunct faculty, which is sometimes unsuccessful and classes are cancelled because of that.

2. Equipment: EN courses, especially developmental courses, use numerous activities during lab sessions and classroom exercises that students need to utilize to improve learning. As such, activities handouts and performance assessments are required almost daily for these courses. This request for a printer enables instructors to produce these activities in a timely manner and without having to wait to use the one printer available for all faculty to use. Many faculty make use of powerpoints in the classroom, and there are not enough projectors available for use, sometimes by several faculty at the same time.

3. Supplies: Office supplies being kept on hand allows faculty to have available supplies for daily student feedback and record keeping.

4. Training: Professional development is extremely important as it ensures that faculty is updated with innovative methods and strategies that can be utilized for the improvement of student performance.

c. Describe the resource request in detail.

1. Personnel: Hiring an additional full time faculty. Hiring another full time English faculty with at least a bachelor's degree in English or a related field is necessary to teach the numerous English courses offered each semester. The need is evident as with each semester, one or more adjunct faculty are hired to teach courses which would be cancelled otherwise. In addition, having another qualified faculty in the department will ensure quality teaching for our students.

2. Equipment: Purchase an HP Laser Jet 600 printer for departmental use. One printer available to serve more than 20 faculty is just not feasible. If the EN department, which is the largest department at the college, is given a printer for its use, its faculty would be able to print activities and lessons in a more productive manner.

3. Supplies: Office supplies such as pens, board markers, tablets, staplers, and other office and classroom supplies ensures that faculty are equipped to teach and deliver course content effectively.

4. Training: Professional development on and off-island is necessary for faculty to keep themselves connected to the outside world and keep themselves updated with innovative classroom methods and strategies in teaching effectively. Effective strategies are continuously developed and shared by experts through conference workshops and trainings around the world and faculty should be allowed to attend and participate in such trainings. This will not only benefit faculty professionally but in turn will benefit the college's student population and the college itself.

Appendix A: Department Review Assessment Data

1.0 Department Data

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

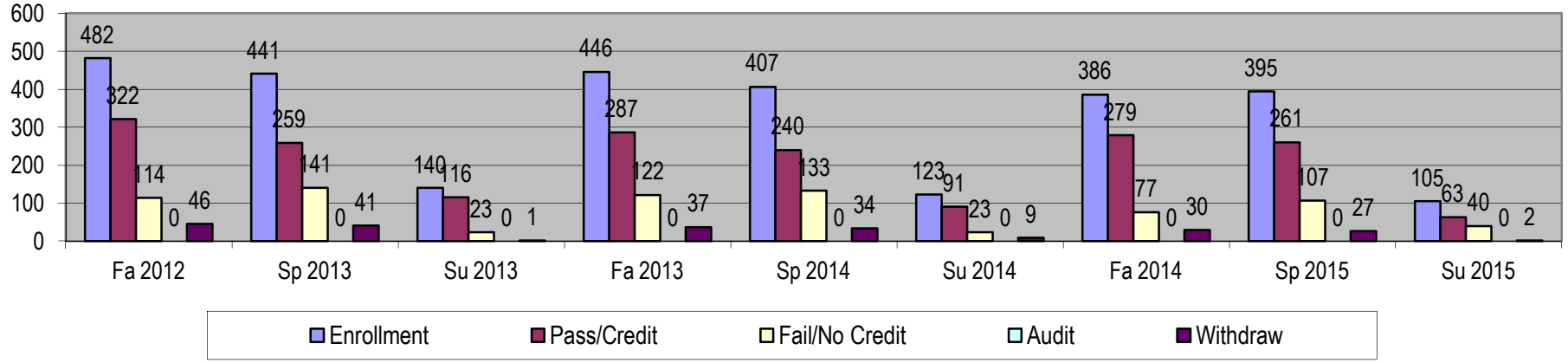

Figure 2. Number Size of Class and Sections Conducted

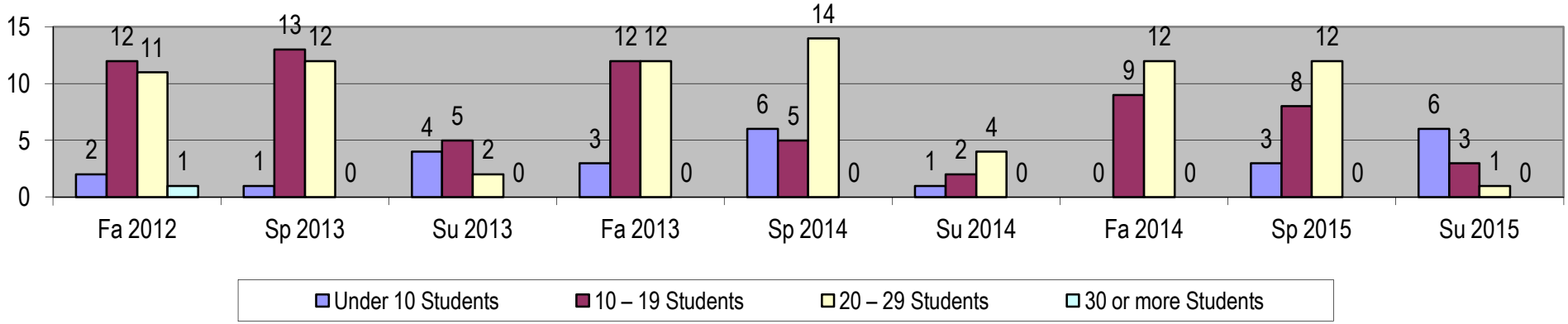

Figure 3. Course Offering

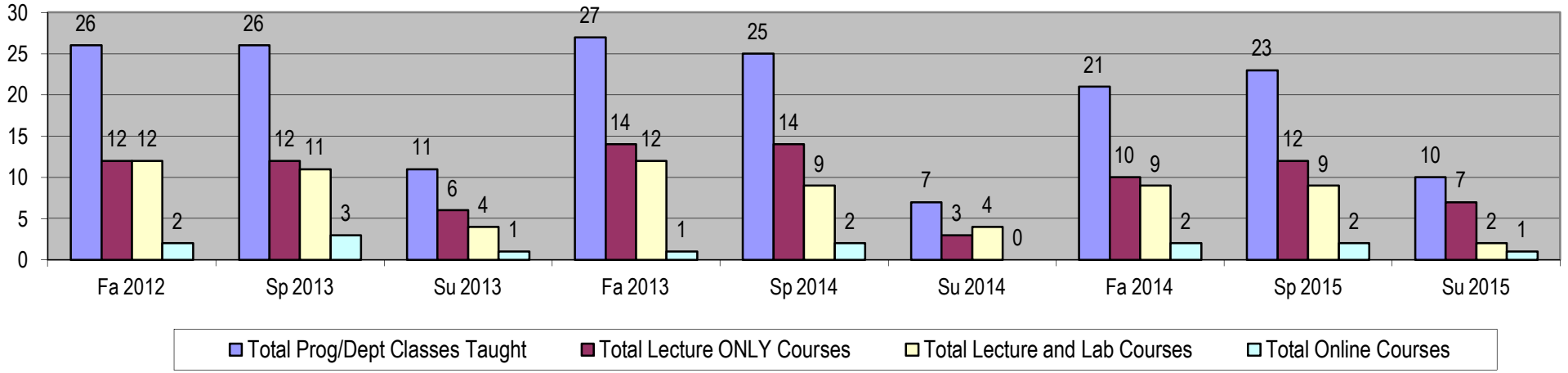

Figure 4. Faculty Head Count

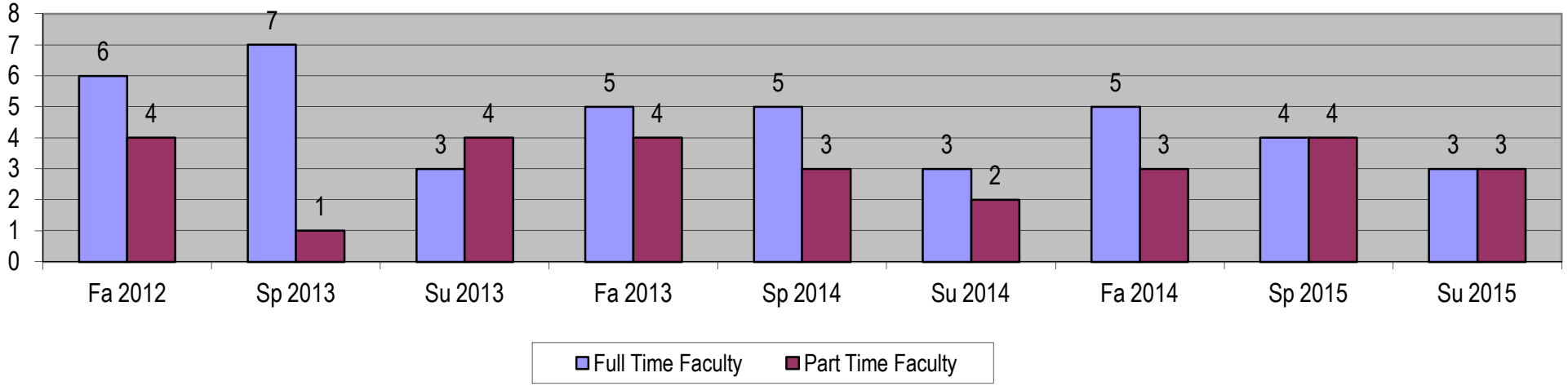

Table 1. Faculty-Class-Class Size Ratio (program headcount).

	Fa 12	Sp 13	Su 13	Fa 13	Sp 14	Su 14	Fa 14	Sp 15	Su 15
Full Time Faculty (F:C:CS)	1:4:67	1:3:59	1:2:28	1:4:69	1:4:64	1:2:28	1:3:61	1:4:69	1:2:25
Part Time Faculty (F:C:CS)	1:1:20	1:2:30	1:1:14	1:2:26	1:2:29	1:1:20	1:1:27	1:2:30	1:1:10

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
17	100%	100%	100%	100%

3.0 Course Assessment Data

Year 1: School Year 2012-2013

Semester Assessed	Course Assessed	CLO - PLO Alignment	Results of Assessments
Fall 2012	EN 90	CLO 1 – PLO 1, 2	There were two sections of this course taught. Different signature assignments were used so results will be separate to reflect that. In one section 18 students were assessed. 39% (7 of 18) of students reached proficiency level. Instructor will need to add more comprehensive activities to help strengthen students' reading and comprehension skills. More emphasis needs to be directed towards student language deficiencies to determine if an ESL approach to the course would assist students reaching course proficiency. In the second section, 18 students were assessed and 83% (15 of 18) of students reached proficiency level. Although a majority of students reached proficiency level, those who did not have very low proficiency and careful placement must be practiced before enrolling students. Also, continuous referrals for tutoring and follow ups will help students.
	EN 92	CLO 1 – PLO 1, 2	37 students from 3 course sections were assessed. 60% (22 of 37) of students reached proficiency level. The expected student performance for this class has improved; however, it didn't reach the expected proficiency level of 70%. Therefore, additional reading and comprehension activities will be utilized in SP 2012, to help improve students' performance in reading and comprehension skills as well as practices for the final exam.
	EN 95	CLO 1 – PLO 1, 2	51 students from 4 course sections were assessed. 80% (41 of 51) of the students reached the proficiency level. Although a majority of students reached proficiency level, more development courses and basic English communication skills needed for students who did not reach proficiency level. Students also need to attend classes on a regular basis.
	EN 109	CLO 1 – PLO 1, 2 CLO 2 – PLO 1, 2 CLO 3 – PLO 1, 2	There were two sections of this course taught. The same signature assignments were used, but instructors graded results differently so results will be separate to reflect that. In one section, 14 students were assessed. For CLO 1, 50% (7 of 14) of students reached proficiency level. For CLO 2, 21% (3 of 14) of

			students reached proficiency level. For CLO 3, 86% (12 of 14) reached proficiency level. Instructors need to dedicate more time to practicing the paraphrasing and summarizing of selected readings. More practice and exercise must be stressed on the different patterns/modes of organization/writing for better reading comprehension. In the second section, 19 students' signature assignments were evaluated. 94% (18 out of 19) of the students reached the proficiency level or above (result of entirety of exam was used, rather than result for the 3 different CLOs). Instructors need to use more practice on critical reading comprehension skills. They need to focus more on figurative language, vocabulary building, and making correct inferences. Students would benefit more with a developmental reading class and to take advantage of other support services on campus to help improve their reading skills. Students need to attend class on a regular basis.
	EN 112	CLO 1 – PLO 1,2	39 students from 3 course sections were evaluated. 80% (31 of 39) of the students reached the proficiency level. Although majority reached the proficiency level, instructors need to put in more effort to help all reach proficiency level.
	EN 219	CLO 1 – PLO 1,2,3,4 CLO 2 – PLO 1,2,3,4 CLO 3 – PLO 1,2,3,4 CLO 4 – PLO 1,2,3,4	2 students were assessed in this course. 100% of the students reached proficiency level. Students taking EN 219 must expect a lot of writing and field work. The prerequisite for the course EN 114 should make its passing score to be a B or above. That way the student will be more prepared for the expected writing assignments for EN 219.
	CO 110	CLO 1 – PLO 1,2,4,5 CLO 2 – PLO 1,2,4,5 CLO 3 - PLO 1,2,4,5 CLO 4 - PLO 1,2,4,5	56 students from 4 course sections were assessed. For CLO 1 - 59% (33 of 56) of students reached proficiency level. CLO 2 – 46% (26 of 56) of students reached proficiency level. CLO 3 – 54% (30 of 56) of students reached proficiency level. CLO 4 – 25% (14 of 56) of students reached proficiency level. Students would benefit more from increased number of written assignments in this course. More practice writing about the themes in this course will better prepare them for the signature assignment and for better understanding of the overall concepts. Instructors need to emphasize more the importance of completing the signature assignment, and better relate the specific material learned in the course to the overall themes that are asked during the signature assignment.
	CO 201	CLO 1 – PLO 1,2,4,5 CLO 2 – PLO 1,2,4,5 CLO 3 – PLO 1,2,4,5 CLO 4 – PLO 1,2,4,5	10 students' answers were evaluated. 60% (6 of 10) of the students reached the proficiency level. Students would benefit more from increased number of written assignments in this course. More practice writing

			about the themes in this course will better prepare them for the signature assignment and for better understanding of the overall concepts.
Spring 2013	EN 90	CLO 1 – PLO 1, 2	10 students' final exams were evaluated. 40% (4 of 10) of the students reached the proficiency level or above. Instructors need to add more reading practice for students to be able to comprehend better what they read, and add more group activities to ensure students help each other in learning. Instructors need to continue diligently to inform counselors of student progress and absences so counselors can intervene and help students.
	EN 91	CLO 1 – PLO 1, 2	10 students' paragraph writing were evaluated. 50% (5 of 10) of the students reached the proficiency level or above. Need real language skills lab assistants to help students develop their writing skills. Students would benefit more if they take advantage of the LRC program to help build their vocabulary skills and improve their writing skills. Also, students need to be responsible and attend class regularly.
	EN 92	CLO 1 – PLO 1, 2	34 students' final exams were evaluated. 32% (11 of 34) of the students reached the proficiency level. Instructor will continue to add more practices to help strengthen students' reading and comprehension skills. Prior to taking the Standardized Final Exam, Instructor will continue to provide students with practice lessons that are aligned with the course learning outcomes and that will help them understand the importance of communicating through reading and comprehension. The expected student performance for this class didn't reach the expected proficiency level of 70%. Therefore,additional reading and comprehension activities will be utilized in SU2013, to help improve students' performance in reading and comprehension as well as practices for the final exam.
	EN 95	CLO 1 – PLO 1, 2	47 students from 3 course sections were evaluated. 63% (30 of 47) of the students reached the proficiency level or above. Need real language lab assistant to help students improve vocabulary skills. Also, students would benefit more with basic grammar course. Students would benefit more with a developmental writing class and to take advantage of other support services on campus to help improve their writing skills. Students need to attend class on a regular basis.
	EN 109	CLO 1 – PLO 1, 2 CLO 2 – PLO 1, 2 CLO 3 – PLO 1, 2	12 students were assessed. 83% (10 of 12) of the students reached the proficiency level or above. Instructors need to use more practice on critical reading comprehension skills. They need to focus

			more on figurative language, vocabulary building, and patterns and modes of organization. Students would benefit more with a developmental reading class and to take advantage of other support services on campus to help improve their reading skills. Also need encouragement to attend class on a regular basis.
	EN 112	CLO 1 – PLO 1,2	37 students from 3 course sections were assessed. 84% (31 of 37) of students reached the proficiency level.
	EN 114 Hybrid EN 114 Online	CLO 1 – PLO 1,2,3	14 students were assessed. 88% of the students (14/16) reached the proficiency level. 22 Online students were assessed. 73% of the students (8/11) reached the proficiency level
	EN 157	CLO 1 – PLO 1,2,4 CLO 2 – PLO 1-6 CLO 3 – PLO 1,2,4,5 CLO 4 – PLO 1,2,3,4	20 students were assessed. 100% (20 of 20) of students reached the proficiency level. Although there are four CLOs for this course, the signature assignment consists of and includes the outcome of all four CLOs.
	EN 189	CLO 1 – PLO 1,2,6 CLO 2 – PLO 1,2,6 CLO 3 – PLO 1,2,6	CLO 1: 14 of 16 submitted signature assignment essay and 86% (12 of 14) reached proficiency level. CLO 2: 9 of 16 submitted signature assignment and 89% (8 of 9) reached proficiency level. CLO 3: 10 of 16 submitted signature assignment and 90% (9 of 10) reached proficiency level. Due to inconsistencies of class attendance, some students did not do signature assignments. One student withdrew. Instructor should always make sure to inform counselors of student absences so they can follow up. Instructors must make sure to convey the importance of doing required assignments. Some students do not seem very serious about the course and the importance of participating in all assignments.
	EN 200	CLO 1 – PLO 1,2,3 CLO 2 – PLO 1,2,3	72 % or 5 out of the 7 students who submitted the signature assignments reached the proficiency level in all the CLOs. 5 students chose a part of speech to meet CLO #1 and created a lesson plan to effectively teach it. Along with the lesson plan, they also provided activities that would enhance the students' ability to learn and master the usage of that part of speech. The other two students or 28% struggled with grammar which was evident in the narrative they wrote including the lesson plan they produced which placed them as developing in the CLO matrix. While there is no plan of action at this moment. I would just like to note that the other four (4) students who did not submit a signature assignment did not attend class regularly due to personal reasons. Being a

			Saturday class and the fact that all the students who enroll in this class are full time teachers, this may have to be addressed in the future.
	EN 202	CLO 1 – PLO 1,2,4,6 CLO 2 – PLO 1,2,6 CLO 3 – PLO 1,2,6	CLO 1: 5 of 5 completed the final exam and 60% (3 of 5) reached proficiency level. CLO 2: 5 of 5 completed the final exam and 40% (2 of 5) reached proficiency level. CLO 3: 5 of 5 completed the final exam and 20% (1 of 4) reached proficiency level. Instructor needs to focus more and add additional discussion and exercises on all outcomes: arts approach, genres, and most especially figurative language of children's literature in order for students to understand it better. Instructor must make sure that students read and understand the pertinent chapters before moving on to the next concept in class.
Summer 2013	EN 91	CLO 1 – PLO 1, 2	10 students' writing tests were evaluated. 90% (9 of 10) of the students reached the proficiency level or above. Students would benefit more with a developmental writing class before this course in order to eliminate difficulties with low writing skills. Instructors also need to continue to encourage students, with counselors' help, to seek additional tutoring assistance for writing improvement. Students need to attend class on a regular basis.
	EN 92	CLO 1 – PLO 1,2	20 students were assessed. 60% (12 of 20) of students reached proficiency level. Students who attended this course began with significant differences in ability. Some students were able to read aloud and respond verbally with (apparently) little difficulty, while others reading / response was inaudible or nearly unintelligible. In completing exercises from the text, basic grammar and vocabulary skills were shown. Again some students fell far short of proficiencies required to succeed in this course. Were this a longer course, additional remedial measures could be taken, and given due diligence by the students, higher levels of success are achievable.
	EN 95	CLO 1 – PLO 1, 2	17 students were assessed in this course. 76% (13 of 17) of the students assessed reached the proficiency level.
	EN 112	CLO 1 – PLO 1, 2	21 students were assessed, and 100% of them reached proficiency level.
	EN 219	CLO 1-4 – PLO 1-4	The class has about 70% success rate. Each time that the class is taught, the maximum number of failure average at 3 students, this semester, there were no failed students. A successful student must get a grade B or above. Those who fall below the marker possess

			the ability to understand the concept of ethnography, collecting data, interpreting the data, but fall short in putting together a comprehensive and acceptable final product (the research paper)

Year 2: School Year 2013-2014

Semester Assessed	Course Assessed	CLO - PLO Alignment	Results of Assessments
Fall 2013	EN 91	CLO 1 – PLO 1, 2	14 students' paragraphs were evaluated. 79% (11 of 14) of the students reached the proficiency level.
	EN 90	CLO 1 – PLO 1, 2	18 students' final exams were evaluated. 67% (12 of 18) of the students reached the proficiency level or above. Instructor needs to add more reading practice for students to be able to comprehend better what they read, and add more group activities to ensure students help each other in learning. Add more vocabulary learning activities as understanding what the words mean hinges on better reading comprehension.
	EN 109	CLO 1 – PLO 1, 2 CLO 2 – PLO 1, 2 CLO 3 – PLO 1, 2, 3	For CLO 1 – 60% (9 of 15) reached proficiency level For CLO 2 – 60% (9 of 15) reached proficiency level For CLO 3 – 60% (9 of 15) reached proficiency level More practice and exercise must be stressed on the different patterns/modes of organization/writing, figurative language, and paraphrasing and summarizing for better reading comprehension. Instructors must diligently inform counselors of students' absences so that preventive measures may be taken.
	EN 112	CLO 1 – PLO 1, 2	38 students from 4 course sections were assessed. 84% (32 of 38) of students reached proficiency level.
	EN 157	CLO 1 – PLO 1,2,4,5 CLO 2 – PLO 1-5 CLO 3 – PLO 1,2,4,5 CLO 4 – PLO 1-4	27 students completed the signature assignment and 96% (26 of 27) reached the proficiency level.
	CO 201	CLO 1-4 – PLO 1,2,5,6	10 students' answers were evaluated. 80% (8 of 10) of the students reached the average level or above. Students would benefit more from increased number of written assignments in this course. More practice writing about the themes in this course will better prepare them for the signature assignment and for better understanding of the overall concepts.
Spring 2014	EN 92	CLO 1 – PLO 1, 2	26 students from 3 course sections were assessed. 50% (13 of 26) of the students reached the proficiency level. Instructor will continue to add more practices to help strengthen students' reading and comprehension skills.

			Prior to taking the Standardized Final Exam, Instructor will continue to provide students with practice lessons that are aligned with the course learning outcomes and that will help them understand the importance of communicating through reading and comprehension. The expected student performance for this class didn't reach the expected proficiency level of 70%. Therefore, additional reading and comprehension activities will be utilized in SU2014, to help improve students' performance in reading and comprehension as well as practices for the final exam.
	EN 95	CLO 1 – PLO 1, 2	27 students from 3 course sections were assessed. 70% (19 of 27) of the students reached proficiency level or above.
	EN 200	CLO 1-3 – PLO 1-3	Instructor needs to spend more time on making sure students understand the grammar before moving on to teaching methods and the different activities that successfully convey concepts. In addition, low proficiency is also due to inconsistent attendance of course. Students are all full time teachers in elementary school and at times have other obligations so don't come to class.
	CO 259	CLO 1 – PLO 1,2,3	16 students were evaluated. 100% (16 of 16) of students reached proficiency level or above. The plan is to continue to emphasize the practical aspects of the course. We would also like to incorporate some new and innovative ways of stimulating participation.

Year 3: School Year 2014-2015

Semester Assessed	Course Assessed	CLO - PLO Alignment	Results of Assessments
Fall 2014	EN 90	CLO 1 – PLO 1, 2	39 students from 2 course sections were assessed. 61% (24 of 39) of students reached the proficiency level or above. Instructors need to add more reading practice and drills for students to be able to comprehend better what they read, and add more group activities to ensure students help each other in learning. Add more vocabulary learning activities for students to know what they're reading as that hinges on their comprehending what they're reading. Emphasis on importance of reading comprehension must be stressed in class.
	EN 91	CLO 1 – PLO 1, 2	29 students from 2 course sections were assessed. 29 students' writing tests were evaluated. 83% (24 of 29) of the students reached the proficiency level or above. Instructors still need to make sure students have more practice in writing exercises as well as outside tutoring at LRC and with Assistant

			Instructor Vollette. Practice on grammar as well as paragraph organization should be continuous throughout semester.
	EN 112	CLO 1 – PLO 1, 2	34 students from 2 course sections were assessed. 79% (27 of 34) of the students reached the proficiency level.
	CO 110	CLO 1-4 – PLO 1,2,4,5	42 students from 3 course sections were assessed. CLO 1 – 42 students' answers were evaluated. 66% (28 of 42) of the students reached the average level or above. CLO 2 – 45% (19 of 42) of the students reached the average level or above. CLO 3 – 66% (28 of 42) of the students reached the average level or above. CLO 4 – 23% (10 of 42) of the students reached the average level or above. Instructors need to emphasize more the importance of completing the signature assignment, and better relate the specific material learned in the course to the overall themes that are asked during the signature assignment. Students would benefit more from increased number of written assignments in this course. More practice writing about the themes in this course will better prepare them for the signature assignment and for better understanding of the overall concepts. Some of the chapters covered should be reevaluated and deleted to give more time to the chapters that are important.
	CO 201	CLO 1-4 – PLO 1,2,4,5	CLO 1 – 70% (7 of 10) of the students reached the proficiency level or above. CLO 2 – 60% (6 of10) of the students reached the proficiency level or above. CLO 3 - 70% (7 of 10) of the students reached the proficiency level or above. CLO 4 – 100% (10 of 10) of the students reached the average level or above. Students would benefit more from increased number of written assignments in this course. More practice writing about the themes in this course will better prepare them for the signature assignment and for better understanding of the overall concepts.
Spring 2015	EN 92	CLO 1 – PLO 1, 2	27 students from 3 course sections were assessed. 88% (24 of 27) of students reached proficiency level or above.

	EN 95	CLO 1 – PLO 1, 2	43 students from 3 sections were assessed. 79% of the students assessed (34 of 43) reached the proficiency level or above. Although there has been a marked improvement in student performance, instructors should continue to work with counselors to motivate students' efforts and ensure lessening of absences. In addition, it is recommended that EN 95 be taught the full semester length and eliminate accelerated sections. Students perform better with the full 16 weeks rather than the 8 weeks.
	EN 114	CLO 1 – PLO 1,2,3	22 students from 2 course sections were assessed. One section was a Hybrid course, the other an Online course. Overall 91% (20 of 22) of students reached the proficiency level or above. The percentage of students reaching proficiency this spring compared to last spring has increased by 35%. Only 56% of the students assessed in spring 2014 performed at the proficiency level compared to 91% this spring 2015.
	EN 189	CLO 1 – PLO 1, 2 CLO 2 – PLO 1, 2 CLO 3 – PLO 1,2,6	13 students were assessed. CLO 1 : 10 of 13 submitted signature assignment essays. 80% (8 of 10) reached proficiency level. CLO 2: 12 of 13 submitted Signature assignment essays. 83% (10 of 12) reached proficiency level. CLO 3: 10 of 13 submitted signature assignment essays. 80% (8 of 10) reached proficiency level.
	EN 200	CLO 1 – PLO 1, 2 CLO 2 – PLO 1, 2	4 students were assessed. CLO 1 – 50% (2 of 4) of the students reached proficiency level. CLO 2 – 100% (4 of 4) of the students reached proficiency level. Proficiency level dropped from 67% to 50% compared to the previous semester. Need to practice more on grammar objectives. Students don't seem to be studying/reviewing on their own. Need to spend more time in class going over the grammar until students understand them better. Students doing much better on CLO 2 compared to previous time, as 100% reached proficiency compared to previous semester where 67% reached proficiency level.
	CO 205	CLO 1-4 – PLO 1,2,4,5	6 students were assessed this semester. CLO 1: 83% of the students assessed performed at the proficiency level. CLO 2: 50% of the students assessed performed at the proficiency level. CLO 3: 83% of students assessed performed at the proficiency level.

			CLO 4: 33% of students assessed performed at the proficiency level. Performance in CLOs 1, 2 and 3 have Improved but CLO 2 is still below proficiency level. The added written assignments have helped but there is still work to do. It is necessary to continue to emphasize the importance of the reading assignments and of work outside of class. I also plan to look at the signature assignment and improve it if necessary.
	CO 259	CLO 1 – PLO 1,2,3	9 students were assessed in this course. 100% of the students assessed performed at the proficiency level. This course is on track. Students consistently perform at the proficiency level. No action plan needed at this time.

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
Increase salary and benefits for EN instructors	Incomplete	There have been two across-the-board increments that all employees benefited from. However, there has been no increase in salary or benefits for instructors due to "lack of funds." The need to increase faculty salary was verbally acknowledged by college President several times, and as soon as there were "availability of funds", salary increase will be considered. Still awaiting availability of funds and the appropriate placements of instructors to the new salary scale.
Create position for MU instructor	Incomplete	The current MU instructor is still being considered an English instructor and is paid out of the English department but has not taught English courses in at least two years. This action is needed in order to free monies to hire another full time English instructor.
ESL training for EN instructors	Ongoing	Training for professional development is an ongoing process. Two instructors attended ESL training in Guam in summer of 2012, attended a training/workshop for TESOL also in 2012. However, classroom management and methodologies are continuously changing and upgraded and PCC EN instructors would greatly benefit professionally in attending such trainings.

6.0 Current Review 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
Create an ESL program.	This program will greatly benefit incoming students with very low English proficiency skills. It will help in ensuring that incoming students with low proficiency skills will improve in their skills enough to enable them to enroll and successfully complete their college level requirements. Most importantly, it has been noted by instructors in other programs such as ES and LS programs, as well as the SS/HUM courses, that students lack basic writing skills to write successfully at the college level.	Funding to allow the creation of this program.	As soon as possible
Hire another qualified full time EN instructor.	This ensures that there are enough instructors to teach the numerous EN courses, and to make sure that students receive quality instruction.	Funding to hire another qualified full time faculty	As soon as possible.
Continuous review and update course outlines, CLOs, and other documentation based on course assessments.	This plan is to make sure that all course outlines are up to date and that they successfully meet the CLOs, PLOs, and ILOs.	None.	Outlines for all courses have been modified/reviewed and have been approved by CPC.
Professional development trainings	These trainings help instructors keep up to date with current strategies and methods in effectively conveying necessary concepts to students.	Funding to allow instructors to attend training workshops and conferences.	Ongoing

7.0 Resource Requests

Type of Resource	Description	Estimated Amount Requested	Justification
Personnel	Need to hire another qualified full time	At least $18,000 annual salary.	There is a need to hire another qualified faculty to help teach the

	faculty with a bachelor's degree in English or other related field.		numerous courses offered each semester. The need is evident as each semester, one or more adjunct faculty must be hired to help teach the courses that are offered.
Facilities	Adequate		
Equipment	Purchase additional printer Purchase a projector for Departmental use	At least $900 for a laser printer that can accommodate EN faculty. At least $700 for a projector to accommodate the several EN faculty. Several faculty usually have need of a projector for power points	Two printers had been brought for faculty use in 2014. One, however, broke down and need repairs. Currently, all faculty have one printer that they share which greatly decreases lifetime of the printer. With a printer strictly used by EN faculty only, the need to repair/replace the current printer will be reduced. A laser printer will be able to accommodate multiple faculty without straining the equipment.
Supplies	Office Supplies	$400 per year	To support teaching: grading, record keeping, and supplemental materials for teaching.
Software	None		
Training	Professional development and training in classroom management and teaching strategies for improvement of student-centered learning environment.	At least $3,500 per participant per off-island training.	These professional development trainings help to ensure that faculty upgrade themselves and keep up to date in current strategies that enable them to create better student-centered learning environment. This type of environment allows for students to actively learn and comprehend better than a teacher-centered learning environment.
Other	None		
Total	All resource requests	Approximately $67,300 for the next three years until the next department review.	PCC's continuous effort to enrich and support students by providing means for faculty to do so.

Appendix B: Provide Program Learning Outcomes (PLOs)

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

Appendix D: Provide signature assignment form

Appendix B

General Education
Program Learning Outcomes (PLO)

Adopted from the Institutional Learning Outcomes (ILO) for Palau Community College, 15 Year Institutional Master Plan 2009-2024, pg. 5

PLO's	PLO Description
PLO 1	**Critical Thinking and Problem Solving**: Students who complete the General Education Program can analyze and solve problems by using informed judgment based on evidence, sound reasoning and/or creativity to differentiate facts from opinions and to specify solutions and their consequences.
PLO 2	**Communication**: Students who complete the General Education Program can effectively communicate, both orally and in writing, thoughts in a clear, well organized manner to persuade, inform and/or convey ideas in academic, work, family and community setting.
PLO 3	**Quantitative and Technological Competence**: Students who complete the General Education Program can use mathematical skills to appropriate to our technological society by analyzing and solving problems that are quantitative in nature and by utilizing technology for informational, academic, personal and professional needs.
PLO 4	**Diversity**: Students who complete the General Education Program can distinguish and defend differences in cultures and behaviors between oneself and others by demonstrating respect, honesty, fairness, and ethical principals in both personal and professional life.
PLO 5	**Civic Responsibility**: Students who complete the General Education Program can apply the principles of civility and morality to situations in the contexts of a healthy family, work, community, environment and the world.
PLO 6	**Aesthetics**: Students who complete the General Education Program can apply numerous means of inquiry to experience and appreciate the values of arts and nature.

Appendix C

"We Guarantee Quality and Excellence"

General Education Program – English Department Mapping

Course	**GE/ILO 1** ***Critical Thinking and Problem Solving*** – Analyze and solve problems by using informed judgment based on evidence, sound reasoning, and/or creativity to differentiate facts from opinions and to specify solutions and their consequences.	**GE/IOL 2** ***Communication*** – Effectively communicate, both orally and in writing, thoughts in a clear, well-organized manner to persuade, inform, and /or convey ideas in academic, work, family, and community settings	**GE/ILO 3** ***Quantitative and Technological Competence*** – Use mathematical skills appropriate to our technological society by analyzing and solving problems that are quantitative in nature and use technology for informational, academic, personal and professional needs.	**GE/ILO4** ***Diversity*** – Understand and appreciate differences in cultures and behaviors between the self and others by demonstrating respect, honesty, fairness, and ethical principles in both personal and professional life.	**GE/ILO 5** ***Civic Responsibility*** – Apply the principles of civility and morality to situations in the contexts of a healthy family, work, community, environment, and world.	**GE/ILO 6** ***Aesthetics*** – Apply numerous means of inquiry to experience and appreciate the values of arts and nature.
CO110	CLO 1-4	CLO 1 - 4		CLO 1-4	CLO 1-4	
CO201	CLO 1 - 4	CLO 1 – 4		CLO 1 – 4	CLO 1 – 4	
CO205	CLO 1-4	CLO 1 – 4		CLO 1 – 4	CLO 1 – 4	
CO259	CLO 1	CLO 1	CLO 1			
EN89	CLO 1	CLO 1				
EN90	CLO 1	CLO 1				
EN91	CLO 1 -2	CLO 1				
EN92	CLO 1	CLO 1				
EN95	CLO 1	CLO 1				
EN109	CLO 1-3	CLO 1-3				CLO 3
EN112	CLO 1	CLO 1				
EN114	CLO 1	CLO 1	CLO 1			
EN157	CLO 1-4	CLO 1-4	CLO 2, 4	CLO 1-4	CLO 1-3	CLO 2
EN189	CLO 1 - 3	CLO 1 - 3				CLO 1 – 3
EN200	CLO 1,2	CLO 1,2	CLO 1,2			
EN202	CLO 1 – 3	CLO 1 – 3		CLO 1		CLO 1 - 3
EN219	CLO 1 - 4	CLO 1 - 4	CLO 1 - 4			

Appendix D

General Education Program – English
Signature Assignments

Course Number:	Course Title:	Semester Credit:	Signature Assignments:
CO 110	Introduction to Communication	3	Final Exam
CO 201	Mass Media and Society	3	Final Exam
CO 205	Intercultural Communication	3	Final Exam
CO 259	Principles of Effective Speaking	3	Final Persuasive Speech
EN 89	Developmental Reading & Writing	3	Final Exam
EN 90	Developmental Reading Skills	3	Final Exam
EN 91	Developmental English I	3	Final Exam
EN 92	Basic Reading Skills	3	Final Exam
EN 95	Basic Grammar & Writing Skills	3	Final Exam
EN 109	Advanced Reading	3	Final Exam
EN 112	Freshman Composition	3	Final Exam
EN 114	Advanced Composition	3	Final Research Paper
EN157	Teaching English to Speakers of Other Languages (TESOL)	3	Lesson Plan Assignment (4 lesson plans, one for each English language skill – reading, writing, speaking & listening)
EN 189	Elements of Literature	3	3 Literary Analysis Essays
EN 200	Basic English Grammar & Usage for Teachers	3	Lesson Plans and Activities
EN 202	Introduction to Children's Literatures	3	Final Exam
EN 219	Research Methods/Field Ethnography	3	Two-Part Final Research Paper