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.

**T2 - Instructional Departments
(Academic Departments)
Three Year Program Review**

| English Department |
| --- |

| Fall 2015 to Summer 2018 |
| --- |

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

| Name | Title | Signature | Date |
| --- | --- | --- | --- |
| Cecil E. Meteolechol | EN Dept. Chairperson | | 3/29/19 |

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

| Name | Title | Signature | Date |
| --- | --- | --- | --- |
| Robert Ramarui | Dean of Academic Affairs | | 3/29/19 |

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

| Name | Title | Signature | Date |
| --- | --- | --- | --- |
| Ligaya Sara | Institutional Researcher | | 3/29/19 |

**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 – GE/ILOs Mapping (e-copy only)

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

   Appendix C:   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 Department Purpose and Relationship to the College Mission**

1. State the mission of this academic department below.

The English department offers courses in writing, reading, and communication which assist students in acquiring the skills necessary to be proficient in these areas.  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.  The college level courses strengthen students' skills and prepare them for the transfer to other higher education schools or the workforce.

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

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.

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

A new full-time faculty was hired in fall 2015.  In spring semester 2015, the EN Department offered Freshman Composition (EN112) as an online course.  Following that semester, a hybrid course for EN112 was offered.  The English developmental courses were no longer offered to students, starting in fall semester 2016.  In spring semester 2017, a new English course, English Reading and Writing (EN100), was offered to help new students improve their reading and writing skills before they enrolled into either an advanced reading or writing course.

## II. Student and Faculty Data

### Figure 1 – Course Completion Data

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

| FA 2015 | | | | | FA 2016 | | | | | FA 2017 | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Course** | Passed | Failed | Withdraw | Enrolled | **Course** | Passed | Failed | Withdraw | Enrolled | **Course** | Passed | Failed | Withdraw | Enrolled |
| CO110 | 40 | 16 | 5 | 0 | CO110 | 64 | 22 | 8 | 94 | CO110 | 50 | 20 | 8 | 78 |
| CO201 | 11 | 0 | 0 | 11 | CO201 | 8 | 2 | 1 | 11 | CO201 | 10 | 1 | 0 | 11 |
| EN089 | 21 | 1 | 0 | 22 | EN109 | 70 | 13 | 6 | 89 | EN100 | 48 | 6 | 1 | 55 |
| EN090 | 31 | 17 | 0 | 48 | EN112 | 63 | 19 | 13 | 95 | EN109 | 74 | 6 | 4 | 84 |
| EN091 | 32 | 4 | 0 | 36 | EN157 | 27 | | | 27 | EN112 | 82 | 12 | 13 | 107 |
| EN092 | 25 | 11 | 0 | 36 | EN219 | 4 | 1 | 0 | 5 | EN219 | 17 | 2 | 0 | 19 |
| EN095 | 56 | 23 | 3 | 82 | | | | | | | | | | |
| EN109 | 42 | 5 | 2 | 49 | | | | | | | | | | |
| EN112 | 47 | 10 | 6 | 63 | | | | | | | | | | |
| EN157 | 10 | 0 | 0 | 10 | | | | | | | | | | |
| EN219 | 3 | 1 | 2 | 6 | | | | | | | | | | |

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

| SP 2016 | | | | | SP 2017 | | | | | SP 2018 | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Course** | Passed | Failed | Withdraw | Enrolled | **Course** | Passed | Failed | Withdraw | Enrolled | **Course** | Passed | Failed | Withdraw | Enrolled |
| CO110 | 36 | 15 | 9 | 60 | CO110 | 26 | 23 | 19 | 68 | CO110 | 38 | 23 | 4 | 65 |
| CO205 | 7 | 3 | 2 | 12 | CO205 | 15 | 2 | 1 | 18 | CO205 | 19 | 0 | 2 | 21 |
| CO259 | 13 | 0 | 0 | 13 | CO259 | 8 | 0 | 0 | 8 | CO259 | 16 | 3 | 2 | 21 |
| EN090 | 11 | 10 | 2 | 23 | EN100 | 16 | 8 | 2 | 26 | EN100 | 10 | 4 | 1 | 15 |
| EN091 | 10 | 12 | 1 | 23 | EN109 | 46 | 7 | 2 | 55 | EN109 | 47 | 12 | 5 | 64 |
| EN092 | 27 | 6 | 4 | 37 | EN112 | 47 | 30 | 14 | 91 | EN112 | 53 | 14 | 10 | 77 |
| EN095 | 26 | 40 | 1 | 67 | EN114 | 56 | 8 | 17 | 81 | EN114 | 39 | 12 | 12 | 63 |
| EN109 | 27 | 2 | 1 | 30 | EN189 | 17 | 4 | 0 | 21 | EN189 | 13 | 1 | 1 | 15 |

| | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| EN112 | 52 | 4 | 10 | 66 | EN200 | 9 | 1 | 0 | 10 | EN200 | 3 | 0 | 0 | 3 |
| EN114 | 19 | 8 | 2 | 29 | | | | | | EN202 | 1 | 0 | 0 | 1 |
| EN189 | 8 | 2 | 0 | 10 | | | | | | | | | | |
| EN202 | 2 | 0 | 0 | 2 | | | | | | | | | | |

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

| SU 2016 | | | | | SU 2017 | | | | | SU 2018 | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Course** | Passed | Failed | Withdraw | Enrolled | **Course** | Passed | Failed | Withdraw | Enrolled | **Course** | Passed | Failed | Withdraw | Enrolled |
| CO110 | 31 | 1 | 1 | 33 | CO110 | 33 | 4 | 1 | 38 | CO110 | 19 | 1 | 1 | 21 |
| EN089 | 9 | 0 | 0 | 9 | EN109 | 9 | 0 | 0 | 9 | EN100 | 1 | 0 | 0 | 1 |
| EN090 | 26 | 10 | 0 | 36 | EN112 | 18 | 3 | 0 | 21 | EN109 | 21 | 2 | 0 | 23 |
| EN091 | 32 | 8 | 0 | 40 | | | | | | EN112 | 13 | 1 | 0 | 14 |
| EN092 | 22 | 2 | 0 | 24 | | | | | | | | | | |
| EN095 | 46 | 40 | 0 | 86 | | | | | | | | | | |
| EN109 | 4 | 0 | 0 | 4 | | | | | | | | | | |
| EN112 | 20 | 3 | 3 | 26 | | | | | | | | | | |
| EN200 | 14 | 0 | 1 | 15 | | | | | | | | | | |

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

Table 1a, 1b, and 1c show an overall view of course completion of EN department courses that were offered in academic years 2015-2016, 2016-2017, and 2017-2018.  There was only one student enrolled for auditing purposes is spring semester 2018.  Enrolment into EN courses decreased slightly over the course of three years.  One factor that contributes to this decrease is the dismantling of EN developmental courses in fall semester 2016.  The total average of students passing EN courses remains higher than those who failed or withdrew from the courses.  Failure to reach proficiency levels of courses resulted from students' sporadic attendance, lack of motivation, requiring more time to acquire a second language, and also instructor weaknesses.  Even though the average number of students withdrawing from EN courses is lower, instructors should continue to find creative ways to decrease the number of withdrawals from their courses.

# Figure 1 – Faculty Information

## Figure 1. Faculty Head Count
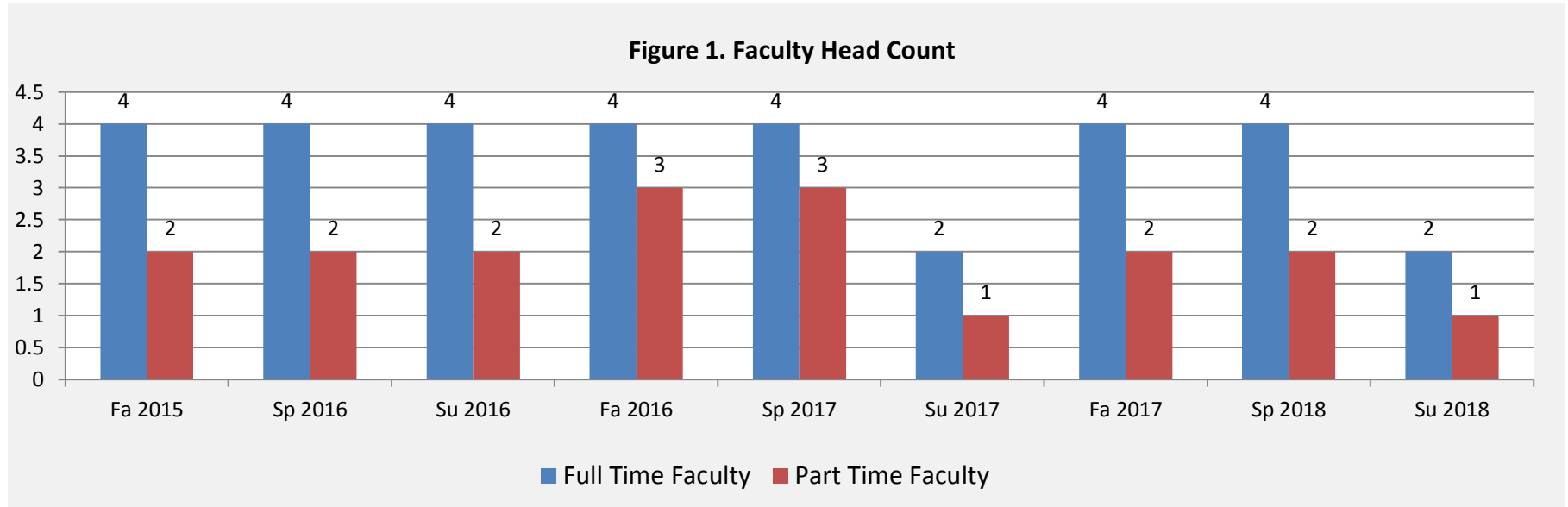


Provide summary of Figure 1 including its trends analysis below.

The table above shows the EN department faculty head count. There are 4 full-time faculty for the English department. One instructor teaches EN courses as part-time as this instructor also teaches SS courses every semester. Since the developmental EN courses were dismantled in fall semester 2016, enrolment for EN and CO college level courses increased. As shown in Figure 1 above, additional part-time faculty were needed in fall semester 2016 and spring semester 2017 to teach two additional course sections. However, for summer semesters 2017 and 2018, the number of full-time and part-time faculty was reduced due to less EN and CO courses offered during summer.

## III. Student Learning and Curriculum

| School Year | How many department courses are there? (refer to catalog or most recent approval by CPC) | % of courses with Identified CLOs | List all revised department courses outlines or proposed new courses that received CPC approval within this review cycle | % of CLOs aligned with GE/ILOs |
|---|---|---|---|---|
| 2015-16 | 17 | 100% | 100% | 100% |
| 2016-17 | 13 | 100% | 100% | 100% |
| 2017-18 | 13 | 100% | 100% | 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 went through the validity process during this cycle, include the information here.

In AY 2015-16, there was a total of 17 CO and EN courses offered here in PCC. The EN courses then still included the developmental courses. In fall semester 2016, all developmental courses were discontinued. The EN department created a new EN course to help students strengthen their reading and writing skills before they enrolled into advanced reading and writing courses. This new EN course, EN100 *English Reading and Writing*, was piloted in spring semester 2017. Currently, there are 13 CO and EN courses offered.

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 (see appendix A) have been submitted to the ALO and AALO.

## IV. Course Assessment Data

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

| Semester Assessed | Course Assessed | CLO-GE/ILO Mapping | Results of Assessments **(Do not combine CLO results; report individual CLO result.)** |
|---|---|---|---|
| Fall 2015 | CO110 | CLO 1-4 – GE/ILO 1 | CLO 1: 83% of the students assessed performed at the proficiency level. |
| | | CLO 1-4 – GE/ILO 2 | CLO 2: 55% of the students assessed performed at the proficiency level. |
| | | CLO 1-4 – GE/ILO 4 | CLO 3: 60% of students assessed performed at the proficiency level. |
| | | CLO 1-4 – GE/ILO 5 | CLO 4: 41% of students assessed performed at the proficiency level. |
| Fall 2015 | CO201 | CLO 1-4 – GE/ILO 1 | CLO 1: 100% of the students assessed performed at the proficiency level. |
| | | CLO 1-4 – GE/ILO 2 | CLO 2: 100% of the students assessed performed at the proficiency level. |

| | | CLO 1-4 – GE/ILO 4 | CLO 3: 100% of students assessed performed at the proficiency level. |
|---|---|---|---|
| | | CLO 1-4 – GE/ILO 5 | CLO 4: 100% of students assessed performed at the proficiency level. |
| Fall 2015 | EN089 | CLO 1 – GE/ILO 1 | CLO 1: 95% of students assessed performed at the proficiency level. |
| | | CLO 1 – GE/ILO 2 | |
| Fall 2015 | EN090 | CLO 1 – GE/ILO 1 | CLO 1: 47% of students assessed performed at the proficiency level. |
| | | CLO 1 – GE/ILO 2 | |
| Fall 2015 | EN091 | CLO 1 – GE/ILO 1 | CLO 1: 89% of students assessed performed at the proficiency level. |
| | | CLO 1 – GE/ILO 2 | |
| Fall 2015 | EN109 | CLO 1-3 – GE/ILO 1 | CLO 1: 70% of students assessed performed at the proficiency level. |
| | | CLO 1-3 – GE/ILO 2 | CLO 2: 65% of students assessed performed at the proficiency level. |
| | | CLO 3 – GE/ILO 6 | CLO 3: 65% of students assessed performed at the proficiency level. |
| Fall 2015 | EN112 | CLO 1 – GE/ILO 1 | CLO 1: 83% of students assessed performed at the proficiency level. |
| | | CLO 1 – GE/ILO 2 | |
| Fall 2015 | EN157 | CLO 1-4 – GE/ILO 1 | CLO 1: 70% of students assessed performed at the proficiency level. |
| | | CLO 1-4 – GE/ILO 2 | CLO 2: 70% of students assessed performed at the proficiency level. |
| | | CLO 2, 4 – GE/ILO 3 | CLO 3: 70% of students assessed performed at the proficiency level. |
| | | CLO 1-4 – GE/ILO 4 | CLO 4: 70% of students assessed performed at the proficiency level. |
| | | CLO 1-3 – GE/ILO 5 | |
| | | CLO 2 – GE/ILO 6 | |
| Fall 2015 | EN219 | CLO 1-4 – GE/ILO 1 | CLO 1: 100% of students assessed performed at the proficiency level. |
| | | CLO 1-4 – GE/ILO 2 | CLO 2: 100% of students assessed performed at the proficiency level. |
| | | CLO 2-4 – GE/ILO 4 | CLO 3: 66% of students assessed performed at the proficiency level. |
| | | | CLO 4: 100% of students assessed performed at the proficiency level. |
| Spring 2016 | CO205 | CLO 1-4 – GE/ILO 1 | CLO 1: 100% of students assessed performed at the proficiency level. |
| | | CLO 1-4 – GE/ILO 2 | CLO 2: 87% of students assessed performed at the proficiency level. |
| | | CLO 1-4 – GE/ILO 4 | CLO 3: 87% of students assessed performed at the proficiency level. |
| | | CLO 1-4 – GE/ILO 5 | CLO 4: 100% of students assessed performed at |

| Spring 2016 | CO259 | CLO 1 – GE/ILO 1 | CLO 1:  100% of students assessed performed at the proficiency level. |
|---|---|---|---|
|  |  | CLO 1 – GE/ILO 2 |  |
|  |  | CLO 1 – GE/ILO 3 |  |
| Spring 2016 | EN092 | CLO 1 – GE/ILO 1 | *DATA LOST DUE TO* |
|  |  | CLO 1 – GE/ILO 2 | *HARD DRIVE THAT CRASHED* |
| Spring 2016 | EN095 | CLO 1 – GE/ILO 1 | CLO 1: 53% of students assessed performed at the proficiency level. |
|  |  | CLO 1 – GE/ILO 2 |  |
| Spring 2016 | EN114 | CLO 1 – GE/ILO 1 | CLO 1:  92% of students assessed performed at the proficiency level. |
|  |  | CLO 1 – GE/ILO 2 |  |
|  |  | CLO 1 – GE/ILO 3 |  |
| Spring 2016 | EN189 | CLO 1-3 – GE/ILO 1 | CLO 1:  63% of students assessed performed at the proficiency level. |
|  |  | CLO 1-3 – GE/ILO 2 | CLO 2: 75% of students assessed performed at the proficiency level. |
|  |  | CLO 1-3 – GE/ILO 6 | CLO 3: 86% of students assessed performed at the proficiency level. |
| Spring 2016 | EN202 | CLO 1-3 – GE/ILO 1 | CLO 1: 100% of students assessed performed at the proficiency level. |
|  |  | CLO 1-3 – GE/ILO 2 | CLO 2: 100% of students assessed performed at the proficiency level. |
|  |  | CLO 1 – GE/ILO 4 | CLO 3: 100% of students assessed performed at the proficiency level. |
|  |  | CLO 1-3 – GE/ILO 6 |  |

Year 2:  School Year 2016-2017

| Semester Assessed | Course Assessed | CLO-GE/ILO Mapping | Results of Assessments<br>**(Do not combine CLO results; report individual CLO result.)** |
|---|---|---|---|
| Fall 2016 | CO110 | CLO 1-4 – GE/ILO 1 | CLO 1:  72% of the students assessed performed at the proficiency level. |
|  |  | CLO 1-4 – GE/ILO 2 | CLO 2:  52% of the students assessed performed at the proficiency level. |
|  |  | CLO 1-4 – GE/ILO 4 | CLO 3:  72% of students assessed performed at the proficiency level. |
|  |  | CLO 1-4 – GE/ILO 5 | CLO 4:  38% of students assessed performed at the proficiency level. |
| Fall 2016 | CO201 | CLO 1-4 – GE/ILO 1 | CLO 1:  75% of students assessed performed at the proficiency level. |
|  |  | CLO 1-4 – GE/ILO 2 | CLO 2:   75% of students assessed performed at the proficiency level. |
|  |  | CLO 1-4 – GE/ILO 4 | CLO 3:   37% of students assessed performed at the proficiency level. |

| | | CLO 1-4 – GE/ILO 5 | CLO 4:  75% of students assessed performed at the proficiency level. |
|---|---|---|---|
| Fall 2016 | EN109 | CLO 1-3 – GE/ILO 1 | CLO 1:  72% of students assessed performed at the proficiency level. |
| | | CLO 1-3 – GE/ILO 2 | CLO 2:  52% of students assessed performed at the proficiency level. |
| | | CLO 3 – GE/ILO 6 | CLO 3:  48% of students assessed performed at the proficiency level. |
| Fall 2016 | EN112 | CLO 1 – GE/ILO 1 | CLO 1:  71% of students assessed performed at the proficiency level. |
| | | CLO 1 – GE/ILO 2 | |
| Fall 2016 | EN157 | CLO 1-4 – GE/ILO 1 | CLO 1:  100% of students assessed performed at the proficiency level. |
| | | CLO 1-4 – GE/ILO 2 | CLO 2:  100% of students assessed performed at the proficiency level. |
| | | CLO 2, 4 – GE/ILO 3 | CLO 3:  100% of students assessed performed at the proficiency level. |
| | | CLO 1-4 – GE/ILO 4 | CLO 4:  100% of students assessed performed at the proficiency level. |
| | | CLO 1-3 – GE/ILO 5 | |
| | | CLO 2 – GE/ILO 6 | |
| Fall 2016 | EN219 | CLO 1-4 – GE/ILO 1 | CLO 1:  100% of students assessed performed at the proficiency level. |
| | | CLO 1-4 – GE/ILO 2 | CLO 2:  100% of students assessed performed at the proficiency level. |
| | | CLO 2-4 – GE/ILO 4 | CLO 3:  75% of students assessed performed at the proficiency level. |
| | | | CLO 4:  100% of students assessed performed at the proficiency level. |
| Spring 2017 | CO205 | CLO 1-4 – GE/ILO 1 | CLO 1:  100% of students assessed performed at the proficiency level. |
| | | CLO 1-4 – GE/ILO 2 | CLO 2:  88% of students assessed performed at the proficiency level. |
| | | CLO 1-4 – GE/ILO 4 | CLO 3:  94% of students assessed performed at the proficiency level. |
| | | CLO 1-4 – GE/ILO 5 | CLO 4:  88% of students assessed performed at the proficiency level. |
| Spring 2017 | CO259 | CLO 1 – GE/ILO 1 | CLO 1:  100% of students assessed performed at the proficiency level. |
| | | CLO 1 – GE/ILO 2 | |
| | | CLO 1 – GE/ILO 3 | |
| Spring 2017 | EN100 | CLO 1-2  – GE/ILO 1 | CLO 1: 71% of students assessed performed at the proficiency level. |
| | | CLO 1-2 – GE/ILO 2 | CLO 2: 48% of students assessed performed at the proficiency level. |
| Spring 2017 | EN114 | CLO 1 – GE/ILO 1 | CLO 1:  88% of students assessed performed at the proficiency level. |

| Semester Assessed | Course Assessed | CLO-GE/ILO Mapping | Results of Assessments |
|---|---|---|---|
| | | CLO 1 – GE/ILO 2 | |
| | | CLO 1 – GE/ILO 3 | |
| Spring 2017 | EN189 | CLO 1-3 – GE/ILO 1 | CLO 1:  100% of students assessed performed at the proficiency level. |
| | | CLO 1-3 – GE/ILO 2 | CLO 2:  95% of students assessed performed at the proficiency level. |
| | | CLO 1-3 – GE/ILO 6 | CLO 3:  88% of students assessed performed at the proficiency level. |
| Spring 2017 | EN200 | CLO 1-2 – GE/ILO 1 | CLO 1:  89% of students assessed performed at the proficiency level. |
| | | CLO 1-2 – GE/ILO 2 | CLO 2:  100% of students assessed performed at the proficiency level. |
| | | CLO 1-2 – GE/ILO 3 | |

Year 3:  School Year 2017-2018

| Semester Assessed | Course Assessed | CLO-GE/ILO Mapping | Results of Assessments (Do not combine CLO results; report individual CLO result.) |
|---|---|---|---|
| Fall 2017 | CO110 | CLO 1-4 – GE/ILO 1 | CLO 1:  86.4% of the students assessed performed at the proficiency level. |
| | | CLO 1-4 – GE/ILO 2 | CLO 2:  59.3% of the students assessed performed at the proficiency level. |
| | | CLO 1-4 – GE/ILO 4 | CLO 3:  62.7% of students assessed performed at the proficiency level. |
| | | CLO 1-4 – GE/ILO 5 | CLO 4:  32.2% of students assessed performed at the proficiency level. |
| Fall 2017 | CO201 | CLO 1-4 – GE/ILO 1 | CLO 1:  100% of students assessed performed at the proficiency level. |
| | | CLO 1-4 – GE/ILO 2 | CLO 2:  100% of students assessed performed at the proficiency level. |
| | | CLO 1-4 – GE/ILO 4 | CLO 3:  70% of students assessed performed at the proficiency level. |
| | | CLO 1-4 – GE/ILO 5 | CLO 4:  70% of students assessed performed at the proficiency level. |
| Fall 2017 | EN100 | CLO 1-2 – GE/ILO 1 | CLO 1:  89.8% of students assessed performed at the proficiency level. |
| | | CLO 1-2 – GE/ILO 2 | CLO 2:  53.06% of students assessed performed at the proficiency level. |
| Fall 2017 | EN109 | CLO 1-3 – GE/ILO 1 | CLO 1:  86.8% of students assessed performed at the proficiency level. |
| | | CLO 1-3 – GE/ILO 2 | CLO 2:  65.8% of students assessed performed at the proficiency level. |
| | | CLO 3 – GE/ILO 6 | CLO 3:  57.9% of students assessed performed at the proficiency level. |
| Fall 2017 | EN112 | CLO 1 – GE/ILO 1 | CLO 1:  83.8% of students assessed performed at the proficiency level. |
| | | CLO 1 – GE/ILO 2 | |

| | | | |
|---|---|---|---|
| Fall 2017 | EN219 | CLO 1-4 – GE/ILO 1 | CLO 1: 100% of students assessed performed at the proficiency level. |
| | | CLO 1-4 – GE/ILO 2 | CLO 2: 100% of students assessed performed at the proficiency level. |
| | | CLO 2-4 – GE/ILO 4 | CLO 3: 100% of students assessed performed at the proficiency level. |
| | | | CLO 4: 100% of students assessed performed at the proficiency level. |
| Spring 2018 | CO205 | CLO 1-4 – GE/ILO 1 | CLO 1: 89.5% of students assessed performed at the proficiency level. |
| | | CLO 1-4 – GE/ILO 2 | CLO 2: 73.7% of students assessed performed at the proficiency level. |
| | | CLO 1-4 – GE/ILO 4 | CLO 3: 89.5% of students assessed performed at the proficiency level. |
| | | CLO 1-4 – GE/ILO 5 | CLO 4: 63.2% of students assessed performed at the proficiency level. |
| Spring 2018 | CO259 | CLO 1 – GE/ILO 1 | CLO 1: 100% of students assessed performed at the proficiency level. |
| | | CLO 1 – GE/ILO 2 | |
| | | CLO 1 – GE/ILO 3 | |
| Spring 2018 | EN100 | CLO 1-2 – GE/ILO 1 | CLO 1: 88.9% of students assessed performed at the proficiency level. |
| | | CLO 1-2 – GE/ILO 2 | CLO 2: 44.4% of students assessed performed at the proficiency level. |
| Spring 2018 | EN114 | CLO 1 – GE/ILO 1 | CLO 1: 69.8% of students assessed performed at the proficiency level. |
| | | CLO 1 – GE/ILO 2 | |
| | | CLO 1 – GE/ILO 3 | |
| Spring 2018 | EN189 | CLO 1-3 – GE/ILO 1 | CLO 1: *Instructor passed away during the semester; signature assignments and data for CLO 1 were not found.* |
| | | CLO 1-3 – GE/ILO 2 | CLO 2: 90.9% of students assessed performed at the proficiency level. |
| | | CLO 1-3 – GE/ILO 6 | CLO 3: 100% of students assessed performed at the proficiency level. |
| Spring 2018 | EN200 | CLO 1-2 – GE/ILO 1 | CLO 1: 33.3% of students assessed performed at the proficiency level. |
| | | CLO 1-2 – GE/ILO 2 | CLO 2: 100% of students assessed performed at the proficiency level. |
| | | CLO 1-2 – GE/ILO 3 | |
| Spring 2018 | EN202 | CLO 1-3 – GE/ILO 1 | CLO 1: 100% of students assessed performed at the proficiency level. |
| | | CLO 1-3 – GE/ILO 2 | CLO 2: 100% of students assessed performed at the proficiency level. |
| | | CLO 1 – GE/ILO 4 | CLO 3: 100% of students assessed performed at the proficiency level. |
| | | CLO 1-3 – GE/ILO 6 | |

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 department learning outcomes, and student learning and achievement.

In Spring 2014, CO and EN courses were divided up so that each half is assessed during fall semesters while the other half is assessed during spring semesters.  Course assessments using FAMED assessment template have helped instructors assess their courses in a consistent manner.  This has allowed instructors become aware of which CLOs should be emphasized more and has also helped them improve their teaching strategies and activities to help students improve their skills.   Because of course assessments that showed a decrease of proficiency level for the 100-level courses in fall 2016, which was when the EN developmental courses were discontinued, a new course was created and piloted in spring semester 2017 to help meet students' needs.

## V. General Education / Institutional Learning Outcomes (GE/ILO) Assessment

| Year Assessed | List GE/ILOs | Proficiency Level | Result of Assessments **(Do not combine GE/ILO results; report individual GE/ILO result.)** |
|---|---|---|---|
| 2015-16 | GE / PLO 1 / ILO 1 | Dev. Courses: 65% ------------- College-level courses: 84.5% | Students had low reading skills when they first came for fall semester 2015, which affected their problem solving and critical thinking skills. In the following semester, spring 2016, there was a reading course; however, course assessment data and evidence were saved onto a hard drive that crashed before they could be backed up. In fall 2015, 77% of students assessed in Developmental courses met the proficiency level; in spring 2016, 53% of students assessed in Developmental courses met the proficiency level. Altogether, 65% of students assessed in Developmental courses reached proficiency level for ILO 1. ------------------------------------------------------------ During fall 2015, students enrolled into college-level courses showed proficiency in ILO 1. In spring semester 2016, students improved their critical thinking and problem solving skills which resulted in a higher proficiency level for ILO 1 compared to the previous semester. In fall 2015, 78.4% of students assessed in College-level courses met the proficiency level. For spring 2016, 90.7% of students assessed in College-level courses met the proficiency level. For College-level course assessment results, 84.5% of students assessed reached the proficiency level for ILO 1. |
| 2015-16 | GE / PLO2 / ILO 2 | Dev. Courses: 65% ------------- | Students had low reading skills when they first came for fall semester 2015, which affected their problem solving and critical thinking skills. In the following semester, spring 2016, there was a reading course; however, course assessment data and evidence were saved onto a hard drive that crashed before they could be backed up. In fall 2015, 77% of students assessed in Developmental courses met the proficiency level; in spring 2016, 53% of students assessed in Developmental courses met the proficiency level. Altogether, 65% of students assessed in Developmental courses reached proficiency level for ILO 2. ------------------------------------------------------------ |

| | | College-level courses: 84.5% | During fall 2015, students enrolled into college-level courses showed proficiency in ILO 1. In spring semester 2016, students improved their critical thinking and problem solving skills which resulted in a higher proficiency level for ILO 1 compared to the previous semester. In fall 2015, 78.4% of students assessed in College-level courses met the proficiency level. For spring 2016, 90.7% of students assessed in College-level courses met the proficiency level. For College-level course assessment results, 84.5% of students assessed reached the proficiency level for ILO 1. |
|---|---|---|---|
| 2015-16 | GE / PLO 3 / ILO 3 | 88.3% | For fall 2015, 81.2% of all students assessed reached the proficiency level for ILO 3; and in spring 2016, 95.5% of all students assessed reached the proficiency level. At the end of the school year, 88.3% of students assessed met the proficiency level for ILO 3. |
| 2015-16 | GE / PLO 4 / ILO 4 | 85.6% | In fall 2015, 76.5% of all students assessed reached the proficiency level for ILO 4. Then, in spring 2016, 94.8% of all students assessed reached the proficiency level. Overall, 85.6% of students assessed met the proficiency level for ILO 4. |
| 2015-16 | GE / PLO 5 / ILO 5 | 85.3% | In fall 2015, 77.2% of all students assessed reached the proficiency level for ILO 5, and then in spring 2016, 93.5% of all students assessed reached the proficiency level for ILO 5. At the end of the school year, 85.3% of students assessed met the proficiency level for ILO 5. |
| 2015-16 | GE / PLO 6 / ILO 6 | 80.6% | In fall 2015, 87.3% of all students assessed reached the proficiency level for ILO 6. In spring 2016, 74% of all students assessed reached the proficiency level. At the end of the school year, 80.6% of students assessed met the proficiency level for ILO 6. |
| 2016-17 | GE / PLO 1 / ILO 1 | 82% | In fall 2016, 75.7% of students assessed met the proficiency level for ILO 1. 88.4% of students assessed in spring 2017 reached the proficiency level. Overall, 82% of students assessed met the proficiency level for ILO 1. |
| 2016-17 | GE / PLO 2 / ILO 2 | 82% | In fall 2016, 75.7% of students assessed met the proficiency level for ILO 2. 88.4% of students assessed in spring 2017 reached the proficiency level. Overall, 82% of students assessed met the proficiency level for ILO 2. |

| 2016-17 | GE / PLO 3 / ILO 3 | 94.6% | In fall 2016, 95% of students assessed met the proficiency level for ILO 3.  94.3% of students assessed in spring 2017 reached the proficiency level.  Overall, 94.6% of students assessed met the proficiency level for ILO 3. |
|---|---|---|---|
| 2016-17 | GE / PLO 4 / ILO 4 | 83.6% | In fall 2016, 74.7% of students assessed met the proficiency level for ILO 4.  92.5% of students assessed in spring 2017 reached the proficiency level.  Overall, 83.6% of students assessed met the proficiency level for ILO 4. |
| 2016-17 | GE / PLO 5 / ILO 5 | 82.4% | In fall 2016, 72.4% of students assessed met the proficiency level for ILO 5.  92.5% of students assessed in spring 2017 reached the proficiency level.  Overall, 82.4% of students assessed met the proficiency level for ILO 5. |
| 2016-17 | GE / PLO 6 / ILO 6 | 70.8% | In fall 2016, 74% of students assessed met the proficiency level for ILO 6.  67.7% of students assessed in spring 2017 reached the proficiency level.  Overall, 70.8% of students assessed met the proficiency level for ILO 6. |
| 2017-18 | GE / PLO 1 / ILO 1 | 80.8% | In fall 2017, 78.8% of students assessed met the proficiency level for ILO 1.  82.9% of students assessed in spring 2018 reached the proficiency level.  Overall, 80.8% of students assessed met the proficiency level for ILO 1. |
| 2017-18 | GE / PLO 2 / ILO 2 | 80.8% | In fall 2017, 78.8% of students assessed met the proficiency level for ILO 2.  82.9% of students assessed in spring 2018 reached the proficiency level.  Overall, 80.8% of students assessed met the proficiency level for ILO 2. |
| 2017-18 | GE / PLO 3 / ILO 3 | 87.9% | For fall 2017, 100% of students assessed reached the proficiency level for ILO 3.  75.8% of students assessed in spring 2018 reached the proficiency level.  Overall, 87.9% of students assessed met the proficiency level for ILO 3. |
| 2017-18 | GE / PLO 4 / ILO 4 | 77.9% | In fall 2017, 72.6% of students assessed met the proficiency level for ILO 4.  83.2% of students assessed in spring 2018 reached the proficiency level.  Overall, 77.9% of students assessed met the proficiency level for ILO 4. |
| 2017-18 | GE / PLO 5 / ILO 5 | 75.7% | In fall 2017, 72.6% of students assessed met the proficiency level for ILO 5.  78.9% of students assessed in spring 2018 reached the proficiency level.  Overall, 75.7% of students assessed met the proficiency level for ILO 5. |
| 2017-18 | GE / PLO 6 / ILO 6 | 78% | In fall 2017, 57.9% of students assessed met the proficiency level for ILO 6.  98.2% of students |

| | | | | assessed in spring 2018 reached the proficiency level. Overall, 78% of students assessed met the proficiency level for ILO 6. |
|---|---|---|---|---|

Provide Summary of GE/ILOs 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 department's student learning and student achievement.

Comparing each ILO per academic year, most of the learning outcomes results remain the same or increase in spring semester. To compare this cycle's and previous cycle's results, in the beginning of this cycle, AY 2015-16, it shows that less than 70% of students assessed in developmental courses met the proficiency level for ILO 1 and ILO 2, which decreased from the previous cycle's results.  However, for college level courses, ILO 1 and ILO 2 increased.  The assessment results for ILO 3, ILO 4, and ILO 5 increased and exceeded the previous cycle's assessment results.  For AY 2016-17 and AY 2017-18, the expected proficiency levels for all of the ILOs have been meeting the expected performance results; however, the assessment results are slowly declining.  For ILO 6, the expected learning outcome has been increasing and decreasing throughout the duration of this cycle.

During fall semester 2016, the EN developmental courses were discontinued.  The assessment results from the previous cycle and this cycle helped the department create a new EN course to help students in need of improving their basic English reading and writing skills before they enroll into advanced reading and composition courses.  The new EN course had been offered to PCC students since spring semester 2017.

**VI. Evaluation of Previous Department Review Action Plan (s)**

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

| Cycle: 4th | Years:  2012 - 15 |
|---|---|

| Action Plan Activity/Objectives | Status Complete/Ongoing/Incomplete | Updates of Action Plan(s) (Report action plans individually.) |
|---|---|---|
| Create an ESL program. | Not needed anymore | The developmental courses were discontinued in fall semester 2016.  Without the developmental courses, creating an ESL program will no longer be an action plan for the department. |
| Hire another qualified full-time EN instructor. | Complete | A new full-time faculty was hired and began teaching in fall 2015. |
| Continuous review and update course outlines, CLOs, and other documentation based on course assessments. | Ongoing | Since the last department review, course outlines were updated in 2015 and 2016.  Since the developmental courses were discontinued in fall 2016, affected CO and EN outlines should be reviewed and modified if necessary to reflect the new changes to benefit students' needs and also ensure quality education provided for students. |
| Professional development trainings | Ongoing | EN faculty have had opportunities to attend professional development trainings off-island.  These trainings/conferences included effectively utilizing student assessments and teaching strategies beneficial in English for Speakers of Other Languages.  Information gained from these conferences/trainings off-island were shared to other faculty members of the College to further improve student and faculty performances. |

Provide Summary of the Evaluation of Previous Department Review Action Plans 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 and plans that are incomplete.

When there were 4 full-time faculty in the EN department, there were enough EN and CO course sections offered each semester to accommodate students who needed to take these courses.  However, when the number of EN faculty reduced to 3 full-time faculty, EN and CO course sections were also reduced, resulting in high-demand courses being overloaded.  Hiring a new full-time faculty, course

sections can increase to accommodate all students who need to take their required program courses and meeting their expected graduation date.  Continuous department review reports, updating of course outlines and CLOs, and course assessment results have allowed faculty to see what needs to be done for improvement in the EN department.  Improvements included creating a new course to meet students' needs, some course outlines and CLOs were modified and/or updated so that CLOs and course objectives were aligned, EN course mapping was also revised so the new CLOs were aligned to appropriate PLOs and to ILOs.  The EN faculty have attended professional development trainings off-island and on-island, which have helped them gain useful insights on new teaching strategies and student success.  With these new approaches, courses assessed mostly indicate successful outcomes.

## VII. Action Plans

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

| Action Plan Activity/Objective | How will this action plan improve student learning outcomes? (CLO, GE, ILO) | Needed Resources (if any) | Timeline |
|---|---|---|---|
| Hire another qualified full-time instructor. | With another full-time faculty, the EN department can increase EN and CO course sections to accommodate students. Class sections will not be overloaded, classrooms will not be too crowded, and quality education is ensured. | Funding to hire a new qualified full-time faculty | As soon as possible |
| Continuous review and update course outlines, CLOs, and other documentation based on course assessments. | Updated course outlines, CLOs, and other documentation based on course assessments will ensure consistency. CLOs, PLOs, and ILOs can all be aligned accordingly. | N/A | Ongoing (Carried over from last review) |
| Professional development trainings | Trainings will help faculty learn new teaching approaches and improve their teaching strategies to effectively help the diverse group of students in the College. | Funding for training, conference, or workshop costs. | Ongoing (Carried over from last review) |

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

There are reading, writing, and communication courses offered by the English department.  These courses are offered to students who have enrolled into particular programs and students who audit courses for academic exploration.  The EN department also offers writing courses that include

exposition and research writing for Liberal Arts majors, intercultural communication course for Tourism majors, children's literature course for Library Science majors, teaching basic grammar course and Teaching English to Speakers of Other Languages course for Education majors. The technical education students are now only taking the introduction to communications course to help them understand the importance of effective communication and communication skills which is needed in their career fields.

From course assessment results, more emphasis on effective writing skills should be made to help students improve in their writing performances. Discontinuing the developmental courses, cohorts are enrolled straight into college-level courses. The students in one course section may have varying reading and writing skills, which may cause some students to regard the course as tedious while for some it is challenging. Trainings to help the EN department faculty with new teaching strategies and approaches in helping students of diverse backgrounds learn the English language and retain the concepts that they have learned will benefit both students and faculty.

## IX. Resource Request

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

| Type of Resource | Detailed Description | Estimated Amount Requested | Justification |
|---|---|---|---|
| Personnel | Need to hire another qualified full-time faculty with a bachelor's degree in English or other related field. | At least $18,000 annual salary. | There should be another qualified full-time faculty to help teach EN courses. As of now, course sections for EN courses that are required in programs as general education courses/electives are limited due to low number of EN faculty. |
| Facility | Adequate | | |
| Equipment | N/A | | |
| Supplies | Office supplies | $400 per year | To support teaching: grading, record keeping, and supplemental materials for teaching. |
| Software | N/A | | |
| Training | Professional development, classroom management, and teaching strategies trainings for student-centered learning environment. | At least $3,500 per training participant per off-island training. | Attending professional development trainings will ensure improvement in teaching strategies to help accommodate students' needs. |
| Other | N/A | | |
| Total | All resource request | At least $61,400 for the next three years until the next department review. | To ensure quality education for PCC students. |

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

An additional qualified full-time faculty will help teach additional EN and CO course sections. Currently, there are only 3 full-time faculty in EN department which offers a total of 13 courses per academic year. Therefore, the department needs another full-time faculty to help teach the EN and CO

courses to accommodate students' needs.  Particular EN courses, especially courses only offered during spring semesters, were overloaded this spring 2019 due to limited EN course sections and an increased student need to take these particular EN courses.  If there would be a new full-time faculty, the EN dept. can be able to open additional EN and CO course sections, if needed in the future, to accommodate student's needs so that students can be distributed evenly in class sections, classrooms would not be too crowded, and effective class and task management can be executed properly.  This request addresses all department courses' CLOs, PLOs, and ILOs

With office and classroom supplies available at all times, faculty are equipped to teach and deliver course contents effectively.  This ensures adequate and organized planning for course delivery, which addresses all courses' CLOs, PLOs, and ILOs.

Professional development trainings address all courses' CLOs, PLOs, and ILOs as they allow faculty professional growth as educators.  Learning and utilizing innovative teaching methods and strategies, faculty will be able to ensure quality education for students.  This will also help students improve in their academic performances.

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