



“We Strive to Guarantee Quality

and Excellence”

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

T1 - Instructional Programs
(Academic Degree & Certificate Programs)

Three Year Program Review

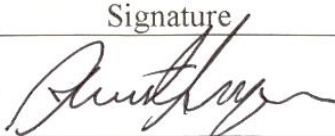
Degree / Certificate Program

Liberal Arts Program


Period of Three Year Review

Fall 2015 – Summer 2018


Program Review Completed By:

Name	Title	Signature	Date
R. Derbei Meyar <i>Associate Professor, Social Science/English</i>	Chair, Liberal Arts Program		May 29, 2019

Program Review Certified By:

Name	Title	Signature	Date
Robert Ramarui	Dean of Academic Affairs		Sept. 09, 2019

Program Review Received By: (Institutional Research & Evaluation Office)

Name	Title	Signature	Date
Ligaya Sam Sara	Institutional Researcher		9/9/19

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.



Instructions for completing Program Review:

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

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

Appendix B: Most Updated & Approved Outlines within this cycle (e-copy only) **NOT APPLICABLE.** (Courses for the Program belong to other departments/programs. Refer to appropriate program reviews for updated & approved outlines.)

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

Appendix D: FAMED grid of all course assessment data within review cycle (e-copy in pdf only) **NOT APPLICABLE.** (Courses for the Program belong to other departments/programs. Refer to appropriate program reviews for course assessment grid & data.)

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

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

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

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

As stated in the 2016-2020 Palau Community College General Catalog, “This [Liberal Arts] program is designed for students who wish to complete the first two years of general college work prior to transferring to a four-year college or university or for students desiring two years of general education beyond high school” (p.64).

Liberal Arts offers a variety of courses for students who may either be preparing for a specific major or who may need a general array of courses to later determine a specific major. Consequently, seeing as many local students may opt for Palau Community College prior to furthering their respective education abroad; the Liberal Arts program provides a good option for students in easily allowing them to transfer their earned credits to other accredited institutions. The students will learn specific skills in writing, reading, oral presentations, and research. The students will also develop critical thinking and analytical skills, in addition to analyzing and researching the learning material, as well as critical thinking/writing skills which shall be developed through various essay writing/research assignments and oral presentations. The program competencies for critical thinking, information technologies, oral communication, written communication, and individual/community represent the minimum outcomes expected of students who have completed their general education. As stated on page 64 of the 2016-2020 Palau Community College General Catalog, students who complete the LA program will be able to:

1. Demonstrate proficiency in critical thinking and problem-solving skills.
2. Demonstrate proficiency in the areas of listening, reading, and oral/written communication
3. Demonstrate proficiency in the areas of computer literacy and information competency/technology.
4. Develop a fundamental understanding of the Humanities including the significance and chronology of major events and movements of Western civilization.
5. Develop a fundamental understanding of the Natural Sciences, including major concepts, principles, and theories of the biological and physical environment.
6. Develop a fundamental understanding of the Social Sciences, including major concepts of social, political, geographic, and economic structures.

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

PCC Mission Statement:

“Palau Community College is an accessible public educational institution helping to meet the technical, academic, cultural, social, and economic needs of students and communities by promoting learning opportunities and developing personal excellence” (2016-2020 Palau Community College, p. 12).

The LA program aligns with and continues to support the mission of the College.

The Liberal Arts program continues to support the overall mission of the College through the offering of its required courses to meet the various needs of the students; therefore, providing students with a well-rounded and represented degree for either contributing to the community and/or enrolling into a four year college and/or university.

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

The precursor to the Liberal Arts program was the Associate in Arts degree program that first appeared in the 1983 catalog requiring 100 quarter credit hours for completion. Thereafter, in 1985, the total credits required were 66 credits with a core emphasis on English, Quantitative, Natural Sciences, Humanities, and Social Sciences in addition to the completion of 21 credits of electives. From 1990 to 1998, 3 credits of Applied Studies (Trades & Industries or Occupations Divisions courses) were added toward the program requirements, thereby reducing the required electives to 18 credits. The next significant change to the program occurred in 1998 when 6 credits of Communications and 6 credits of Computer Technology were added while reducing the required electives to 9 credits and dropping 3 credits of Applied Studies. By 2004, 9 credits of Communications in addition to 3 credits of Health and Physical Education were required while yet again reducing the required electives to only 3 credits. Up until summer 2008, 66 credits hours were required for completion of the program. Beginning of fall 2008 until present, 65 credits are now required with core emphasis in the areas of English, Quantitative, Natural Sciences, Humanities, Social Science, Communications, Computer Technology and Health and Physical Education.

Over the years, the program consistently graduates students. To date, the program has graduated a total of **83** students (*Refer to Chart 3.1*). Of the 83 graduates, **31** are males and **52** are females (*Refer to Charts 3.2 and 3.3*). Of the 83 graduates, **80** are from Palau, **2** are from the USA and **1** is from Yap (*Refer to Charts 3.4 and 3.5*).

SU09-SP19 LA Graduates

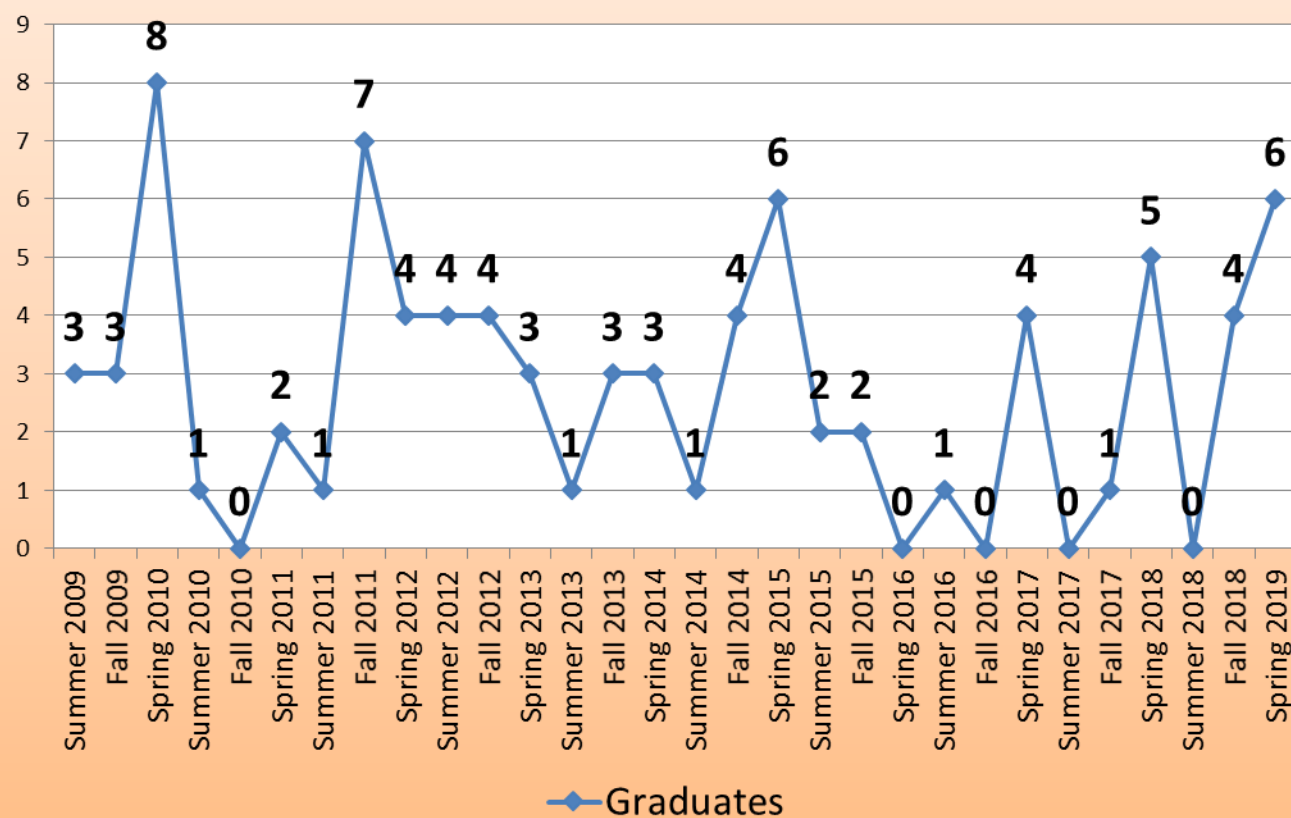


Chart 3.1. LA program graduates from summer 2009 to spring 2019.
To date, the program has graduated a total of 83 students.

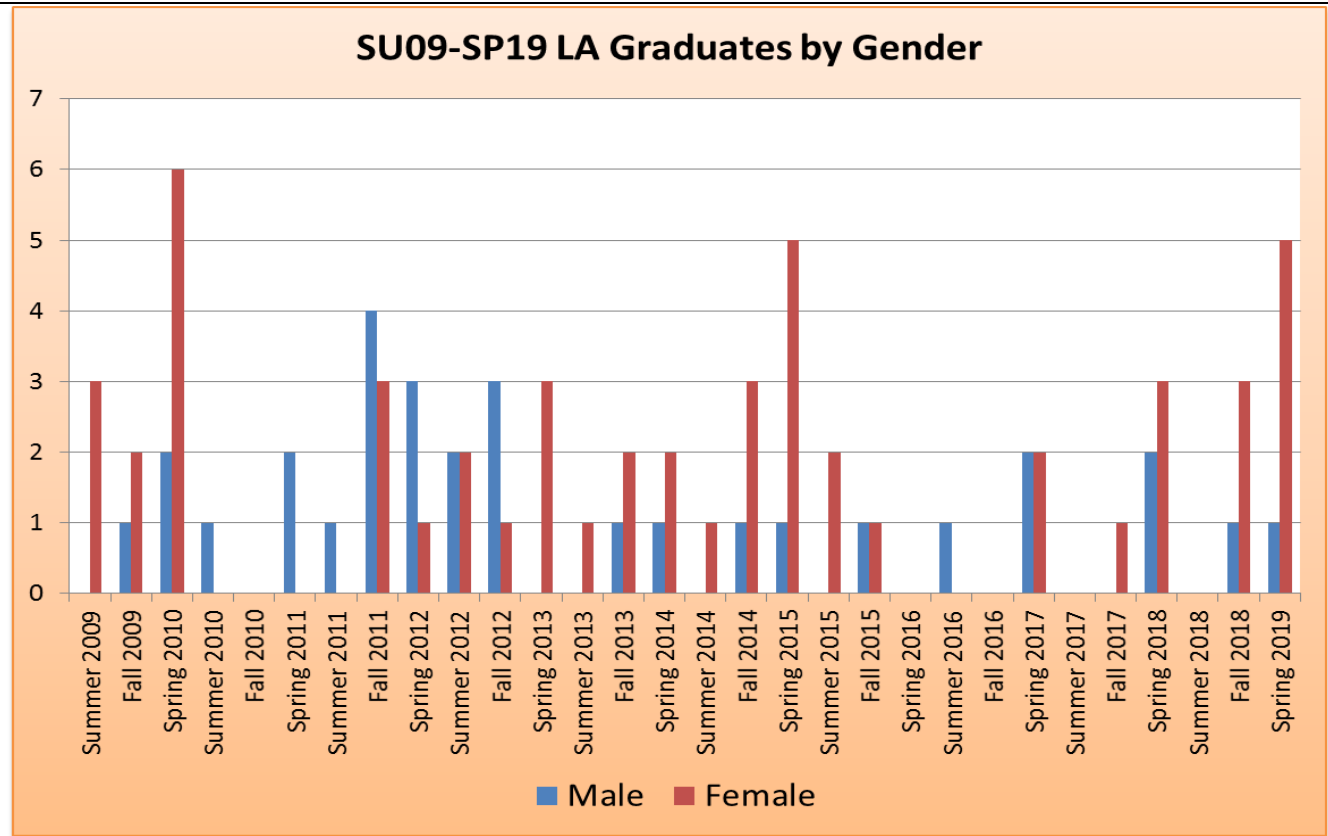


Chart 3.2. Of the 83 program graduates from summer 2009 to spring 2019, 31 are males and 52 are females.

SU09-SP19 LA Graduates by Gender

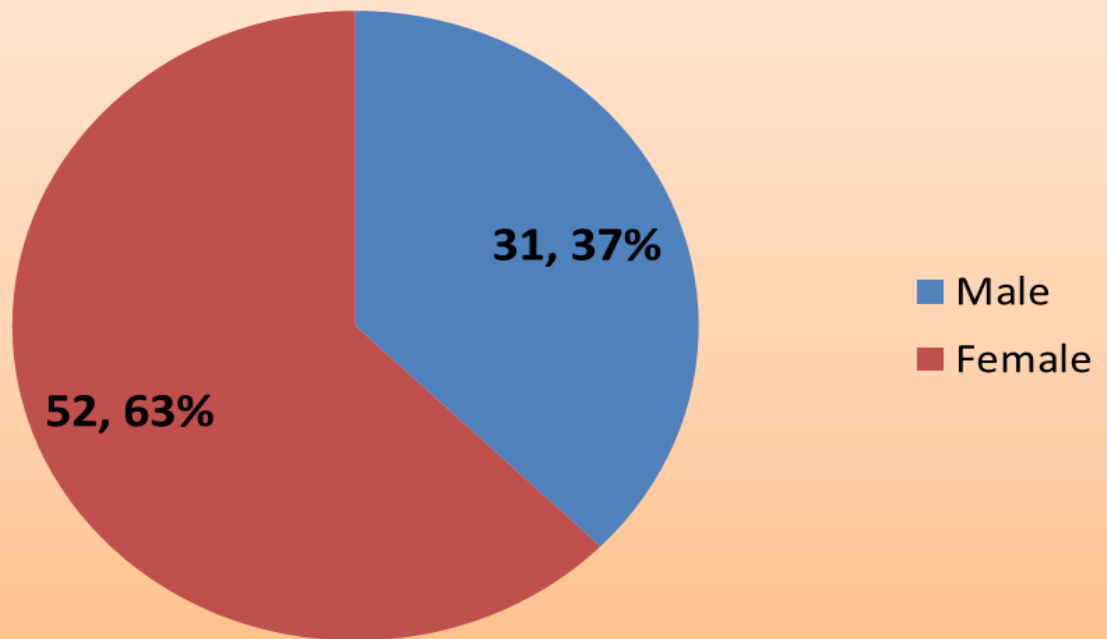


Chart 3.3 Of the 83 program graduates from summer 2009 to spring 2019, 31 are males and 52 are females.

SU09-SP19 LA Graduates by Ethnicity

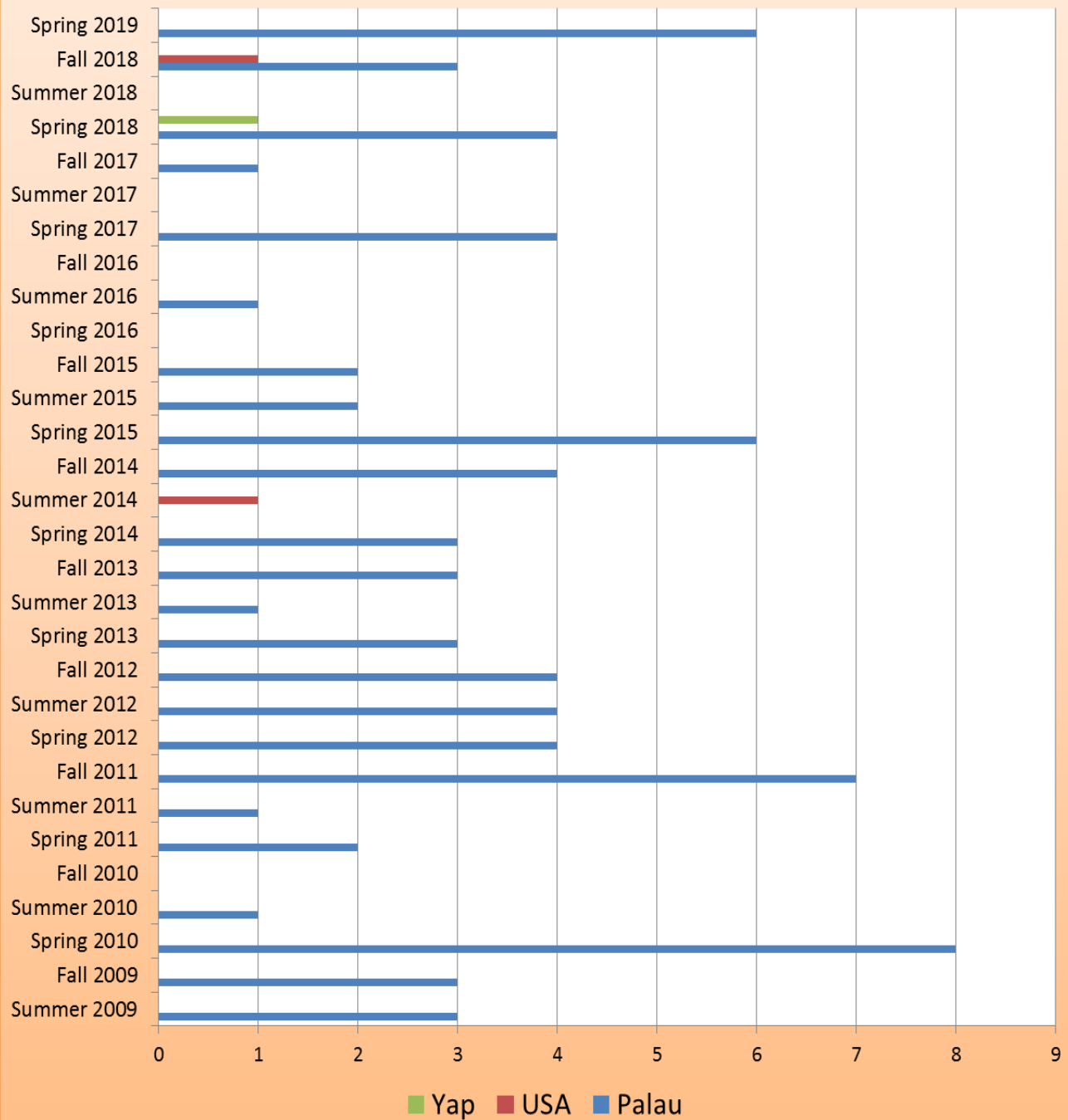


Chart 3.4 Of the 83 program graduates from summer 2009 to spring 2019, 31 are males and 52 are females.

SU09-SP19 LA Graduates by Ethnicity

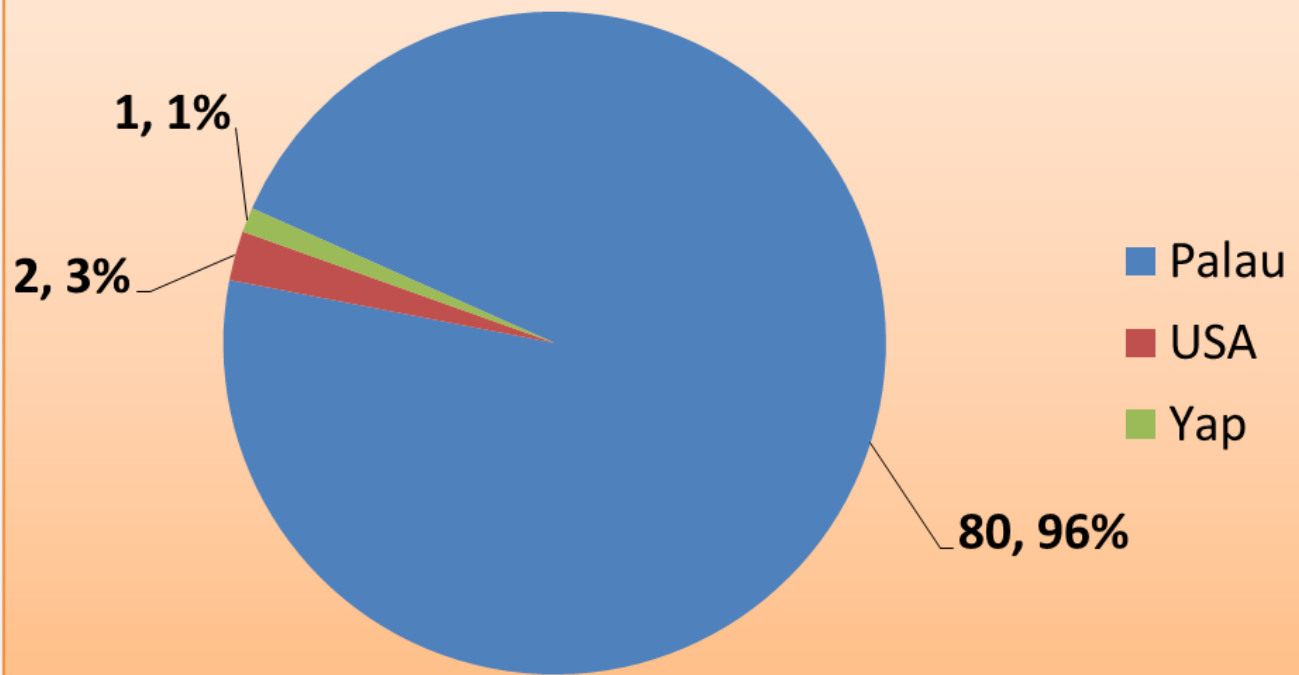


Chart 3.5 Of the 83 program graduates from summer 2009 to spring 2019, 80 are from Palau, 2 are from the USA and 1 is from Yap.

Major program changes and accomplishments since the last review:

Over the period of this three year cycle, from fall 2015 to summer 2018 the program has graduated a total of **13** students (*Refer to Chart 3.6*). Of these **13** graduates, **6** are males and **7** are females (*Refer to Charts 3.7 and 3.8*). Finally, **12** of these **13** graduates are from Palau and **1** is from Yap (*Refer to Charts 3.9 and 3.10*).

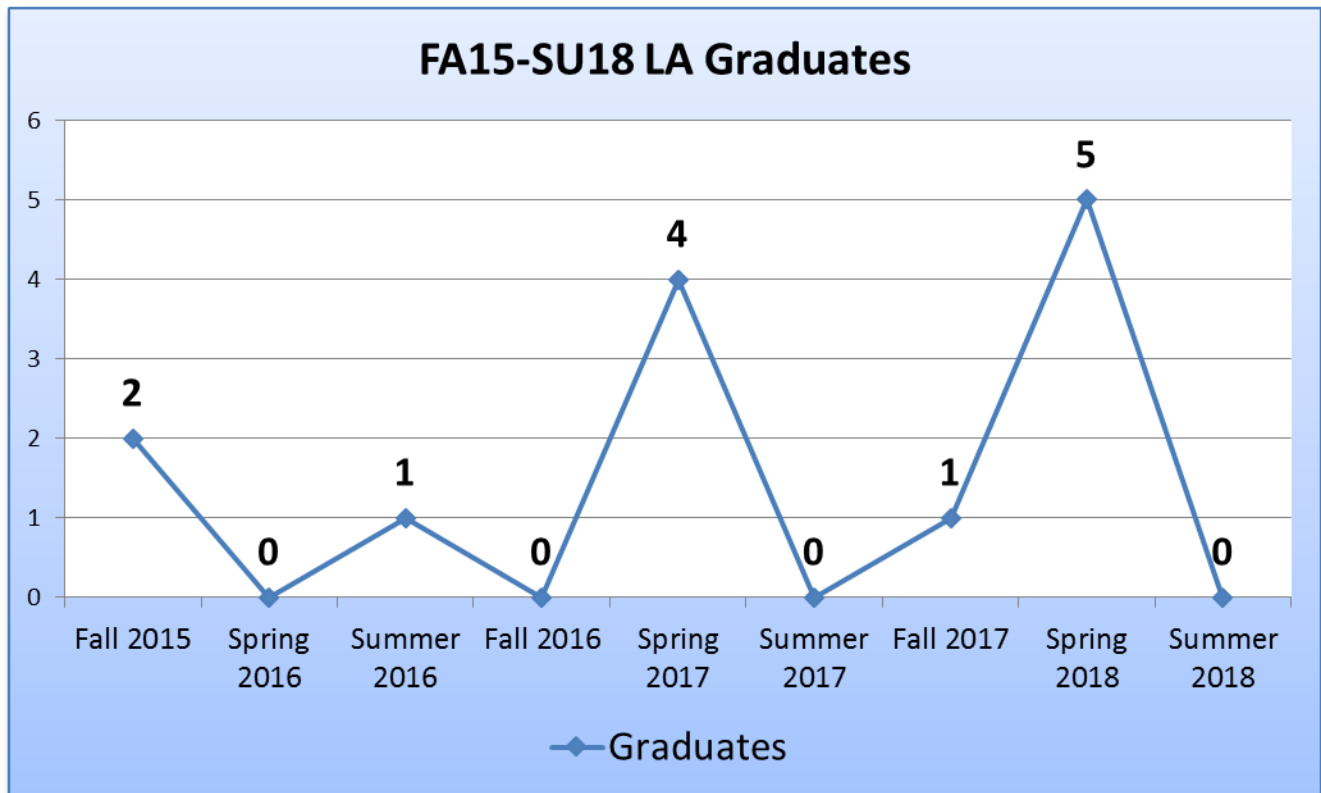


Chart 3.6. From fall 2015 to summer 2018, LA program has graduated a total of 13 students.

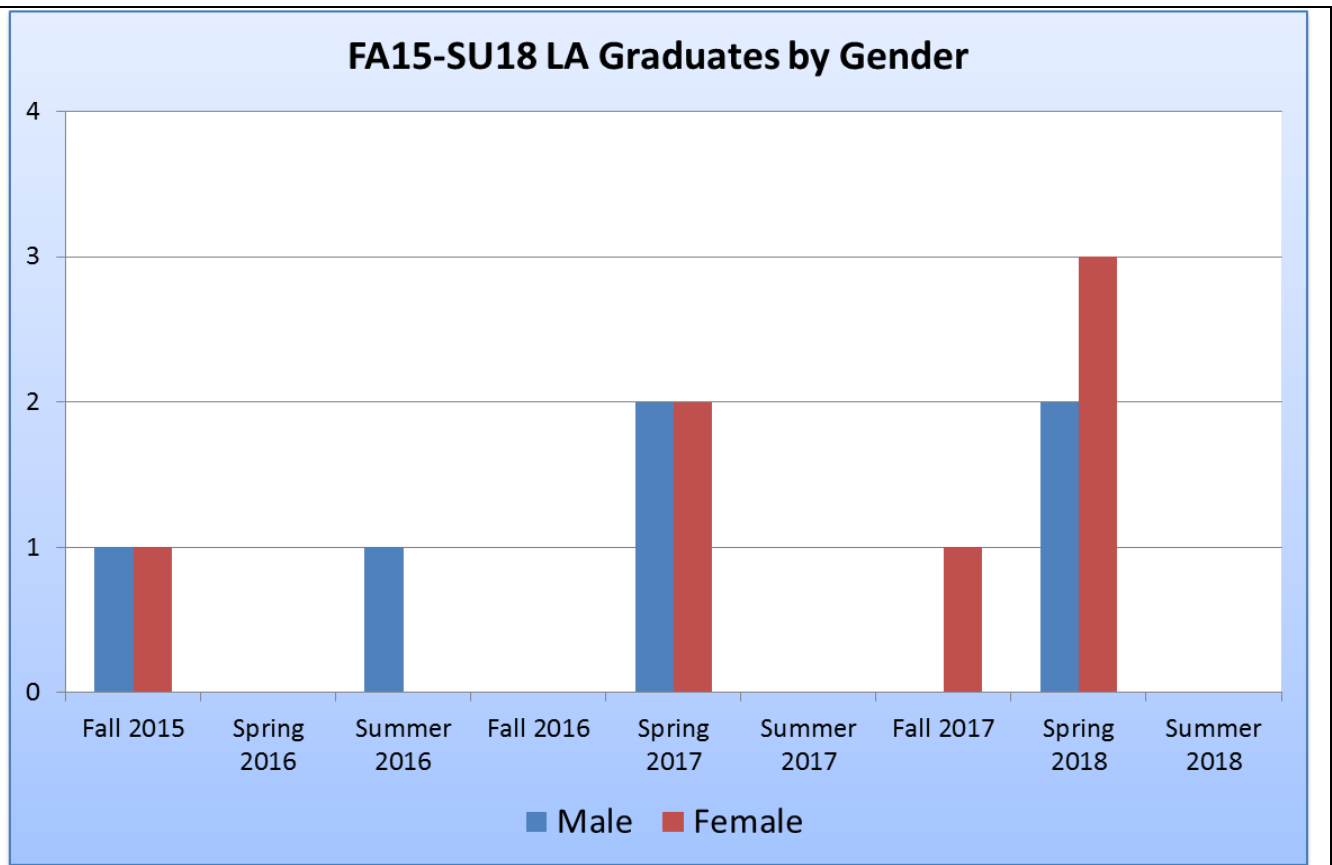


Chart 3.7 Of the 13 program graduates from fall 2015 to summer 2018, 6 are males and 7 are females.

FA15-SU18 LA Graduates by Gender

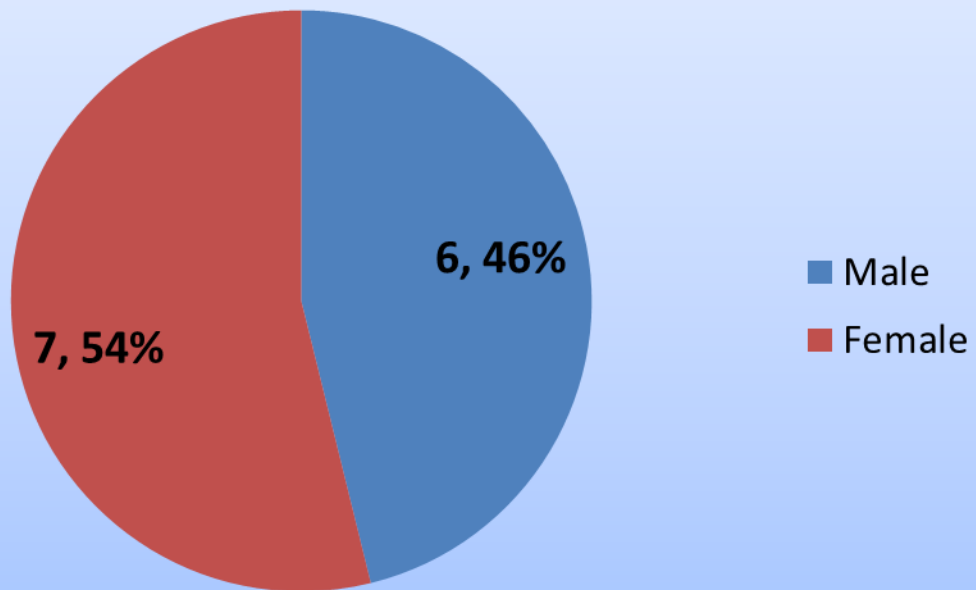


Chart 3.8 Of the 13 program graduates from fall 2015 to summer 2018, 6 are males and 7 are females.

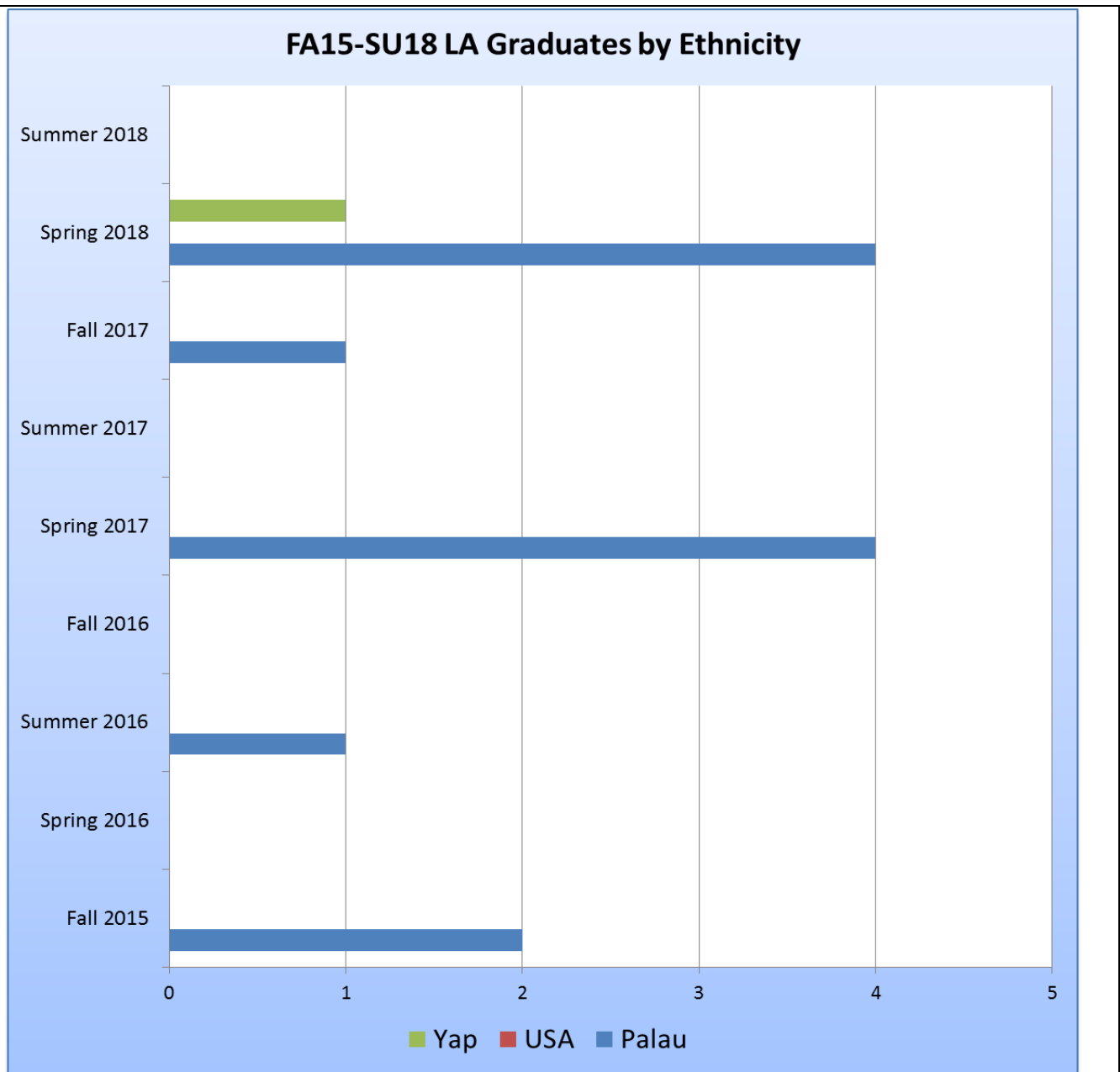


Chart 3.9 Of the 13 program graduates from fall 2015 to summer 2018, 12 are from Palau, and 1 is from Yap.

FA15-SU18 LA Graduates by Ethnicity

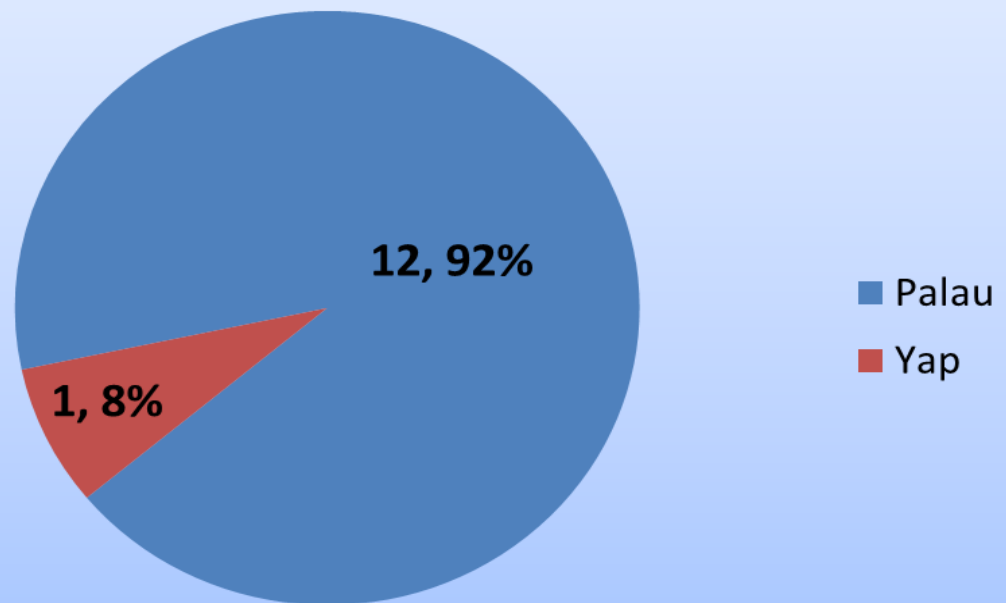


Chart 3.10 Of the 13 program graduates from fall 2015 to summer 2018, 12 are from Palau, and 1 is from Yap.

From fall 2015 to summer 2018, LA program students also participated in various program activities. These activities gave students opportunities to share with potential future program students their reasons for enrolling and what they have gained through the program.

Program Students in the 2018 Annual Career and Technical Education Awareness Week pictured below:



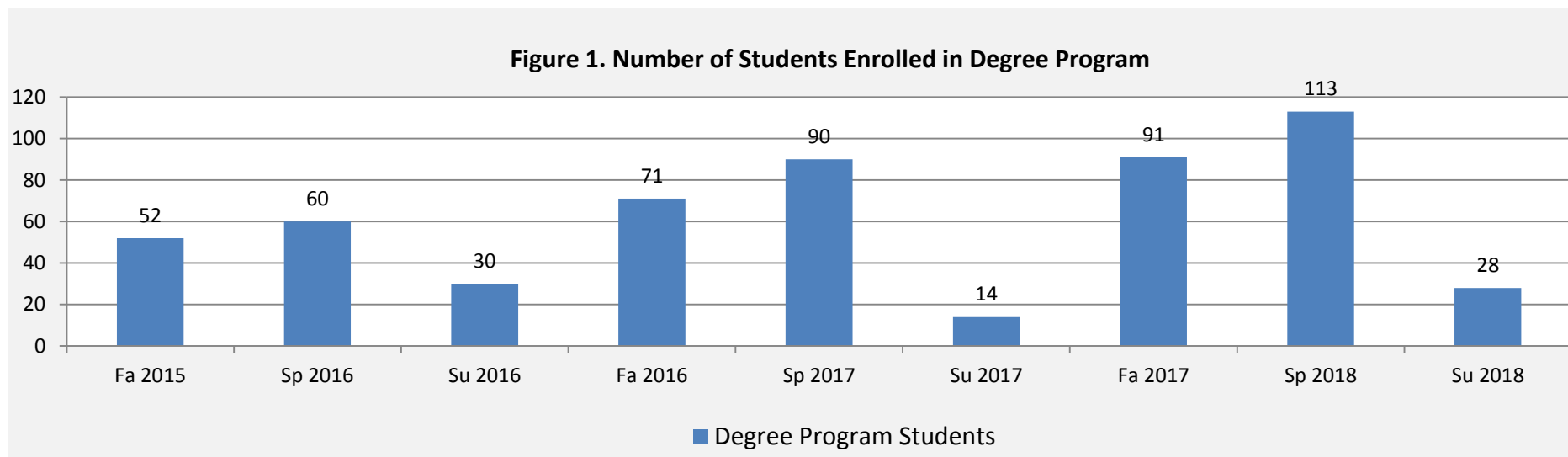






II. Program Data

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



Provide summary of Figure 1 including its trends analysis.

Figure 1 table shows the enrollment of LA Program during each semester including summer session (fall 2015 – summer 2018). Based on the enrollment numbers, it shows that during regular semesters, the program enrollment range between fifty-two (52) to one-hundredth-thirteen (113) students. The average enrollment of the program during regular semesters and summer is sixty-one (61) students.

Program Courses Data
(Course Completion Data of Program Students in each Program Course)

*You may insert more rows as
needed*

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

FA 2015					FA 2016					FA 2017				
<u>Course</u>	Passed	Failed	Withdraw	Enrolled	<u>Course</u>	Passed	Failed	Withdraw	Enrolled	<u>Course</u>	Passed	Failed	Withdraw	Enrolled
CO110	13	0	0	13	CH109	1	0	0	1	CH109	1	0	0	1
CO201	10	0	0	10	CO110	19	2	2	23	CO110	21	6	1	28
CS100	8	1	0	9	CO201	5	2	1	8	CO201	10	1	0	11
EN219	3	1	2	6	CS100	19	1	0	20	CS100	16	1	0	17
HI159	7	4	4	15	EN219	4	1	0	5	EN219	17	2	0	19
HP180	3	2	0	5	HI159	5	2	1	8	HI159	6	2	0	8
HP181	8	1	0	9	HI179	2	0	0	2	HI179	1	0	0	1
IT105	6	1	1	8	HP180	2	0	0	2	HP180	4	2	0	6
IT110	2	0	0	2	HP181	8	1	1	10	HP181	10	0	0	10
JP109	6	0	1	7	IT105	4	0	1	5	IT105	11	0	1	12
MA110	10	1	2	13	IT110	2	0	0	2	IT110	1	0	0	1
MA111	1	1	2	4	JP109	8	1	0	9	JP109	11	1	2	14
MA112	1	0	0	1	MA110	4	2	1	7	MA110	9	2	2	13
MU102	1	0	0	1	MA111	7	1	2	10	MA111	8	1	1	10
PH169	7	0	1	8	MA112	3	0	0	3	MA112	2	0	0	2
PH249	6	2	2	10	MU102	2	0	0	2	MU102	5	0	0	5
PW119	5	0	0	5	PH249	9	0	0	9	PH249	12	0	3	15
SC109	8	0	2	10	PW119	4	0	0	4	PW119	2	0	0	2
SC119	12	8	4	24	SC109	18	2	4	24	SC109	14	4	2	20
SC159A	2	2	2	6	SC119	8	4	0	12	SC119	8	2	4	14
SS100	19	0	0	19	SC159A	4	0	0	4	SC159A	6	0	0	6
SS119	4	3	0	7	SC239	0	0	2	2	SC161	2	0	0	2
SS129	7	1	0	8	SS100	15	0	0	15	SC239	2	2	0	4
SS149	0	1	0	1	SS119	9	1	0	10	SS100	18	1	0	19

SS259	6	5	2	13	SS129	4	0	1	5	SS119	4	1	0	5
VA109	7	0	0	7	SS149	1	0	1	2	SS129	11	0	0	11
					SS179	2	0	1	3	SS149	6	0	1	7
					SS201	4	0	1	5	SS201	2	0	0	2
					SS259	13	3	3	19	SS259	12	3	5	20
					VA109	10	0	0	10	VA109	16	0	1	17

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

SP 2016					SP 2017					SP 2018				
<u>Course</u>	Passed	Failed	Withdraw	Enrolled	<u>Course</u>	Passed	Failed	Withdraw	Enrolled	<u>Course</u>	Passed	Failed	Withdraw	Enrolled
CH109	1	0	0	1	CO110	7	3	1	11	CH109	3	0	0	3
CO110	6	2	0	8	CO205	10	1	0	11	CO110	11	3	0	14
CO205	2	2	0	4	CO259	8	0	0	8	CO205	12	0	0	12
CO259	12	0	0	12	CS100	10	1	0	11	CO259	16	3	2	21
CS100	7	1	2	10	EN114	36	5	10	51	CS100	7	3	4	14
EN114	8	5	2	15	EN189	17	3	0	20	EN114	12	10	5	27
EN189	8	2	0	10	HI169	6	0	3	9	EN189	12	1	1	14
HI189	4	0	1	5	HI189	2	1	0	3	HI189	10	0	2	12
HI259	15	2	1	18	HI259	11	2	1	14	HI209	1	0	1	2
HP180	5	0	0	5	HP180	6	0	0	6	HI259	16	1	0	17
HP181	2	0	1	3	HP181	5	2	0	7	HP180	3	0	0	3
IT105	5	0	0	5	HP185	1	0	0	1	HP181	8	2	0	10
MA111	2	2	2	6	IT105	5	1	0	6	HP185	1	0	0	1
MA121	4	4	1	9	MA110	7	3	0	10	IT105	14	1	0	15
MA211	3	0	0	3	MA111	4	2	2	8	JP119	1	1	0	2
MU106	3	0	0	3	MA121	10	1	6	17	MA110	0	1	0	1
PH169	15	4	0	19	MU106	4	0	0	4	MA111	8	1	3	12
RE169	14	2	1	17	PH169	8	2	5	15	MA121	11	7	5	23
SC110	4	0	0	4	PW119	6	0	0	6	MA211	1	0	1	2

SC120	2	0	2	4	RE169	3	0	0	3	MU106	10	0	0	10
SC249	4	2	0	6	SC110	8	0	0	8	PH169	11	2	3	16
SS100	7	0	0	7	SC159B	1	1	0	2	PW119	8	0	2	10
SS169	5	1	0	6	SC209	2	0	0	2	RE169	15	0	4	19
SS189	1	0	1	2	SC239	2	0	0	2	SC103	2	0	0	2
SS229	3	0	1	4	SC249	4	2	0	6	SC159B	2	0	0	2
					SS169	6	1	1	8	SC160	2	2	2	6
					SS189	3	0	1	4	SC209	8	0	0	8
					SS201	2	0	1	3	SC249	4	0	0	4
					SS229	9	0	0	9	SS100	6	1	0	7
										SS109	4	0	0	4
										SS169	3	1	4	8
										SS189	11	0	2	13
										SS201	5	0	1	6
										SS229	8	2	0	10

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

SU 2016					SU 2017					SU 2018				
<u>Course</u>	Passed	Failed	Withdraw	Enrolled	<u>Course</u>	Passed	Failed	Withdraw	Enrolled	<u>Course</u>	Passed	Failed	Withdraw	Enrolled
CO110	11	0	0	11	CO110	5	0	0	5	CO110	7	0	0	7
CS100	2	0	0	2	CS100	5	0	0	5	CS100	6	0	0	6
SC119	36	2	0	38	SC239	0	2	0	2	PH169	13	3	1	17
SC249	6	0	0	6	SC249	4	0	0	4	SC103	6	0	4	10
SS100	4	0	0	4	SS100	7	0	0	7	SS100	7	0	0	7

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

Table 1a, 1b and 1c show the number, type of classes that were enrolled by LA students, and total semester enrollment from Fall 2015 to Fall 2017, Spring 2016 to Spring 2018 and Summer 2016 to Summer 2018. The enrollment figure is a duplicate number because same LA student are counted more than once based on their enrollment in the courses required for the program. The tables also indicate number of students who passed, failed, and withdrew from the courses.

Based on the data provided in Table 1a, an average number of 255 students were enrolled in the required program courses from Fall 2015 to Fall 2017. Additionally, 79% of the enrolled students passed, 12% failed, and 9% withdrew from the courses. Overall, the data indicates that majority of the students enrolled in the courses required for the LA Program successfully completed the required courses.

Based on the data provided in Table 1b, an average number of 260 students were enrolled in the required program courses from Spring 2016 to Spring 2018. Additionally, 76% of the enrolled students passed, 13% failed, and 11% withdrew from the courses. Overall, the data indicates that majority of the students enrolled in the courses required for the LA Program successfully completed the required courses.

Based on the data provided in Table 1c, an average number of 44 students were enrolled in the required program courses from Summer 2016 to Summer 2018. Additionally, 91% of the enrolled students passed, 5% failed, and 4% withdrew from the courses. Overall, the data indicates that majority of the students enrolled in the courses required for the LA Program successfully completed the required courses.

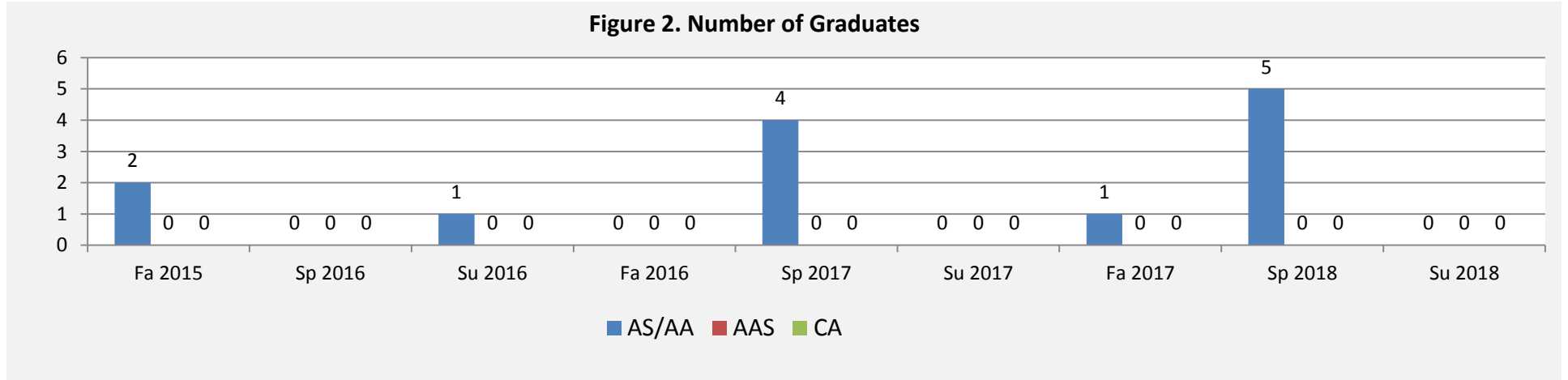


Figure 2 including its trends analysis.

Figure 2 table shows the number of LA Program graduates during each academic school year from fall 2015 to summer 2018. In fall 2015 to summer 2016, there were three (3) students who graduated from the program with Associate of Arts (AA) degrees. In fall 2016 to summer 2017, there were four (4) students who graduated with AA degrees. In fall 2017 to summer 2018, there were six (6) students who graduate with AA degrees.

Figure 3. Faculty Head Count

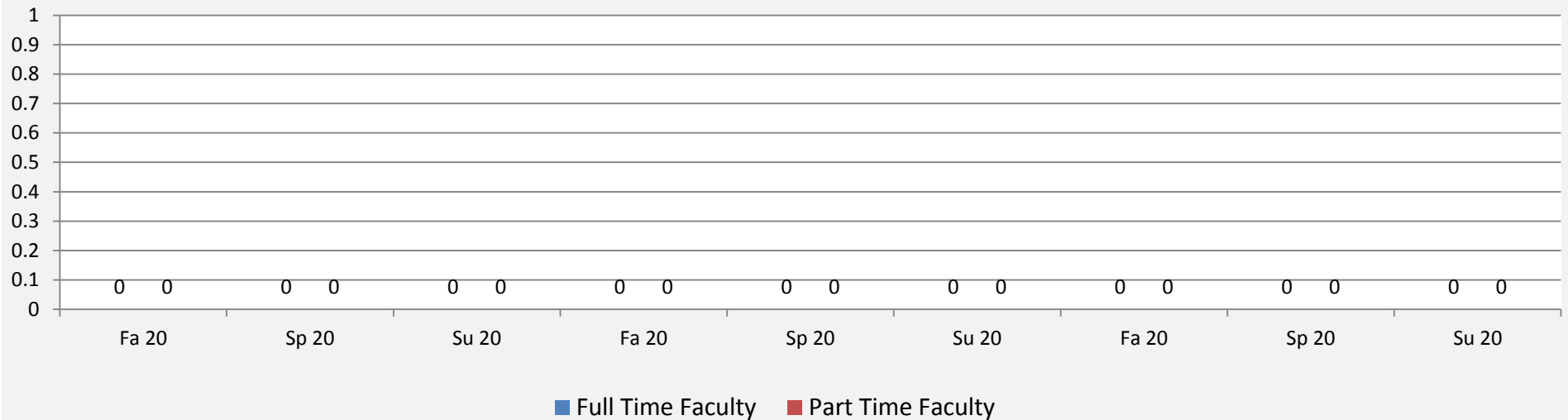


Figure 3 including its trends analysis.

Presently there are no faculty members under the Liberal Arts Program. Courses that fulfill the Liberal Arts Program already belong to specific departments/programs. Faculty members for each department have the content expertise and are available to support the Liberal Arts Program.

III. Student Learning and Curriculum

School Year	How many program courses are there? (refer to catalog or recent approval by CPC)	% of courses with Identified CLOs	List all revised program courses outlines or proposed new courses that received CPC approval within this review cycle	% of PLOs aligned with ILOs
Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable

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

Presently program courses under the Liberal Arts Program already belong to specific departments/programs. Any course revisions and/or new course proposals are done by their respective programs/departments.

IV. Course Assessment Data

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

Presently program courses under the Liberal Arts Program already belong to specific departments/programs. Therefore, all course assessments are done by their respective programs/departments.

Year 1: School Year _____

Semesters Assessed	Course Assessed	CLO-PLO-ILO Mapping	Results of Assessments
Not Applicable	Not Applicable	Not Applicable	Not Applicable

Year 2: School Year _____

Semester Assessed	Course Assessed	CLO-PLO-ILO Mapping	Results of Assessments
Not Applicable	Not Applicable	Not Applicable	Not Applicable

Year 3: School Year _____

Semester Assessed	Course Assessed	CLO-PLO-ILO Mapping	Results of Assessments
Not Applicable	Not Applicable	Not Applicable	Not Applicable

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

Presently program courses under the Liberal Arts Program already belong to specific departments/programs. Therefore, all course assessments are done by their respective programs/departments.

V. Program Learning Outcomes (PLOs) Assessment

Year Assessed	PLO Assessed	Proficiency Levels	Results of Assessments (Do not combine PLO results; report individual PLO result.)
Not Applicable	Not Applicable	Not Applicable	Not Applicable

Program Learning Outcomes Assessment Results

Year Assessed	PLO Assessed	Proficiency Levels	Results of Assessments
Not Applicable	Not Applicable	Not Applicable	Not Applicable

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

Presently program courses under the Liberal Arts Program already belong to specific departments/programs. Therefore, all course assessments are done by their respective programs/departments.

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

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

Cycle: 4 th	Years: SY 2012-2015
------------------------	---------------------

Action Plan Activity/Objectives	Status Complete/Ongoing/Incomplete	Updates of Action Plan/s (Report action plan individually.)
Hire 1 full time LA instructor who can also serve as a Chairperson for the program.	Incomplete	There is no need for a full time LA instructor because all program courses already belong to their respective departments/programs. There is an existing full time faculty who has been assigned to be the Chairperson for the program
Plan more activities involving the community	Incomplete	All course activities belong to their respective departments/programs.

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

There is no need for a full time LA instructor because all program courses already belong to their respective departments/programs. Furthermore, there is an existing full time faculty who has been assigned to be the Chairperson for the program.

VII. Action Plans

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

Action Plan Activity/Objectives	How will this action plan improve student learning outcomes? (CLO, PLO, ILO)	Needed Resources (if any)	Timeline
Modify Program by eliminating current PLOs and adapting the ILOs as the new PLOs	This does not directly affect student learning outcomes.	None	Spring 2020
Review existing program course requirements and	Clarify courses needed to fulfill program requirements.	None	Spring 2020

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

Because courses already belong and are continuously assessed by their respective departments/programs, adapting the ILOs would be more appropriate because there is no one specific focus for the Liberal Arts Program.

Clarify courses needed to fulfill program requirements to support students transferring to higher colleges/universities. When these students transfer to other colleges/universities, they can actually begin as sophomores because they have taken the necessary requirements to move up.

VIII. Resource Requests

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

Type of Resource	Detailed Description	Estimated Amount Requested	Justification
Personnel	None	None	None
Facilities	None	None	None
Equipment	None	None	None
Supplies	None	None	None
Software	None	None	None
Training	Relevant training for student success	Based on the availability of funding.	Enable faculty to be capable of guiding and helping students to be more successful in completing the LA program.
Other	None	None	None
Total	None	None	None

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

Presently program courses under the Liberal Arts Program already belong to specific departments/programs. Therefore, resources needed for courses are requested by their respective departments/programs.

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