



“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.

**Non-Instructional Programs
(Student Services and Library Services)**

Three Year Program Review

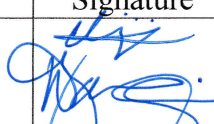
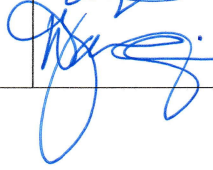
Service Area

Learning Resource Center

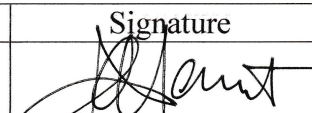
Period of Three Year Review

2013-2016


Program Review Completed By:

Name	Title	Signature	Date
Isumechraard Ngirairikl	Math Instructor		1/30/17
Deidre Yamanguchi	English Instructor		1/30/17

Program Review Certified By:

Name	Title	Signature	Date
Sherman Daniel	Dean of Students		1/30/17

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

Name	Title	Signature	Date
L. Sara	IR		01/31/17

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.
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: Goals/Objectives/SLOs – ILOs Mapping (e-copy only)
 - Appendix B: Evidence – All assessment data within review cycle (e-copy only)
 - Appendix C: All Assessment Tools (e-copy only)
 - Appendix D: Service Area Assessment Calendar (e-copy)
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.

SERVICE AREA REVIEW AND ASSESSMENT DATA

I. MISSION OF SERVICE AREA

<p>1. State the purpose (mission statement) of service area here.</p> <p>Learning Resource Center provides academic and non-academic services to identify and support student learning.</p>
<p>2. Provide summary of service area purpose here.</p> <p>The center provides academic support services and testing for incoming and continuing PCC students. Services include Career/Transfer Counseling; Instruction; Tutoring; Computer Laboratory; Study Laboratory; PCC Placement Testing; Institutional TOEFL; and administering the Asian American and Native American Pacific Islander Serving Institution (AANAPISI) program.</p>
<p>3. How does the purpose (mission statement) of service area support the overall institutional mission? Provide the relationship of service area to the college Mission statement.</p> <p>The mission statement supports the overall institutional mission statement in its effort to meet the academic needs of students and the promotion of learning opportunities and developing personal excellence.</p>

II. TRENDS ANALYSIS

1. Provide data and use data to indicate trends for each program/service area measures.

Services/Activities	2013-2014	2014-2015	2015-2016
Tutoring			
Professional Tutoring	200	391	392
Peer Tutoring	982	776	357
Assisted Lab	2309	992	1905
Counseling			
Career Counseling	829	283	261
Transfer Counseling	308	41	172
Career/Transfer Activities	600	383	491
PCC Placement Tests	680	716	814
Institutional TOEFL	102	98	52

Provide summary of trend analysis here.

During this reporting period, there was an increase in professional tutoring as a math and English instructor were hired. Peer Tutoring decreased in 2015 due to the decrease in the number of peer tutors. During this year, five out of six peer tutors had just graduated in the summer. Efforts were taken to hire new tutors however only one met the qualifications necessary and was able to start immediately. Counseling decreased in 2014-2016 as the Career/Transfer counselor resigned in 2014 and efforts to find a replacement has been unsuccessful. However, program staff continued counseling activities and sessions. Assisted lab also declined in 2014 as space was limited due to renovations.

2. Provide data and use data to indicate trends in staffing.

Staffing	Management Level	Professional Level	Classified Level	Student Worker / Volunteer
2013-2014	1	2	1	7
2014-2015	1	3	1	6
2015-2016	1	2	1	2

Provide summary of trend analysis here.

In 2014, all vacancies were filled. However, in this same year, the Career/Transfer Counselor resigned and efforts to find a replacement was unsuccessful. In 2015, there were only 2 peer tutors as other candidates interviewed either could not fit the time schedule or were not able to start immediately. 5 out of 6 tutors graduated in 2014.

III. LEARNING OUTCOMES ASSESSMENTS

Year 1: 2013-2014

Service Area SLOs	Assessment Tools	Expected Outcome	Assessment Results	Action Plans
Objective 1 - Full time students will persist from one academic year to the next academic year. Performance Objectives: 1a. Tutees will pass their tutored classes 1b. Tutees will be in good academic standing	Semester Report Cards and Enrollment Listings.	Objective 1 - 75% will persist Performance Objectives: 1a. 80% will pass 1b. 80% will in good academic standing	Objective 1 - 81% persisted Performance Objectives: 1a. 95% passed 1b. 92% were in good academic standing	None
Objective 2 – Full time students will graduate with an associate’s degree within three years. Performance Objectives: 2a. Incoming full time students will take a career interest survey. 2b. Incoming full time students will have an Individual Education Plan. 2c. Sophomores will participate in career related counseling/activities.	Graduate Listing, Career Interest Surveys, Individual Education Plans, and Listing of sophomore participation in career counseling/activities.	Objective 2 – 50% will graduate Performance Objectives: 2a. 100% will take a career interest survey 2b. 100% will have an Individual Education Plan 2c. 50% will participate in career related counseling/activities	Objective 2 – 60% graduated Performance Objectives: 2a. 99% completed career interest survey 2b. 100% completed Individual Education Plan 2c. 68% participated in career related counseling/activities	Hire a full time Career/Transfer Counselor. Continue efforts to ensure that all incoming full time students complete career interest survey and Individual Education Plan

Objective 3 – Graduating students will transfer to a four year university. Performance Objectives: 3a. Sophomores will participate in transfer related counseling/activities 3b. Graduating students will have applied to a four year university.	Lists of Transfers, and transfer related counseling/activities.	Objective 3 – 10% will transfer to a four year university. Performance Objectives: 3a. 50% will participate in transfer related counseling/activities 3b. 5% will apply to a four year university.	Objective 3 – 24% transferred to a four year university Performance Objectives: 3a. 90% participated in transfer related counseling/activities 3b. 25% applied to a four year university	None
Tutees will rate professional and peer tutoring as good or excellent	Semester Professional and Peer Tutoring Evaluations.	85% will rate tutoring as good or excellent	97% rated tutoring as good or excellent	None
Career/transfer counseling participants will rate counseling services as good or excellent	Semester career/transfer counseling Evaluations.	85% will rate career/transfer counseling as good or excellent	97% rated career/transfer counseling as good or excellent	None

Year 2: 2014-2015

Service Area SLOs	Assessment Tools	Expected Outcome	Assessment Results	Action Plans
Objective 1 - Full time students will persist from one academic year to the next academic year. Performance Objectives: 1a. Tutees will pass their tutored classes 1b. Tutees will be in good academic standing	Semester Report Cards and Enrollment Listings.	Objective 1 - 75% will persist Performance Objectives: 1a. 80% will pass 1b. 80% will in good academic standing	Objective 1 - 87% persisted Performance Objectives: 1a. 86% passed 1b. 90% were in good academic standing	None

<p>Objective 2 – Full time students will graduate with an associate’s degree within three years.</p> <p>Performance Objectives: 2a. Incoming full time students will take a career interest survey.</p> <p>2b. Incoming full time students will have an Individual Education Plan.</p> <p>2c. Sophomores will participate in career related counseling/activities.</p>	<p>Graduate Listing, Career Interest Surveys, Individual Education Plans, and Listing of sophomore participation in career counseling/activities.</p>	<p>Objective 2 – 50% will graduate</p> <p>Performance Objectives: 2a. 100% will take a career interest survey</p> <p>2b. 100% will have an Individual Education Plan</p> <p>2c. 50% will participate in career related counseling/activities</p>	<p>Objective 2 – 74% graduated</p> <p>Performance Objectives: 2a. 96% completed career interest survey</p> <p>2b. 87% completed Individual Education Plan</p> <p>2c. 20% participated in career related counseling/activities</p>	<p>Hire a full time Career/Transfer Counselor. Continue efforts to ensure that all incoming full time students complete career interest survey and Individual Education Plan</p>
<p>Objective 3 – Graduating students will transfer to a four year university.</p> <p>Performance Objectives: 3a. Sophomores will participate in transfer related counseling/activities</p> <p>3b. Graduating students will have applied to a four year university.</p>	<p>Lists of Transfers, and transfer related counseling/activities.</p>	<p>Objective 3 – 10% will transfer to a four year university.</p> <p>Performance Objectives: 3a. 50% will participate in transfer related counseling/activities</p> <p>3b. 5% will apply to a four year university.</p>	<p>Objective 3 – 19% transferred to a four year university</p> <p>Performance Objectives: 3a. 14% participated in transfer related counseling/activities</p> <p>3b. 24% applied to a four year university</p>	<p>Hire a full-time Career/Transfer Counselor.</p>
<p>Tutees will rate professional and peer tutoring as good or excellent</p>	<p>Semester Professional and Peer Tutoring Evaluations.</p>	<p>85% will rate tutoring as good or excellent</p>	<p>97% rated tutoring as good or excellent</p>	<p>None</p>
<p>Career/transfer counseling</p>	<p>Semester career/transfer</p>	<p>85% will rate career/transfer</p>	<p>No data.</p>	<p>Hire a full-time</p>

participants will rate counseling services as good or excellent	counseling Evaluations.	counseling as good or excellent		Career/Transfer Counselor.
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Year 3: 2015-2016

Service Area SLOs	Assessment Tools	Expected Outcome	Assessment Results	Action Plans
Objective 1 - Full time students will persist from one academic year to the next academic year. Performance Objectives: 1a. Tutees will pass their tutored classes 1b. Tutees will be in good academic standing	Semester Report Cards and Enrollment Listings.	Objective 1 - 75% will persist Performance Objectives: 1a. 80% will pass 1b. 80% will in good academic standing	Objective 1 - 84% persisted Performance Objectives: 1a. 80% passed 1b. 91% were in good academic standing	None
Objective 2 – Full time students will graduate with an associate’s degree within three years. Performance Objectives: 2a. Incoming full time students will take a career interest survey. 2b. Incoming full time students will have an Individual Education Plan. 2c. Sophomores will participate in career related counseling/activities.	Graduate Listing, Career Interest Surveys, Individual Education Plans, and Listing of sophomore participation in career counseling/activities.	Objective 2 – 50% will graduate Performance Objectives: 2a. 100% will take a career interest survey 2b. 100% will have an Individual Education Plan 2c. 50% will participate in career related counseling/activities	Objective 2 – 80% graduated Performance Objectives: 2a. 99% completed career interest survey 2b. 83% completed Individual Education Plan 2c. 91% participated in career related counseling/activities	Hire a full-time Career/Transfer Counselor. Continue efforts to ensure that all incoming full time students complete career interest survey and Individual Education Plan

Objective 3 – Graduating students will transfer to a four year university. Performance Objectives: 3a. Sophomores will participate in transfer related counseling/activities 3b. Graduating students will have applied to a four year university.	Lists of Transfers, and transfer related counseling/activities.	Objective 3 – 10% will transfer to a four year university. Performance Objectives: 3a. 50% will participate in transfer related counseling/activities 3b. 5% will apply to a four year university.	Objective 3 – 25% transferred to a four year university Performance Objectives: 3a. 89% participated in transfer related counseling/activities 3b. 36% applied to a four year university	
Tutees will rate professional and peer tutoring as good or excellent	Semester Professional and Peer Tutoring Evaluations.	85% will rate tutoring as good or excellent	98% rated tutoring as good or excellent	None
Career/transfer counseling participants will rate counseling services as good or excellent	Semester career/transfer counseling Evaluations.	85% will rate career/transfer counseling as good or excellent	98% rated career/transfer counseling as good or excellent	None

Provide summary of learning outcomes assessments including analysis between current and previous program reviews here.

All except objective 2a&b (100% of all incoming full time students will take a career interest survey and have an Individual Education Plan) were met. Objective 2 averaged at 94% during this reporting period and 93% in the last reporting period.

In 2014, objective 2c (50% of Sophomores will participate in career related counseling/activities) was not met due to the Career/Transfer Counselor's resignation in September 2014.

Evaluation of Goals and Objectives

Year 1: 2013-2014

Service Area SLOs	Assessment Tools	Expected Outcome	Assessment Results	Action Plans
Objective 1 - Full time students will persist from one academic year to the next academic year.	Semester Report Cards and Enrollment Listings.	Objective 1 - 75% will persist	Objective 1 - 81% persisted	None

Performance Objectives: 1a. Tutees will pass their tutored classes 1b. Tutees will be in good academic standing		Performance Objectives: 1a. 80% will pass 1b. 80% will in good academic standing	Performance Objectives: 1a. 95% passed 1b. 92% were in good academic standing	
Objective 2 – Full time students will graduate with an associate’s degree within three years. Performance Objectives: 2a. Incoming full time students will take a career interest survey. 2b. Incoming full time students will have an Individual Education Plan. 2c. Sophomores will participate in career related counseling/activities.	Graduate Listing, Career Interest Surveys, Individual Education Plans, and Listing of sophomore participation in career counseling/activities.	Objective 2 – 50% will graduate Performance Objectives: 2a. 100% will take a career interest survey 2b. 100% will have an Individual Education Plan 2c. 50% will participate in career related counseling/activities	Objective 2 – 60% graduated Performance Objectives: 2a. 99% completed career interest survey 2b. 100% completed Individual Education Plan 2c. 68% participated in career related counseling/activities	Hire a full time Career/Transfer Counselor. Continue efforts to ensure that all incoming full time students complete career interest survey and Individual Education Plan
Objective 3 – Graduating students will transfer to a four year university. Performance Objectives: 3a. Sophomores will participate in transfer related counseling/activities	Lists of Transfers, and transfer related counseling/activities.	Objective 3 – 10% will transfer to a four year university. Performance Objectives: 3a. 50% will participate in transfer related counseling/activities	Objective 3 – 24% transferred to a four year university Performance Objectives: 3a. 90% participated in transfer related counseling/activities	None

3b. Graduating students will have applied to a four year university.		3b. 5% will apply to a four year university.	3b. 25% applied to a four year university	
Tutees will rate professional and peer tutoring as good or excellent	Semester Professional and Peer Tutoring Evaluations.	85% will rate tutoring as good or excellent	97% rated tutoring as good or excellent	None
Career/transfer counseling participants will rate counseling services as good or excellent	Semester career/transfer counseling Evaluations.	85% will rate career/transfer counseling as good or excellent	97% rated career/transfer counseling as good or excellent	None

Year 2: 2014-2015

Service Area SLOs	Assessment Tools	Expected Outcome	Assessment Results	Action Plans
Objective 1 - Full time students will persist from one academic year to the next academic year. Performance Objectives: 1a. Tutees will pass their tutored classes 1b. Tutees will be in good academic standing	Semester Report Cards and Enrollment Listings.	Objective 1 - 75% will persist Performance Objectives: 1a. 80% will pass 1b. 80% will in good academic standing	Objective 1 - 87% persisted Performance Objectives: 1a. 86% passed 1b. 90% were in good academic standing	None
Objective 2 – Full time students will graduate with an associate’s degree within three years. Performance Objectives: 2a. Incoming full time students will take a career interest survey.	Graduate Listing, Career Interest Surveys, Individual Education Plans, and Listing of sophomore participation in career counseling/activities.	Objective 2 – 50% will graduate Performance Objectives: 2a. 100% will take a career interest survey	Objective 2 – 74% graduated Performance Objectives: 2a. 96% completed career interest survey	Hire a full time Career/Transfer Counselor. Continue efforts to ensure that all incoming full time students complete career interest survey and

2b. Incoming full time students will have an Individual Education Plan. 2c. Sophomores will participate in career related counseling/activities.		2b. 100% will have an Individual Education Plan 2c. 50% will participate in career related counseling/activities	2b. 87% completed Individual Education Plan 2c. 20% participated in career related counseling/activities	Individual Education Plan
Objective 3 – Graduating students will transfer to a four year university. Performance Objectives: 3a. Sophomores will participate in transfer related counseling/activities 3b. Graduating students will have applied to a four year university.	Lists of Transfers, and transfer related counseling/activities.	Objective 3 – 10% will transfer to a four year university. Performance Objectives: 3a. 50% will participate in transfer related counseling/activities 3b. 5% will apply to a four year university.	Objective 3 – 19% transferred to a four year university Performance Objectives: 3a. 14% participated in transfer related counseling/activities 3b. 24% applied to a four year university	Hire a full-time Career/Transfer Counselor.
Tutees will rate professional and peer tutoring as good or excellent	Semester Professional and Peer Tutoring Evaluations.	85% will rate tutoring as good or excellent	97% rated tutoring as good or excellent	None
Career/transfer counseling participants will rate counseling services as good or excellent	Semester career/transfer counseling Evaluations.	85% will rate career/transfer counseling as good or excellent	No data.	Hire a full-time Career/Transfer Counselor.

Year 3: 2015-2016

Service Area SLOs	Assessment Tools	Expected Outcome	Assessment Results	Action Plans
Objective 1 - Full time students will	Semester Report Cards and	Objective 1 - 75% will persist	Objective 1 - 84% persisted	None

<p>persist from one academic year to the next academic year.</p> <p>Performance Objectives:</p> <p>1a. Tutees will pass their tutored classes</p> <p>1b. Tutees will be in good academic standing</p>	<p>Enrollment Listings.</p>	<p>Performance Objectives:</p> <p>1a. 80% will pass</p> <p>1b. 80% will in good academic standing</p>	<p>Performance Objectives:</p> <p>1a. 80% passed</p> <p>1b. 91% were in good academic standing</p>	
<p>Objective 2 – Full time students will graduate with an associate’s degree within three years.</p> <p>Performance Objectives:</p> <p>2a. Incoming full time students will take a career interest survey.</p> <p>2b. Incoming full time students will have an Individual Education Plan.</p> <p>2c. Sophomores will participate in career related counseling/activities.</p>	<p>Graduate Listing, Career Interest Surveys, Individual Education Plans, and Listing of sophomore participation in career counseling/activities.</p>	<p>Objective 2 – 50% will graduate</p> <p>Performance Objectives:</p> <p>2a. 100% will take a career interest survey</p> <p>2b. 100% will have an Individual Education Plan</p> <p>2c. 50% will participate in career related counseling/activities</p>	<p>Objective 2 – 80% graduated</p> <p>Performance Objectives:</p> <p>2a. 99% completed career interest survey</p> <p>2b. 83% completed Individual Education Plan</p> <p>2c. 91% participated in career related counseling/activities</p>	<p>Hire a full-time Career/Transfer Counselor. Continue efforts to ensure that all incoming full time students complete career interest survey and Individual Education Plan</p>
<p>Objective 3 – Graduating students will transfer to a four year university.</p> <p>Performance Objectives:</p> <p>3a. Sophomores will participate in transfer related counseling/activities</p>	<p>Lists of Transfers, and transfer related counseling/activities.</p>	<p>Objective 3 – 10% will transfer to a four year university.</p> <p>Performance Objectives:</p> <p>3a. 50% will participate in transfer related counseling/activities</p>	<p>Objective 3 – 25% transferred to a four year university</p> <p>Performance Objectives:</p> <p>3a. 89% participated in transfer related counseling/activities</p>	

3b. Graduating students will have applied to a four year university.		3b. 5% will apply to a four year university.	3b. 36% applied to a four year university	
Tutees will rate professional and peer tutoring as good or excellent	Semester Professional and Peer Tutoring Evaluations.	85% will rate tutoring as good or excellent	98% rated tutoring as good or excellent	None
Career/transfer counseling participants will rate counseling services as good or excellent	Semester career/transfer counseling Evaluations.	85% will rate career/transfer counseling as good or excellent	98% rated career/transfer counseling as good or excellent	None

Provide summary of Goals/Objectives assessments including analysis between current and previous program reviews here.
 All except objective 2a&b (100% of all incoming full time students will take a career interest survey and have an Individual Education Plan) were met. Objective 2 averaged at 94% during this reporting period and 93% in the last reporting period.
 In 2014, objective 2c (Sophomores will participate in career related counseling/activities) was not met due to the Career/Transfer Counselor's resignation in September 2014.

IV. PERSONNEL

1. List information requests below for all full time/part time personnel.

Position/Titles (no names)	Status (FT/PT)	Highest Degree	Initial Date of Hire	Description of duties
Director	FT	MA	1991	<ul style="list-style-type: none"> Plan and implement program services Ensure effective data management Ensure program evaluation Complete annual performance reports Supervise staff and promote training opportunities Work closely with the other units of Student Services. Perform related duties as assigned.
Administrative Assistant	FT	AS	2005	<ul style="list-style-type: none"> Perform a variety of secretarial and

				<ul style="list-style-type: none"> administrative tasks • Maintain record of office expenditures. • Maintain database of services & testing scores • Assist counselor & instructors in conducting program activities • Perform related duties as assigned
Career/Transfer Counselor	FT	BA	2012	<ul style="list-style-type: none"> • Provide career guidance and counseling • Assist students in securing admission to four year institutions • Conduct career and transfer related activities • Assist in ensuring academic progress of students • Recruit & train peer counselors/tutors • Perform related duties as assigned
Math Instructor	FT	BS	2013	<ul style="list-style-type: none"> • Supervise tutoring services • Recruit & train peer counselors/tutors • Teach 1-2 Math classes as needed • Administer PCC Placement Test and Institutional TOEFL • Work closely with Math Department • Perform related duties as assigned
English Instructor	FT	MA	2014	<ul style="list-style-type: none"> • Supervise tutoring services • Recruit & train peer tutors • Teach 1-2 English classes as needed • Administer PCC Placement Test and Institutional TOEFL

				<ul style="list-style-type: none"> • Work closely with English Department • Perform related duties as assigned
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2. Is the number of personnel adequate to support the service area? If no, explain based on assessment results and/or other college plans below.

The Career/Transfer Counselor left the program in early September 2014. With the position vacant, program staff continued career/transfer services with the assistance of college counselors until the end of the program in September 2016.

3. Do available personnel possess adequate skills required to support the service area? If no, explain based on assessment results and/or other college plans below

Yes, available personnel had the adequate skills required to support the service area. However, time and effort in this area would be greatly increased with a full time Career/Transfer Counselor.

4. Do any personnel need professional development in order to improve services in this service area? If so, list those areas of need. Base this response on assessment results and/or other college plans below.

No, but continuous professional development opportunities will be pursued should opportunities arise.

Provide summary of service area personnel here.
Although the English Instructor position was vacant till August 2014 and the career/transfer counselor left in September 2014, all services continued with the help of available program staff.

V. FACILITIES AND EQUIPMENT

1. Are available general use facilities, such as office and work spaces, adequate to support the service area? If no, provide response based on assessment results and/or other college plans below.

Yes

2. Is available equipment adequate to support service area goals/objectives/student learning outcomes? If no, provide response based on assessment results and/or other college plans below.

Yes, but services can greatly improve if internet connection were installed on the student computers. This would allow tutors to review online literature with students before they start writing papers.

3. Does the service area generate revenue? If so, explain how it is generating revenue and how is the service area using the revenue below.

No.

Provide summary of facilities and equipment here.
Equipment and general use facilities are adequate; however we have received consistent requests from students for internet access so that they can easily access web resources.

VI. EVALUATION OF PREVIOUS PROGRAM REVIEW ACTION PLANS

1. List previous program review action plans below and provide their current status.

Action Plan Activity/Objectives	Status Complete/Ongoing/Incomplete	Explanation
Lab Instructors to teach 1-2 classes so they can be available at the tutoring lab for tutoring services.	Complete	Math and English Instructors taught 1-2 classes for this reporting period.
Continue efforts to ensure that all incoming full time students complete career interest survey and Individual Education Plan	Complete	Although the Career/Transfer Counselor resigned in 2014, program staff continued career services for this reporting period.
Internet access for student computers at the lab.	Incomplete	The student internet access was for the Student Support Services Program that ended in 2010. There were not enough internet lines to provide student access at the study lab. As soon as there are enough internet lines, student computers can be connected. In the mean time, the college on-line lab & the library continues to provide students with internet access.

2. Provide summary of evaluation of previous goals/activities from the previous program review cycle below. Summary should include the following.

- What measurable outcomes were achieved due to the actions completed?

- Evaluate the success of the completed actions. Did the completed actions lead to improvement of service area goals and objectives?
- What modification/s do you plan to make to the service area in the future to improve services?
- Update major changes/accomplishments since the last review.

During this reporting period, a math and English instructor were hired. Assessment results show that the number of tutored students who passed their courses increased during period when lab instructors taught 1-2 classes. Efforts to ensure that all incoming full time students complete career interest survey and Individual Education Plan continued and there was an increase in the number of full time students graduating within 3 years.

VII. SERVICE AREA STRENGTHS AND IMPROVEMENT NEEDS

1. Indicate and explain service area strengths below.

- The activities provided are at a high level, as evidenced by the number of students being served with regards to our principal functions.
- Identified objectives are being met on an annual basis.
- Program staff have the required credentials to effectively carry out their responsibilities.
- Program instructors assists Academic Affairs in teaching 1-2 classes as needed.
- Program staff participate in professional development which keeps them abreast with the latest in their field of work, in terms of knowledge and methods.
- Facilities and equipment are adequate and up to date.
- Budget is adequate to support program personnel, services, equipment, and technology.
- Methods and technologies of service delivery are adequate and up to date.
- Service users' evaluations indicate a high satisfaction rate.

2. Indicate and explain service area improvement needs below.

Hire a qualified Career/Transfer Counselor to fill the Career/Transfer vacancy position. This position requires much time and effort. Transfer rates can definitely increase if there is consistent transfer counseling and workshop activities.

Provide summary of service areas major strengths and improvement needs below. Summary

should include the following.

- Does the service area data indicate overall needs that may require support from the institution? Explain.
- Define these observed needs supported by assessment data or any other college plans.

The Learning Resource Center provides Career/Transfer counseling; Instruction; Tutoring; Computer Laboratory; Study Laboratory; PCC Placement Testing; Institutional TOEFL; and administering the Asian American and Native American Pacific Islander Serving Institution (AANAPISI) program. As evidenced by the data given, students have benefited from LRC's activities. The AANAPISI program which funded LRC activities and staff ended on September 2016. Program activities, if continued, will require support from the institution.

VIII. SERVICE AREA ACTIONS PLANS

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

Action Plan Activity/Objectives	How will this action plan improve services/activities?	Needed Resources (if any)	Timeline
Fill Career/Transfer Counselor's Vacancy	As responsibilities for this position are currently being carried out by program staff, time and effort in this area would be greatly increased with a full time Career/Transfer Counselor.	Need support from Institution as the AANAPISI grant ended in Sept.2016	

Provide summary of actions plans here.

Action plans for the next 3 years are still being formulated. Since the end of the AANAPISI grant on September 2016, the Director and Administrative Assistant resigned and the math and English instructors remained. Tutoring, Transfer services, Computer Laboratory; Study Laboratory; PCC Placement Testing; Institutional TOEFL are still ongoing and awaiting further instructions.

IX. RESOURCE REQUEST

List resource request below; provide complete description, estimated cost, and reasons why the request is necessary.

Resource request should be tied to at least one institutional learning outcome, one institutional-set standard, student learning outcomes, goal/objective assessment results, or any other college plans.

Type of Resource	Description	Estimated Amount Requested	Justification
Personnel	Staff salary & fringe benefits and Peer Tutors/Counselors salary	194,029	Director; Administrative Assistant; Career/Transfer Counselor; Math Instructor; English Instructor; and Peer Tutors/Counselors are needed to administer and deliver services
Facilities	Adequate space is available for the administration of career/transfer counseling, tutoring services and administering of PCC Placement Tests & Institutional TOEFL	0	Adequate space is needed to administer the program and provide career/transfer counseling; tutoring services; administration of PCC Placement Tests & Institutional TOEFL
Equipment	Printers; computers; copier; digital camera	38,850	Equipments are for the usage of staff and students in the administration and delivery of program services
Supplies	Local purchase of expendable supplies	23,365	Expendable supplies and reference/materials for tutoring and career/transfer counseling
Software	N/A	0	
Training	N/A	0	
Other	Travel; Communication; Equipment maintenance; Student Scholarship; LRC Renovation	120,843	Professional development; communication (telephone; postage; printing); equipment services/maintenance; professional subscriptions/memberships; student scholarship (4 year admission application fees; travel scholarship for transferring students); and renovation of LRC
Total		377,087	

Provide summary of resource request here.

The Learning Resource Center provides Career/Transfer counseling; Instruction; Tutoring; Computer Laboratory; Study Laboratory; PCC Placement Testing; Institutional TOEFL; and administering the Asian American and Native American Pacific Islander Serving Institution (AANAPISI) program. As evidenced by the data given, students have benefited from LRC's activities. The AANAPISI program which funded LRC activities and staff ended on September 2016. Program activities, if continued, will require support from the institution.

Appendix A: Goals/Objectives/SLOs – ILO Mapping

Goals/Objectives/SLOs	Institutional Learning Outcomes
Objective 1 - Full time students will persist from one academic year to the next academic year. Performance Objectives: 1a. Tutees will pass their tutored classes 1b. Tutees will be in good academic standing	(1) Critical Thinking and Problem Solving (2) Communication (3) Quantitative and Technological Competence (5) Civic Responsibility (6) Aesthetics
Objective 2 – Full time students will graduate with an associate’s degree within three years. Performance Objectives: 2a. Incoming full time students will take a career interest survey. 2b. Incoming full time students will have an Individual Education Plan. 2c. Sophomores will participate in career related counseling/activities.	(1) Critical Thinking and Problem Solving (2) Communication (3) Quantitative and Technological Competence (4) Diversity (5) Civic Responsibility (6) Aesthetics
Objective 3 – Graduating students will transfer to a four year university. Performance Objectives: 3a. Sophomores will participate in transfer related counseling/activities 3b. Graduating students will have applied to a four year university.	(1) Critical Thinking and Problem Solving (2) Communication (3) Quantitative and Technological Competence (4) Diversity (5) Civic Responsibility (6) Aesthetics
Objective 4 – Increase in student technological access. Performance Objectives: 4a. Increase in computer laboratory and computer hardware. 4b. By the end of year two, increase in computer laboratory and hardware.	(1) Critical Thinking and Problem Solving (2) Communication (3) Quantitative and Technological Competence (4) Diversity (5) Civic Responsibility (6) Aesthetics
Tutees will rate professional and peer tutoring as good or excellent	
Career/transfer counseling participants will rate counseling services as good or excellent	

Appendix B: Evidence (All assessment data within review cycle)

Appendix C: All Assessment Tools

Appendix D: Service Area Assessment Calendar

“There is no Service Area Assessment Calendar. Counseling and Tutoring Assessments are conducted throughout each semester.”