"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

Library and Information Services

Period of Three Year Review

S.Y. 2015 - 2016; 2016 – 2017; 2017 - 2018

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

Name	Title	Signature	Date
Marianne Temaungil	Associate Dean, Academic Affairs	M. temaun gl	3-22-19

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

Name	Title	Signature	Date
Robert Ramarui	Dean, Academic Affairs	Ramuy Ramanun	3/22/19

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

Name	Title	Signature	Date
Ligaya Sara	Institutional Research		3/22/19

The Library and Information Services (LS) program consists of several core LS courses, electives, a practical internship, and a range of general education courses. The LS program is designed to provide students with an effective knowledge and understanding of all library operations, as well as a diverse range of essential skills for functioning efficiently within the workplace. Upon completion, students are equipped to work in a wide range of libraries and information centers, such as special libraries, archives, museums, and other information-based professions. Courses within the program reflect workplace needs – with library courses covering all aspects of library operations, and information technology courses that support technology within the workplace. A range of general education courses equip students with all the necessary skills to successfully complete their study.

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

The program prepares students to perform efficiently in entry level and intermediate positions, such as Library Assistant, Library Aide, Information Assistant and other related information services positions. The LS program has been instrumental in contributing to the upgrading of Palau Community College and Ministry of Education in-service personnel, many of whom are either high school graduates or possess degrees in non-library related fields. In addition, the program prepares students who aspire to continue on to receive bachelor's degrees and eventually to pursue the terminal library degree of a Masters of Library and Information Science. In these ways, the program supports the overall mission of the College by helping to meet the technical, academic, cultural, social and economic needs of students and communities within the region.

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

Two core library science courses have been offered since 1997. These were offered as continuing education for Palauan librarians who did not have formal library qualifications. In 2003, talks began about the need for a comprehensive program to equip Palauan librarians with the skills necessary to provide effective services for the community. A proposal was developed to expand the two courses into a full program. In May 2004, librarians and their employers were surveyed. The results showed a significant need and interest in the development of a Library and Information Services program.

After development of the program with approval from the Committee on Programs and Curricula (CPC), the college president and the Board of Trustees, the Library and Information Services (LS) program at Palau Community College was fully accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western College of Schools and Colleges (WASC) in October 2005. The first courses in the new program were offered in fall 2005.

Enrollment was lower than expected from school librarians, and PCC had ongoing discussions with the Ministry of Education (MOE) to address this. Distance LS courses were developed and offered to encourage enrollment, as many potential students lived 30 minutes or more from the college.

In May 2008, the first four students graduated from the program. These students found employment at Palau Public Library, Belau National Hospital Library, and Palau Community College. In May 2009, a fifth student graduated and was hired by Belau National Museum to work in the museum's Research Library.
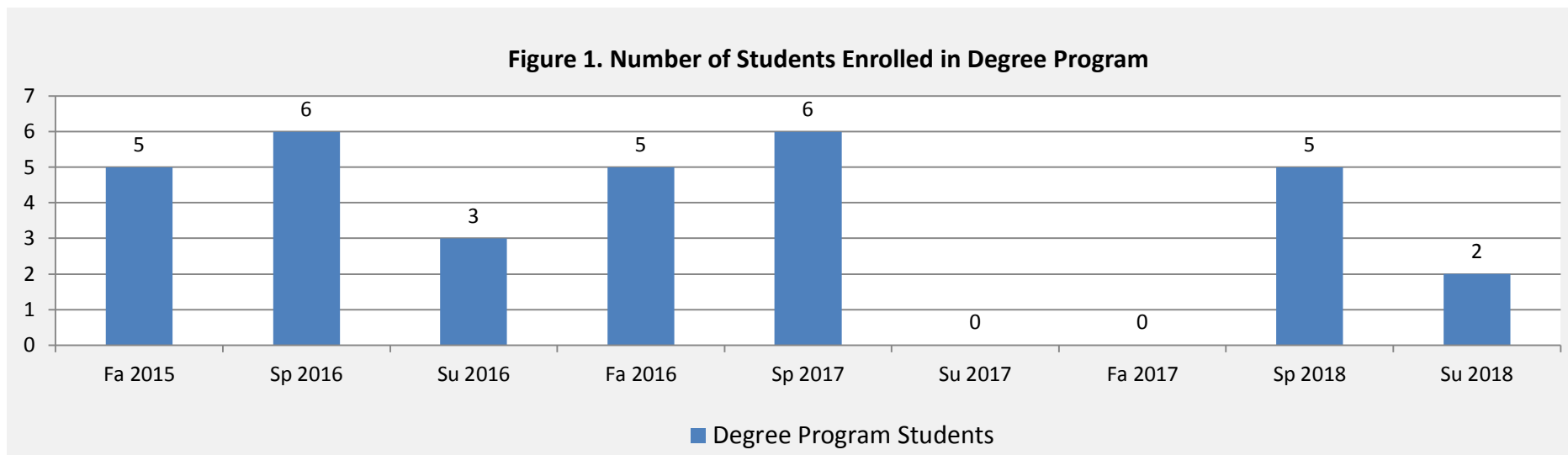
The program delivery mode was change to the traditional classroom setting in [David Thompson's time] when the student enrollment grew to include full time students not working in any library setting. Many of these students were from the Micronesian regional area and resided at the dormitories at the campus. The program also received a grant which enabled the program to provide laptops for LS students to assist them with learning activities, many of which required use of a computer for writing and research activities. However, as there is a need now for the college to reach the surrounding regions with the program to provide for the need for trained library technicians and librarians, plans are in motion to offer not only the LS courses but all required course for the program online; thus having the entire program available regionally through distance education.

The LS program continues to have a changeover in terms of faculty. Currently the Acting Director of Library Services assists with the teaching of the courses. There have been a total of 5 full time faculty, all from off island teaching through the program offering period.

From fall 2009 to summer 2012, a total of 12 students graduated from the program; two earned AS degrees while 10 earned AAS degrees. In this cycle of review (fall 2016 to summer 2018) one more student graduated with an AS degree. To date, 18 students have graduated from the program.

II.   Program Data

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

Figure 1. Number of Students Enrolled in Degree Program

Term	Degree Program Students
Fa 2015	5
Sp 2016	6
Su 2016	3
Fa 2016	5
Sp 2017	6
Su 2017	0
Fa 2017	0
Sp 2018	5
Su 2018	2

■ Degree Program Students

Provide summary of Figure 1 including its trends analysis.

From fall 2015 to summer 2018, enrollment has been low. Students in previous years were mainly from the Ministry of Education where they work in school libraries. These working students finished their degrees or moved on to different fields. Off island students began enrolling into the program but recently enrollment into the program has been very low. Students also come to the program from Palau Community College's library as employees of the library.

The plan to offer the program regionally will help fill the need region wide and also bring the enrollment up.

Program Courses Data

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

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

FA 2015					FA 2016					FA 2017				
Course	Passed	Failed	Withdraw	Enrolled	**Course**	Passed	Failed	Withdraw	Enrolled	**Course**	Passed	Failed	Withdraw	Enrolled
LS102	0	1		1	LS102	2	0		2					
LS105	0	1		1	LS105	2	0		2					
LS120	1	0		1										
LS202	1	1		2										
LS205	1	0		1										

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

SP 2016					SP 2017					SP 2018				
Course	Passed	Failed	Withdraw	Enrolled	**Course**	Passed	Failed	Withdraw	Enrolled	**Course**	Passed	Failed	Withdraw	Enrolled
LS215	0	2		2	LS110	1	0		1					
LS220	0	2		2	LS115	0	1		1					
					LS125	1	1		2					

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

SU 2016					SU 2017					SU 2018				
Course	Passed	Failed	Withdraw	Enrolled	**Course**	Passed	Failed	Withdraw	Enrolled	**Course**	Passed	Failed	Withdraw	Enrolled

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

Each spring semester shows an increase in LS students. While from fall 2015 to spring 2016 and fall 2016 to spring 2017, the increase was only by 1, fall 2017 shows no students enrolled into LS courses. This is because there were no courses offered as there wasn't an instructor for the program. In spring 2017, the acting Director of Library Services was recruited to teach the courses so as to allow the students to progress towards their degrees. In spring 2018, 5 LS students were enrolled but they took general education requirements as there was still no full time LS instructor. To date, the position remains empty.

Fall 2015 to spring 2016 shows students not performing well, with only 30% passing; however, in fall 2016 to spring 2017, students did better with 75% passing rate. Library and Information Services LS program courses are not offered in the summer unless there is a specific request. LS students who want to take summer classes will enroll in the LS program's required general education courses such as they did in summer 2016 and summer 2018. Fall 2017 to spring 2018 shows no student enrollment for LS courses.

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

You may insert more rows as needed

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

FA 2015				FA 2016				FA 2017			
Course	Passed	Failed	Withdraw	Enrolled	**Course**	Passed	Failed	Withdraw	Enrolled	**Course**	Passed	Failed	Withdraw	Enrolled
LS102	0	1		1	LS102	2	0		2					
LS105	0	1		1	LS105	2	0		2					
LS120	1	0		1										
LS202	1	1		2										
LS205	1	0		1										

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

| SP 2016				SP 2017				SP 2018			
Course	Passed	Failed	Withdraw	Enrolled	**Course**	Passed	Failed	Withdraw	Enrolled	**Course**	Passed	Failed	Withdraw	Enrolled
LS215	0	2		2	LS110	1	0		1					
LS220	0	2		2	LS115	0	1		1					
					LS125	1	1		2					

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

SU 2016					SU 2017					SU 2018				
Course	Passed	Failed	Withdraw	Enrolled	**Course**	Passed	Failed	Withdraw	Enrolled	**Course**	Passed	Failed	Withdraw	Enrolled

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

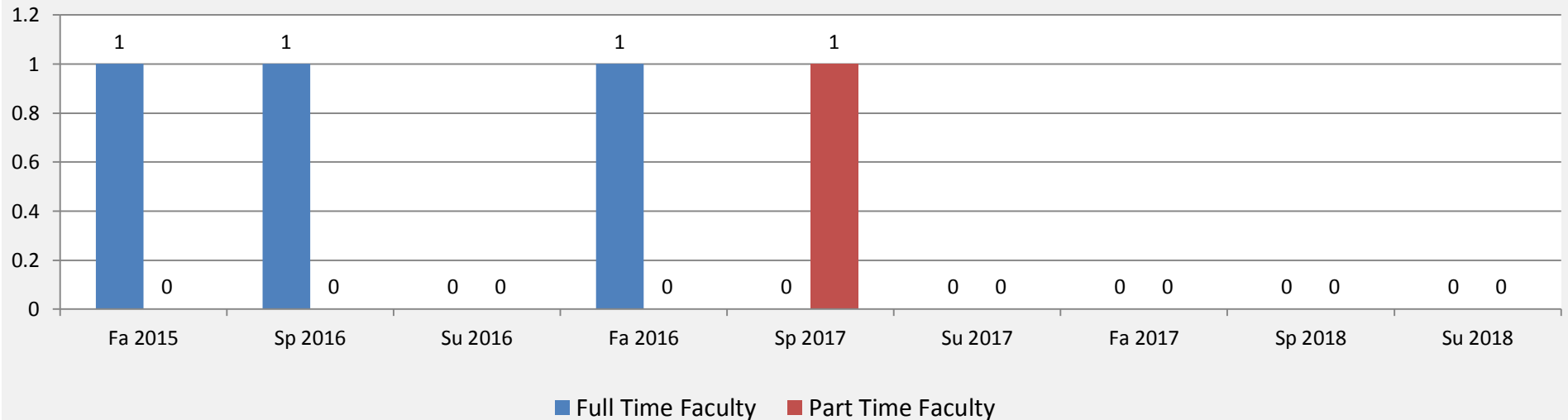Enrollment has been low throughout this assessment period of fall 2015 through summer 2018. No students from majors other than LS took any LS courses any time during this program review cycle. These numbers reflect only the students enrolled in the LS program. No LS courses were offered in fall 2017 or spring 2018 as there was no instructor. The students took the required general education courses for the program.

Figure 2. Number of Graduates
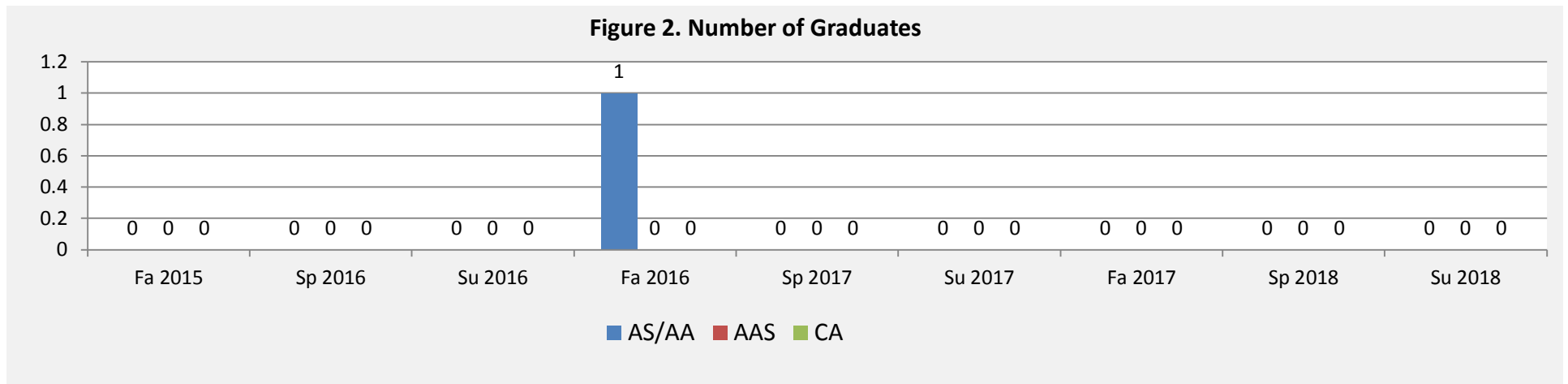
Provide summary of Figure 2 including its trends analysis.

One student graduated during this cycle of assessment in fall 2016. This was a student who had earned an Associate of Applied Science degree and then completed the courses also required for an Associate degree. Both of the students taking the upper level courses withdrew from the college and returned to their home island before graduating from the program.

Figure 3. Faculty Head Count

	Fa 2015	Sp 2016	Su 2016	Fa 2016	Sp 2017	Su 2017	Fa 2017	Sp 2018	Su 2018
Full Time Faculty	1	1	0	1	0	0	0	0	0
Part Time Faculty	0	0	0	0	1	0	0	0	0

■ Full Time Faculty ■ Part Time Faculty

Provide summary of Figure 3 including its trends analysis.

Because enrollment is low, only 1 full time faculty is needed to run the program and teach the courses. A full time faculty was hired in spring 2015 and remained for a year and a half leaving in early spring 2017 just before the semester began when students were already enrolled into the spring LS courses. At that time an adjunct was hired to teach the spring 2017 courses. Still without a full time LS instructor, spring 2018 saw LS student enrollment into only general education courses. Summer 2016 and summer 2018 saw students enrolled as LS student but they took general education courses as program courses are not offered during the summer sessions. The college is currently seeking a full time faculty with plans to offer the program regionally through distance education.

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
FA15 to SU16	11	100%	LS220 Funding Sources for Libraries was revised and approved by CPC in spring 2016.	100%
FA16 to SU17	11	100%	After being revised in spring 2016, LS225 Internship was revised again and approved by CPC in spring 2017 to change the prerequisite to ensure that advisors had completed the program completion evaluation.	100%
FA17 to SU18	11	100%	No revisions made	100%

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

A program modification was completed in spring 2016 and went into effect in fall 2016. Credits dropped from a total of 75 to a total of 66. The changes that were made included:

(1) A focus more on the basics of librarianship, specifically PLOs #1 & #3 and reduce the focus on grant writing in PLO # 5 "identification of funding sources". To accomplish this, LS220 Funding Sources for Libraries to include other sources of funding and the course changed from 3 credits to 1 credit.

(2) A revision of the AS program to allow the program to be capable of being completed in two to two and a half years. This was accomplished by:
- Reducing the number of General Education Courses credits required for the Associate of Science by 1 credit by replacing EN114 with EN112, and change HP, SS/HUM and MA courses to core courses. (EN112 is a prerequisite to EN114)
- Deleting MU 106, ED 200, HI elective and BA 110 from course requirements

Added to the program were IT 105 and CS 100 which are prerequisites to courses and moving EN 114 to other required courses rather a general education course.

The two outlines that were revised were LS220 with the justification noted above and LS223 with the prerequisite change to ensure that students were ready for the internship course. The rest of the courses will need a five year review by the end of fall 2019.

IV. Course Assessment Data

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

Semester Assessed	Course Assessed	CLO-PLO-ILO Mapping	Results of Assessments
Fall 2015	LS102	CLO 1- PLOs 1 to 5 - ILOs 1 to 6	No assessment was completed as students did not complete signature assignments.
		CLO 2 – PLO 1 to 5 – ILOs 1 to 6	No assessment was completed as students did not complete signature assignments.
		CLO 3 – PLO 1,2,4,5 – ILOs 1 to 5	No assessment was completed as students did not complete signature assignments.
Fall 2015	LS105	CLO 1 – PLOs 1,2,4,5 – ILOs 1 to 6	No assessment was completed as students did not complete signature assignments.
		CLO 2 – PLOs 1, 2 – ILOs 1 to 5	No assessment was completed as students did not complete signature assignments.
		CLO 3 – PLO 1,2 – ILOs 1,2,5	No assessment was completed as students did not complete signature assignments.
Fall 2015	LS120	CLO 1 – PLOs 1,4 – ILOs 1,2,3,5,6	CLO 1: 100% of the students performed at the proficiency level
		CLO 2 – PLOs 1,2,4 – ILOs 1,2,3	CLO 2: 100% of the students performed at the proficiency level
		CLO 3 – PLOs 1,2 4 – ILOs 1,3,5	CLO 3: 100% of the students performed at the proficiency level
Fall 2015	LS202	CLO 1 – PLOs 2, 4 – ILOs 1,3,6	CLO 1: 100% of the students performed at the proficiency level
		CLO 2 – PLOs 2, 4 – ILOs 1,3	CLO 2: 100% of the students performed at the proficiency level
		CLO 3 – PLOs 2, 4 – ILOs 1,3	CLO 3: 100% of the students performed at the proficiency level
Fall 2015	LS205	CLO 1 – PLO 1,2,5 – ILOs 1,2,6	CLO 1: 100% of the students performed at the proficiency level
		CLO 2 – PLO 5 – ILO 1	CLO 2: 100% of the students performed at the proficiency level
		CLO 3 – PLO 2,5 – ILOs 1,2,6	CLO 3: 100% of the students performed at the proficiency level
Spring 2016	LS215	CLO 1 – PLOs 3 – ILO 1	No assessment was completed as students did not complete signature assignments.
		CLO 2 – PLO 3 – ILO 1	No assessment was completed as students did not complete signature assignments.
		CLO 3 – PLO 3 – ILOs 1, 6	No assessment was completed as students did not complete signature assignments.
		CLO 4 – PLO 3 – ILOs 1,6	No assessment was completed as students did not complete signature assignments.
	LS220	CLO 1 Not mapped	No assessment was completed as students did not complete signature assignments.
		CLO 2 Not mapped	No assessment was completed as students did not complete signature assignments.
		CLO 3 Not mapped	No assessment was completed as students did not complete signature assignments.

Year 2: School Year Fall 2016 to summer 2017

Semester Assessed	Course Assessed	CLO-PLO-ILO Mapping	Results of Assessments
Fall 2016	LS102	CLO 1- PLOs 1 to 5 - ILOs 1 to 6	No assessment was completed as students did not complete signature assignments.
		CLO 2 – PLO 1 to 5 – ILOs 1 to 6	No assessment was completed as students did not complete signature assignments.
		CLO 3 – PLO 1,2,4,5 – ILOs 1 to 5	50% of the students assessed performed at the proficiency level.
	LS105	CLO 1 – PLOs 1,2,4,5 – ILOs 1 to 6	0% of the students assessed performed at the proficiency level.
		CLO 2 – PLOs 1, 2 – ILOs 1 to 5	0% of the students assessed performed at the proficiency level.
		CLO 3 – PLO 1,2 – ILOs 1,2,5	0% of the students assessed performed at the proficiency level.
Spring 2017	LS110	CLO 1 – PLOs 1,2,3 – ILOs 1,2,5	100% of the students assessed performed at the proficiency level.
		CLO 2 – PLOs 1,2,3,4 – ILOs 1,2,3	No assessment was completed as students did not complete signature assignments.
		CLO 3 – PLOs 2,3 – ILOs 1,3	No assessment was completed as students did not complete signature assignments.
	LS115	CLO 1 – PLOs 1,2,3,5 – ILOs 1,2,4,5	0% of the students assessed performed at the proficiency level.
		CLO 2 – PLOs – ILOs (not mapped)	0% of the students assessed performed at the proficiency level.
		CLO 3 – PLOs 1 to 5 – ILOs 1 to 5	100% of the students assessed performed at the proficiency level.
		CLO 4 – PLO – ILO (not mapped)	100% of the students assessed performed at the proficiency level.
	LS125	CLO 1 – PLOs 1,4,5 - ILOs 1,3,5,6	100% of the students assessed performed at the proficiency level.
		CLO 2 – PLOs 1,3,4 – ILOs 1,2,4	50% of the students assessed performed at the proficiency level.
		CLO 3 – PLOs 1,3,4 – ILOs 1 to 6	100% of the students assessed performed at the proficiency level.

Year 3: School Year fall 2017 to summer 2018

Semester Assessed	Course Assessed	CLO-PLO-ILO Mapping	Results of Assessments
Fall 2017	0		No LS courses were offered this fall
Spring 2018	0		No LS courses were offered this spring

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.

Due to problems getting a full time LS instructor stay for a long period of time, students have been affected. The last full time instructor did not seem to have teaching strategies or methods to deal with students who have cultural and language differences and was not able to effectively work with them. Students began to skip class repeatedly and two left the program and went home. Therefore, when the adjunct instructor taught spring 2017, it was difficult at first to get students to engage. However, as the semester went on, the students performed better and so the assessment results for spring 2017 are better than fall 2016.

V. Program Learning Outcomes (PLOs) Assessment

Program Learning Outcomes Assessment Results

Year Assessed	PLO Assessed	Proficiency Levels	Results of Assessments
S.Y. 2015 - 2016 Fall 2015	LS PLO 1	LS102 CLO 1 – no assessment done LS102 CLO 2 – no assessment done LS102 CLO 3 – no assessment done LS105 CLO 1– no assessment done LS105 CLO 2– no assessment done LS105 CLO 3– no assessment done LS120 CLO 1 – 100% LS120 CLO 2 – 100% LS120 CLO 3 – 100% LS205 CLO 1 – 100%	100% of the students assessed performed at the proficiency level. When students completed the course, they were able to reach the proficiency level. When students continually did not show up for class, the signature assignments were not completed; therefore those courses were not able to be assessed.
	LS PLO 2	LS102 CLO 1 - – no assessment done LS102 CLO 2– no assessment done LS102 CLO 3– no assessment done LS105 CLO 1– no assessment done LS105 CLO 2– no assessment done LS105 CLO 3– no assessment done LS120 CLO 2 – 100% LS120 CLO 3 – 100% LS202 CLO 1 – 100% LS202 CLO 2 – 100% LS202 CLO 3 – 100% LS205 CLO 1 – 100% LS205 CLO 3 – 100%	100% of the students assessed performed at the proficiency level. When students completed the course, they were able to reach the proficiency level. When students continually did not show up for class, the signature assignments were not completed; therefore, those courses were not able to be assessed.
	LS PLO 3	LS102 CLO 1 no assessment done LS102 CLO 2 no assessment done	No assessment done as students did not complete the signature assignments; therefore the course was not able to be assessed.
	LS PLO 4	LS102 CLO 1 no assessment done LS102 CLO 2 no assessment done	100% of the students assessed performed at the proficiency level. When students

		LS102 CLO 3 no assessment done LS105 CLO 1 no assessment done LS120 CLO 1 – 100% LS120 CLO 2 – 100% LS120 CLO 3 – 100% LS202 CLO 1 – 100% LS202 CLO 2 – 100% LS202 CLO 3 – 100%	completed the course, they were able to reach the proficiency level. When students continually did not show up for class, the signature assignments were not completed; therefore, those courses were not able to be assessed.
	LS PLO 5	LS102 CLO 1 no assessment done LS102 CLO 2 no assessment done LS102 CLO 3 no assessment done LS105 CLO 1 no assessment done LS205 CLO 1 – 100% LS205 CLO 2 – 100% LS205 CLO 3 – 100%	100% of the students assessed performed at the proficiency level. When students completed the course, they were able to reach the proficiency level. When students continually did not show up for class, the signature assignments were not completed; therefore those courses were not able to be assessed.
S.Y. 2015 - 2016 Spring 2016	LS PLO 1		No course learning outcome is mapped to this program learning outcome.
	LS PLO 2		No course learning outcome is mapped to this program learning outcome.
	LS PLO 3	LS215 CLO 1 no assessment done LS215 CLO 2 no assessment done LS215 CLO 3 no assessment done	No assessment done as students did not complete the signature assignments; therefore the course was not able to be assessed. LS220 is not mapped to any (PLO or ILO)
	LS PLO 4		No course learning outcome is mapped to this program learning outcome.
	LS PLO 5		No course learning outcome is mapped to this program learning outcome.
S.Y. 2016 - 2017 Fall 2016	LS PLO 1	LS102 CLO 1 no assessment done LS102 CLO 2 no assessment done LS102 CLO 3 - 50% LS105 CLO 1 – 0% LS105 CLO 2 – 0% LS105 CLO 3 – 0%	12.5% of the students assessed performed at the proficiency level. When students continually did not show up for class, the signature assignments were not completed; therefore those courses were not able to be assessed.
	LS PLO 2	LS102 CLO 1 no assessment done LS102 CLO 2 no assessment done LS102 CLO 3 – 50% LS105 CLO 1 – 0% LS105 CLO 2 – 0% LS105 CLO 3 – 0%	12.5% of the students assessed performed at the proficiency level. When students continually did not show up for class, the signature assignments were not completed; therefore those courses were not able to be assessed.

	LS PLO 3	LS102 CLO 1 no assessment done LS102 CLO 2 no assessment done	No assessment done as students did not complete the signature assignments; therefore the course was not able to be assessed.
	LS PLO 4	LS102 CLO 1 no assessment done LS102 CLO 2 no assessment done LS102 CLO 3 - 50% LS105 CLO 1 – 0%	25% of the students assessed performed at the proficiency level. When students continually did not show up for class, the signature assignments were not completed; therefore those courses were not able to be assessed.
	LS PLO 5	LS102 CLO 1 no assessment done LS102 CLO 2 no assessment done LS102 CLO 3 - 50% LS105 CLO 1 – 0%	25% of the students assessed performed at the proficiency level. When students continually did not show up for class, the signature assignments were not completed; therefore those courses were not able to be assessed.
S.Y. 2016 - 2017 Spring 2017	LS PLO 1	LS110 CLO 1 – 100% LS110 CLO 2 no assessment done LS115 CLO 1 – 0% LS115 CLO 3 – 100% LS125 CLO 1 – 100% LS125 CLO 2 – 50% LS125 CLO 3 – 100%	75% of the students assessed performed at the proficiency level. When students continually did not show up for class, the signature assignments were not completed; therefore those courses were not able to be assessed.
	LS PLO 2	LS110 CLO 1 – 100% LS110 CLO 2 no assessment done LS110 CLO 3 no assessment done LS115 CLO 1 – 0% LS115 CLO 3 – 100%	67% of the students assessed performed at the proficiency level. When students continually did not show up for class, the signature assignments were not completed; therefore those courses were not able to be assessed.
	LS PLO 3	LS110 CLO 1 – 100% LS110 CLO 2 no assessment done LS110 CLO 3 no assessment done LS115 CLO 1 – 0% LS115 CLO 3 – 100% LS125 CLO 2 – 50% LS125 CLO 3 – 100%	70% of the students assessed performed at the proficiency level. When students continually did not show up for class, the signature assignments were not completed; therefore those courses were not able to be assessed.
	LS PLO 4	LS110 CLO 2 no assessment done LS115 CLO 3 – 100% LS125 CLO 1 – 100% LS125 CLO 2 – 50% LS125 CLO 3 – 100%	88% of the students assessed performed at the proficiency level. When students continually did not show up for class, the signature assignments were not completed; therefore those courses were not able to be assessed.
	LS PLO 5	LS115 CLO 1 – 0% LS115 CLO 3 – 100% LS125 CLO 1 – 100%	67% of the students performed at the proficiency level.

S.Y. 2017 - 2018 Fall 2017			No LS courses were offered
S.Y. 2017 - 2018 Spring 2018			No LS courses were offered

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.

Fall 2015 shows that 100% of the students performed at the proficiency level for all five PLOs. However, not all courses were able to be assessed. This is only for the courses that were assessed. In fall 2015, courses could not be assessed because students were repeatedly skipping class and did not do the signature assignments.

Spring 2016 has less courses mapped to all PLOs. PLO 1, 2, 4 and 5 had none mapped that spring. Only PLO 3 was mapped but not assessed as students did not complete signature assignments.

Fall 2016 was the last semester the full time instructor was employed at PCC. None of the PLOs show proficiency levels reaching the benchmark of 70%, with PLO 1 and 2 being 12.5%, PLO 3 not being assessed (students not doing assignments) and PLO 4 and PLO 5 at 25%.

Spring 2017 shows better results once the adjunct instructor worked with the students. The benchmark was reached for 3 PLOs (PLO 1 at 75%, PLO 3 at 70%, and PLO 4 at 88%) with two PLOs coming close (PLO2 and 5 at both 67%).

Fall 2017 and spring 2018 shows not assessment data as LS course were not offered.

No Program Learning Outcome changes were made.

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: 3rd cycle	Years: Fall 2012 to summer 2015

Action Plan Activity/Objectives	Status Complete/Ongoing/Incomplete	Updates of Action Plan/s (Report action plan individually.)
Propose modification of LS 102 and LS 105 from 1 & 2 hours to 3 hours. Change course title from **Introduction to Information Resources** to *Information Resources*.	This was not completed because the modification changed the plan.	When modification of program was done in 2016, the plan changed and the credits remained at 1 and 2 credits.
Propose modification of LS 220 title from **Funding Sources for Libraries** to *Fundraising for Libraries and Other Institutions*, change credit hours from 3 to 1 and delete CLO 1 **CLO 1:** Develops and presents a professional grant proposal including the creation of a plan and timeline, narrative, guidelines for measuring progress, and evaluation techniques. Modify CLO 2 to delete the word "grant": **CLO 2:** Utilizes critical thinking skills to recognize key areas requiring grant funding and identify possible funding sources.	LS220 was revised. The title remained Funding Sources for Libraries but credits were changed from 3 credits lecture to 1 credit lecture. The description, content and CLOs 2 and 3 were slightly changed to allow for other funding proposals besides grants.	Plan was completed so no further action is needed.
Propose that LS 202 students have access to the college's union catalog under instructor's supervision.	Incomplete	Instructor resigned in 2017 and there is no current full time instructor for program yet. Acting Director of Library is a current LS adjunct instructor. This plan will be carried over to this cycle's action plans and looked at when a full time LS instructor is hired to see if it is still needed

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.

Only one of the plans needs to be carried over. One was completed and one was changed and doesn't need to be completed or carried over. The remaining plan will be carried over.

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
Hire full time instructor that has experience with a diverse student population and distance education development and instruction.	An instructor with teaching experience with diverse students should have the teaching strategies to engage and work with the diverse student population of PCC.	$18,000 to $20,000	As soon as possible
Make the LS program a distance education program	This will help with enrollment into the program allowing students to be regional and stay on their home islands. The benefits will be for the islands to have qualified library staff at their school, government and public libraries.	$0. The college uses an open source learning management system (LMS). The full time instructor should be qualified to develop and teach distance education courses. Time needs to be allotted though for full program distance education development.	Ongoing as there is a full time employee currently working on DE course development.
Propose that LS 202 students have access to the college's union catalog under instructor's supervision.	LS202 Material Selection, Cataloging and Indexing requires students to understand construction of an index of Palauan newspapers and AACR2 cataloging standards, the Dewey Decimal Classification system and subject headings. By actually doing some of the learning outcomes, students will acquire actual skills in these areas.	$0	Each semester when course is being offered.

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.

The priority action plan should be the hiring of a full time instructor. Once that is completed, the other two action plans can be completed. The strength of this program is that students can do hand on activities right in the PCC library. Also, if the program becomes a distance education one, the strength will be that it is a program needed for the Micronesian region that will be able to be offered regionally. As it is the only LS program in the region, the strength will be that the program meets the needs of students regionally without the students needing to leave their home islands.

The weakness of the program is finding a full time instructor able to meet the students' diverse needs who will commit to a long term stay.

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	One full time instructor with experience in teaching a diverse student population and also with distance education development and teaching experience.	$18, 000 - $20,000	The LS program needs a full time instructor to oversee the program and its students.
Facilities			
Equipment			
Supplies	Office and teaching supplies	$300 ($100 a year)	To fulfill learning and teaching needs
Software			
Training	LMS Moodle training	$0	The program needs to be offered regional to assist libraries in the region to have qualified library staff. Training can be done on campus with faculty already trained if the instructor needs training.
Other			
Total		$20,300.00	

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.

The critical resource needed right away is manpower. It is also the largest expense. A full time LS instructor would be responsible for the program's currency and relevancy and would oversee the curricula making changes as necessary. Therefore, all of the ILOs, PLOs and CLOs are tied into this one resource request. The office/teaching supplies would also fulfill these learning outcomes.