



"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.

Program Review

Service Area

Maintenance Assistance Program

Period of Review

FY 2015 through FY 2018

NAME/TITLE/SIGNATURES:

Completed by Program Coordinator

Robert Ramarui
Robert Ramarui

Date 9/11/19

Dean of Academic Affairs

Robert Ramarui
Robert Ramarui

Date 9/11/19

| | | |
|-----------------------------------------------|----------------|-----------------------------------------|
| Received by Institutional Research Office on: | Date | Name and Initial of receiving personnel |
| | <u>9-11-19</u> | <u>Ligaya Sam</u> |

SECTION 1: PROGRAM PROFILE

Program Mission and Goals

Mission Statement:

To provide appropriate, up-to-date, short-term training in the area of infrastructure operations and maintenance for employees of utilities, state governments and the national government of Palau.

How the program does support the overall mission of the institution?

MAP directly addresses ILO 3, **Quantitative and Technological Competence**: Use mathematical skills appropriate to our technological society by analyzing and solving problems that are quantitative in nature and by **utilizing technology for informational, academic, personal and professional needs**. It exclusively serves a non-traditional sector of the population—people already members of the workforce who wish to up-grade their skills. The program offers non-credit-earning training, on a flexible schedule, usually after regular working hours or on weekends.

Goals 2015 – 2018:

Trainees who complete MAP courses can utilize technology for informational and professional needs.

Program Outcomes/Goals:

Objective 1.1 70% of trainees will earn ratings of 70% or better on MAP training courses. **(Goal was met each year during past 3 years)**

Objective 1.2 70% of trainees will rate the course as satisfactory or better at the end of each MAP course. **(Goal was met each year during past 3 years)**

Objective 1.3 70% of trainee supervisors will rate the course as satisfactory or better. **(Goal was met each year during past 3w years)**

Program Offerings, Titles and Descriptions:

MAP has developed and offered over 70 separate courses, custom-made for infrastructure related personnel. These courses fall into eight different categories: equipment maintenance, facility maintenance, road maintenance, water/wastewater operation and maintenance, management/supervision, computer software, workplace literacy, CIP inspection, and renewable energy. See attached lists of courses.

SECTION 2: FACULTY & STAFF

The MAP currently employs 0 full-time faculty reporting directly to the n/a. The following is a brief description of the full-time faculty, their credentials, accomplishments and professional development activities.

| FULL-TIME FACULTY | | | |
|-------------------|---------------|------------------|---------------------------|
| Name: | Degrees Held: | Accomplishments: | Professional Development: |
| | | | |

The MAP currently employs 1 full-time staff as the Training Coordinator for the program. The following is a brief description of the full-time staff, their credentials, accomplishments and professional development activities.

| FULL-TIME STAFF | | | |
|-----------------|---------------|------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Name: | Degrees Held: | Accomplishments: | Professional Development: |
| Robert Ramarui | M.B.A | | <ul style="list-style-type: none"> ▪ Pacific Island Leadership Program ▪ Technical Education and Vocational Training ▪ UNESCO Study: Strengthening Quality Assurance to Achieve SDG4 |

List Part-Time Faculty from 2015-2018:

| PART-TIME FACULTY | | | |
|-------------------|---------------|-----------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|
| Name: | Degrees Held: | Accomplishments: | Professional Development: |
| Michael Aulerio | M.S. | GIS Manager, Nature Conservancy | |
| Frutoso Tellei | B.A. | | <ul style="list-style-type: none"> ▪ Completed B.A. on-line ▪ NCCER Training ▪ Grid-Connect Photovoltaic System Training |
| David Idip | Ph.D. | International consultant, PALARIS | |
| Jerry Taroy | B.S. | | <ul style="list-style-type: none"> ▪ Completing M.A. ▪ NCCER Training ▪ Grid-Connect Photovoltaic System Training |
| Johvanna Yaoch | M.S. | | <ul style="list-style-type: none"> ▪ Completing Ph.D. Program |

| | | | |
|----------------------|---------------|--|---------------------------------------------------------|
| Julius Omila | B.S. | | |
| Lester Rekemesiik | B.A. | | ▪ Completed B.A. on line |
| William Malano | M.S | | ▪ Civil Engineer |
| Marvin Yarofaisug | A.S. | | ▪ SDSU Program ▪ NCCER Training ▪ Yamaha Training |
| Nobby Enano | B.S. | | |
| O'Hara Skebong | A.S. | | ▪ SDSU Program ▪ NCCER Training |
| Rogelio Santos | M.S. M.T.E | | |
| Santini Thomas | A.S. | | ▪ SDSU Program ▪ NCCER Training ▪ Yamaha Training |
| Gamberlyn Ngirmeriil | M.S. | | ▪ Completed M.A. online |

SECTION 3: CLIENTELE INFORMATION

Clientele Characteristics, FY 2015 – FY 2018

| Headcount | FY 2015 | FY 2016 | FY 2017 | FY 2018 |
|---------------------|---------|---------|---------|---------|
| Participants | 92 | 138 | - | 52 |
| Hours | 384 | 511 | - | 200 |
| | | | | |
| State Government | 12 | 17 | - | 5 |
| National Government | 49 | 112 | - | 33 |
| Utility | 31 | 9 | - | 14 |
| | | | | |
| M/F | 73/19 | 86/52 | - | 49/3 |
| Koror/Outlying | 47/45 | 105/33 | - | 52/0 |

Certificates Awarded, FY 2015 – FY 2018, by training area

| Area of Training | FY 2015 | FY 2016 | FY 2017 | FY 2018 |
|------------------------|-----------|------------|----------|-----------|
| Computer software | 31 | 83 | - | - |
| Workplace literacy | - | - | - | - |
| Management/supervision | - | - | - | - |
| Equipment maintenance | 21 | 25 | - | 5 |
| Building maintenance | - | - | - | 22 |
| Vehicle maintenance | - | 7 | - | 11 |
| CIP inspection | - | 17 | - | - |
| Water/wastewater | 31 | 6 | - | - |
| Road maintenance | 9 | - | - | - |
| Renewable energy | - | - | - | 14 |
| Totals | 92 | 138 | - | 52 |

SECTION 4: FACILITIES, VEHICLES, EQUIPMENTS

Facilities (classrooms, labs, shops, clinical sites, etc.) are adequate for student enrollment.

1. Are the current facilities adequate to support program student/clientele's enrollment?
Explain your answer.

Yes, facilities are adequate. Computer lab, which also serves as a classroom, can accommodate the maximum capacity of the courses. The shops are adequate to serve the students. The College also has facilities at its agriculture extension at Ngermeskang, Ngeremlengui which includes classrooms that are large enough to accommodate the needs of the program. This site is good for trainees coming from state governments on Babeldaob.

2. Is the current vehicle/s adequate to support program student/clientele's enrollment?
Explain your answer.

Currently there is no assigned vehicle for the program however the program can use the vehicle under Academic Affairs Division if there is a need.

3. Is the current equipment adequate to support program student/clientele's enrollment?
Explain your answer.

Yes, our funding for the program allows us to purchase specialized tools and equipment when necessary.

SECTION 5: PROGRAM'S BUDGET & OPERATING COSTS

Explain the program's operating budget and operating costs.

| Academic Year: | Operating Budget: | Operating Cost: |
|----------------|-------------------|-----------------|
| FY 2015 | \$ 39,463.00 | \$ 16,747.00 |
| FY 2016 | \$ 27,522.00 | \$ 22,935.83 |
| FY 2017 | - | - |
| FY 2018 | \$ 14,578.00 | \$ 12,148.77 |

Is the current budget adequate to support the program's purpose and goals? Explain your answer.

The program is currently a U.S. federally funded program that has allowed us to budget for what we have considered to be our current needs. The funding agency does allow a certain amount of flexibility, as long as we demonstrate reasonable progress towards achieving our goals.

SECTION 6: EVALUATION OF PREVIOUS PROGRAM REVIEW ACTION PLANS

Indicate the status of the previous program review action plans.

| Action Plan Activity/Objectives: | Status | Remarks |
|--------------------------------------------------------------------------|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Advertise and survey community for untapped instructor resources | Ongoing | The program continues to build its list of qualified instructors from community and the College to provide needed trainings. |
| Explore sources and funding availability for technical staff development | Ongoing | This is a continuing college interest, and is being pursued by HRD |
| Investigate alternate or additional internet options | Ongoing | The College has an Education Media Specialist who has assisted and trained the instructors to use open education resources from internet for the trainings. With the fiber optic connectivity, the internet speed has benefited the instructors with access to the resources. |
| Establish more systematic training request procedures | Ongoing | Program continues to work with utility agencies, national and state governments to establish systematic training request procedures that benefit both parties. Currently, the program communicating with human resource representative from each agency to set up regular training schedule based on the needs. |

SECTION 7: PROGRAM STRENGTHS AND IMPROVEMENT NEEDS

List and explain service area strengths.

The program targets longstanding training needs in Palau by offering short-term training to current employees in infrastructure-related positions. This helps address the introduction of new and sophisticated/high tech equipment and processes, the lack of specialization in an isolated island nation, and the limited training opportunities for specialized technical areas.

It is needs-based. The training in the program is always in response to a specific request or identified need.

As a result of this program, the college has developed a new and unique relationship with the offices and agencies participating in its courses. It is meeting the needs of these agencies in a

way that traditional degree programs could not. It has made training available to people in Palau who may not have had such opportunities without this program.

The funding available to this program has helped the college to upgrade tools, equipment, facilities and staff in the technical education areas.

The trainings can be put together relatively quickly.

The program is quite flexible. It can schedule courses to meet the needs of the trainees, whether it needs to be evenings or weekends. It can hold classes in the classroom, the shop or laboratory, in the field, or at the worksite.

List and explain service area improvement needs.

Hiring of a full-time coordinator and office staff to run the program. At this time, the program is under staff and the responsibilities and duties of the coordinator are being assigned to the Dean of Academic Affairs. The amount of time and effort spend on running the program is limited as it should not be since the program has certain length of time to properly implement the funds as required.

SECTION 8: PROGRAM ACTIONS PLANS

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

| Action Plan Activity/Objectives: | How will this action plan improve services? | Needed Resources (if any): | Timeline: |
|-------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------|-------------------|
| Establish list of qualified instructors for regular identified trainings needed. | Development of instructors with needed technical competencies and teaching experience | This is a continuing college interest, and is being pursued by HRD | By end of FY 2021 |
| Explore sources and funding availability for technical staff development | Development of instructors with needed technical competencies and teaching experience | This is a continuing college interest, and is being pursued by HRD | By end of FY 2021 |
| Establish more systematic training request procedures. Create a yearly training calendar. | A more direct and efficient means of becoming informed of technical training needs of target sector. | To be done by program coordinator | By end of FY 2020 |

SECTION 9: RESOURCE REQUEST

| Type of Resource: | Description: | Estimated Amount Requested: | Justification: |
|-------------------|-------------------------------------------|---------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| Personnel | instructors | 10-15 | Costs covered in federal program budget |
| Facilities | Office, Classrooms, Shops, Computer lab | Needed based on particular training courses being offered | Appropriate training venue needed based on types of technical courses being offered. |
| Equipment | Computer and tools | Need based on particular training courses being offered | Costs covered in federal program budget |
| Supplies | Office, classroom and shop | Need based on particular training courses being offered | Costs covered in federal program budget |
| Software | Microsoft Office, GIS, SQL | Need based on particular training courses being offered | Costs covered in federal program budget |
| Training | Off-island conference and training travel | Need based on opportunities that become available to staff participating as instructors in the program. | Costs covered in federal program budget |
| Other | | | |
| Total | | | |

Appendix A: Evidence - Yearly Assessment Data

FY training summaries

FY 2015

FY 2016

FY 2017

FY 2018

Course rolls with info on them

FY 2015

FY 2016

FY 2017

FY 2018

Annual Program Assessments

FY 2015

FY 2016

FY 2017

FY 2018

Appendix B: Assessment Tools

Sample Course Evaluation Form(s)

Sample Trainee Evaluation Form(s)

Sample Supervisor Evaluation Form

Appendix C: Courses Master List