PALAU COMMUNITY COLLEGE

"We Strive to Guarantee Quality   and Excellence"

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

T1 - Instructional Programs
(Academic Degree & Certificate Programs)

Three Year Program Review
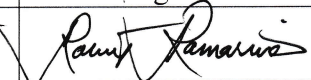
Degree / Certificate Program

OA Program

Period of Three Year Review

Fall 2015 – Summer 2018

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

Name	Title	Signature	Date
Danka Ledgerwood	OA Program Chair	*[signature]*	1-31-19

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

Name	Title	Signature	Date
Robert Ramarui	Dean of Academic Affairs	*[signature]*	1-31-19

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

Name	Title	Signature	Date
Ligaya Vara	Institutional Researcher	*[signature]*	01/31/19

Purpose:

Program review at Palau Community College is a process that provides an extensive evaluation of academic and non-academic programs on a three year basis. The results of yearly assessments (using the FAMED process) are compiled into the one three year review cycle.

The purpose of program review is to evaluate program sufficiency to allow definite strategies to be developed for major revisions, to provide information for consideration when decisions are made, and to develop recommendations to improve institutional effectiveness.

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Instructions for completing Program Review:

1. Type your text into the boxes. The text boxes will expand to accommodate the amount of text spaces you need.

2. Individual instructions are included before each section. Examples are in **green**, remove when you start writing.

3. Submit completed and signed Program Review in both hard copy and electronic copy format to the Institutional Research& Evaluation Office.

4. Required supporting documents must be included during submission.

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

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

   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-copyin pdf only)

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

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

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

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

Purpose of OA Program is to provide students with technical knowledge, skills and proper work habits/attitudes necessary for employment in this field. The program prepares students to work and advance in entry level and intermediate positions such as clerks, receptionists, and secretaries. It prepare administrative workers/assistants to the work place, for private firms and also for Palau National Government and 16 states governments in Palau and Micronesia to help to cope with the work in their offices. There was increase of new businesses and increase number of visitors to Palau jumped approximately 100,000 in 2013 (25% jump) and in 2014 another jump up to approximately 140,000 visitors in 2015 and another jump up to approximately 165,000 in2016 & in 2017 but in 2018 it went down to 120,000 but still there was a need to have administrative assistants in the work place. Usually when the economy is going well also it is impact on the school enrollment (lower number of students want to enroll into classes because they can have job to be in).

The number of students who enrolled to the OA Program in Fall2015 (36 students), Fall 2016 (27 students), Fall 2017 (12 students) in total 75 students which this number is much lower than previous 3year cycle. To Compare with number of students in previous 3year cycle which was from Fall 2012 (101 students), Fall 2013 (77 students) and Fall 2011 (68 students) was in total 475 students. That is a big decrease of the enrolled students and I believe it is because there was not anymore the TOEFL requirements for students in order to choose a major /another majors so students do not need to wait and pass the TOEFL. Note: 3 years ago students needed to pass that test so they usually took OA Program and after they have paid and past the mentioned test they could and did changed their major.

The small enrolment might be also because there were a lot of small businesses starting their operations and they needed office administrators to help with companies so there was a need of more students to be in the work force in Palau.

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

The relationship of program to the college Mission Statement: PCC is as an accessible public educational institution, which helping to meet the technical, academic, cultural, social, and economic needs of students and communities by promoting learning opportunities and developing personal excellence.

The OA Program follows Mission Statement of PCC because all students from Palau and whole Micronesia have access to OA Program at PCC and have chance to develop their personal excellence.

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

On the beginning there was need to get qualified work force for Tax Office and other offices of states and national government in Palau. Over years, different nationality students like from Yap, Chuuk, Pohnopei, Kosrae, Marshalls have been taking this OA Program and they did well and return to their countries. Many of them continue to get their higher degree in Guam, Hawaii or USA main land.

There were prepared Course Outlines last year and they are ready to be approved by CPC. Otherwise the program is doing well. There is work-in-progress for OA210 Book/booklet based on the handouts from the instructor which needs to be finish and it might be good to have few semesters to test the handouts. This course is offered only in Fall so it will be good to continue on it for at least 2-3 more fall semesters.

II.   Program Data

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

Figure 1. Number of Students Enrolled in Degree Program
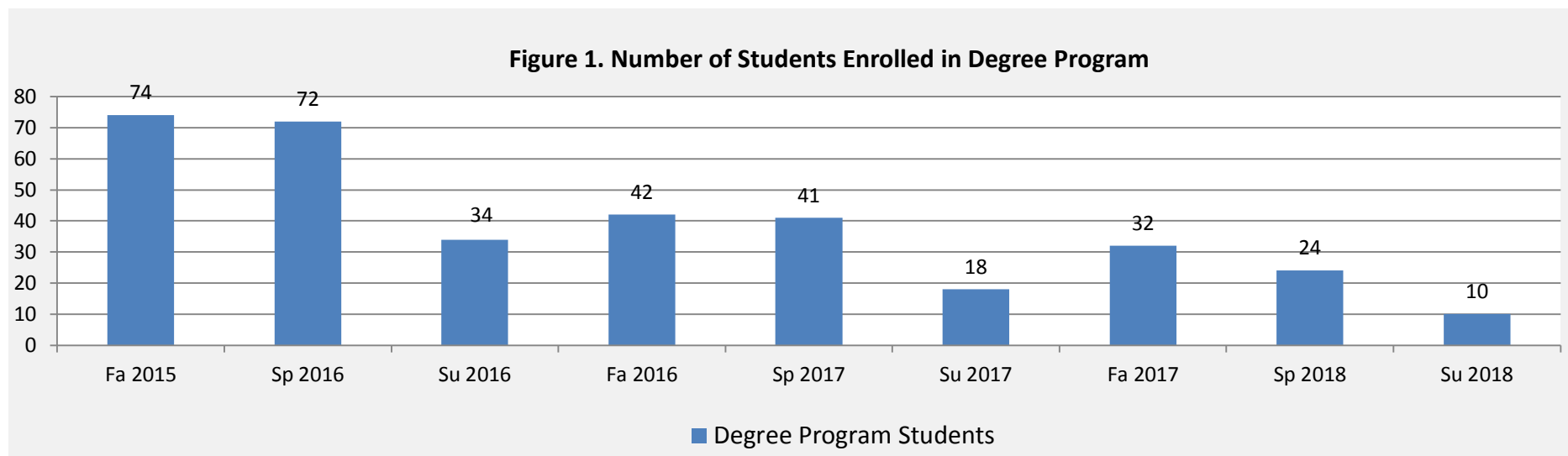
Provide summary of Figure 1 including its trends analysis.

There was decrease of the students enrolled in the OA Program: in Fall Semesters, in Spring Semesters and also in Summer Semesters. It might be because of the no TOEFL needed and students had chance to go to the majors they like to go without waiting a semester or more to pass the mentioned, for many students very hard, exam.

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
OA112	17	12	7	36	OA112	25	0	2	27	OA112	9	0	3	12
OA210	9	3	3	15	OA210	10	0	0	10	OA210	5	0	1	6
OA211	10	6	0	16	OA211	27	1	5	33	OA211	23	3	6	32
OA222	3	0	0	3										

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
OA221	9	0	0	9	OA221	12	0	2	14	OA221	2	1	2	5
OA222	3	0	0	3	OA222	3	0	0	3	OA222	4	0	0	4

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
OA222	4	0	0	4	OA211	6	0	1	7	OA211	16	0	0	16
					OA222	3	0	0	3	OA222	2	0	0	2

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

The fall semesters classes are rapidly improving and between Fall 2015 and Fall 2018 there is very big improvement especially when we compare Fall Semester 2016 and Fall Semester 2017 – there is no failed student and also trend of withdrawing students is positive to compare with the Fall 2015 where was 50% higher.

The spring courses are going up and down but it is trend of less and less students withdrawing and almost all who past – did not failed except in 1 student in the Spring Semester 2018.

There was declining trend in the number of the graduates in the summer to compare 2015, 2016, 2017 and 2018 but good news is all graduates who enrolled into all summer courses have passed and no students failed nor withdraw.

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

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
OA112	17	12	7	36	OA112	25	0	2	27	OA112	9	0	3	12
OA210	9	3	3	15	OA210	10	0	0	10	OA210	5	0	1	6
OA211	10	6	0	16	OA211	27	1	5	33	OA211	23	3	6	32
OA222	3	0	0	3										

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
OA221	9	0	0	9	OA221	12	0	2	14	OA221	2	1	2	5
OA222	3	0	0	3	OA222	3	0	0	3	OA222	4	0	0	4

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

SU 2016				SU 2016				SU 2017			
Course	Passed	Failed	Withdraw	Enrolled	**Course**	Passed	Failed	Withdraw	Enrolled	**Course**	Passed	Failed	Withdraw	Enrolled
OA222	4	0	0	4	OA211	6	0	1	7	OA211	16	0	0	16
					OA222	3	0	0	3	OA222	2	0	0	2

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

There is a good trend /improvement of students who enrolled and past the classes in the fall semesters during this 3year-review.
There is improvement on those students in the spring semester who enrolled and past the classes except 2 who withdraw.
The Summer courses were all very successful and all students except 1 who withdraw during whole 3 year review.

Figure 2. Number of Graduates

Semester	AS/AA	AAS	CA
Fa 2015	0	3	0
Sp 2016	0	3	0
Su 2016	0	4	0
Fa 2016	0	0	0
Sp 2017	0	3	0
Su 2017	0	3	0
Fa 2017	0	1	0
Sp 2018	0	4	0
Su 2018	0	2	0

Legend: ■ AS/AA ■ AAS ■ CA
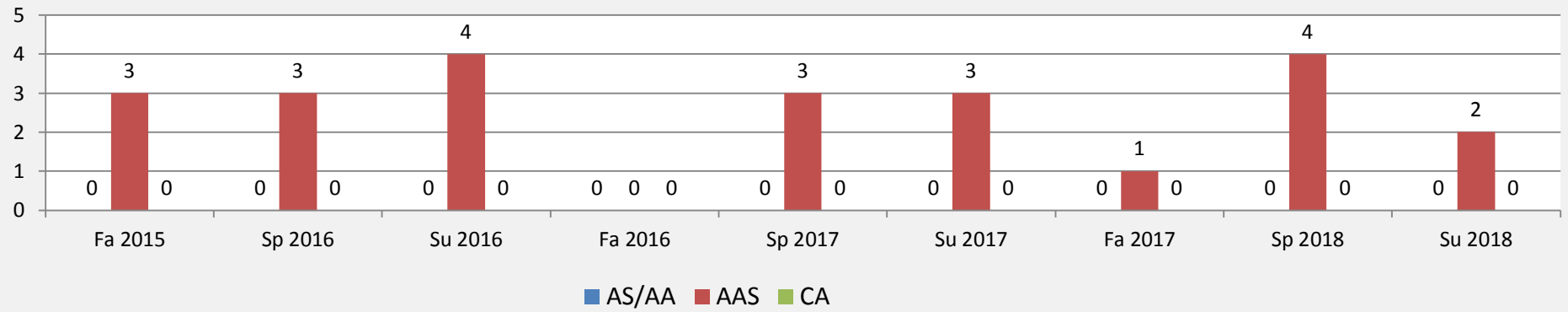
Provide summary of Figure 2 including its trends analysis.

The trend in was increasing and in the Spring and Summer Semester the number of graduated students was higher than those who graduated in the Fall Semesters.

Figure 3. Faculty Head Count
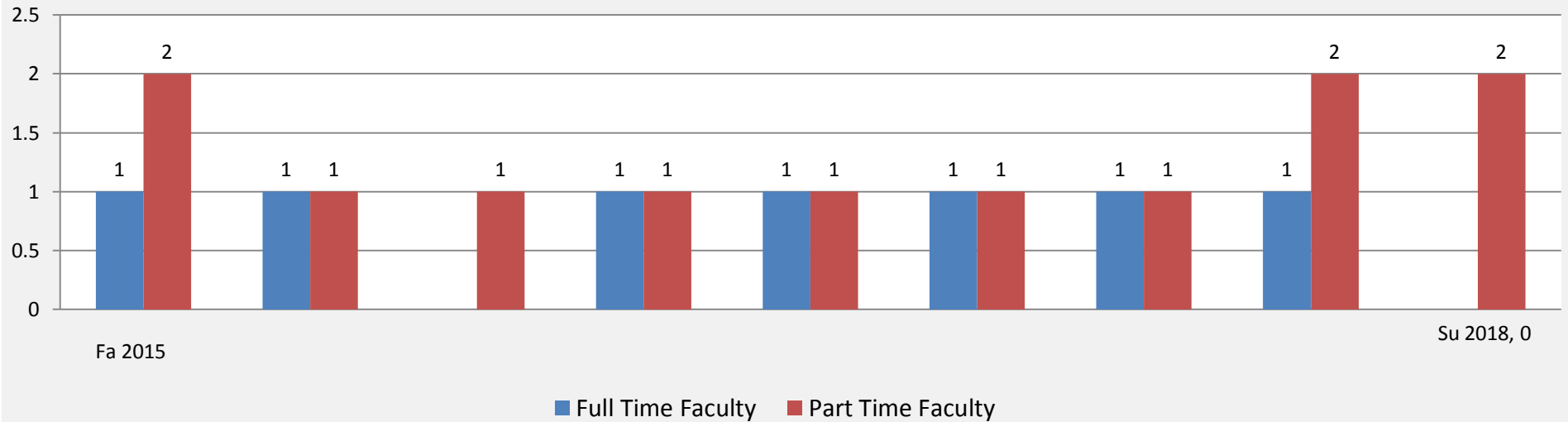
Provide summary of Figure 3 including its trends analysis.

OA Program is a small program and has very good, experienced and dedicated instructors. Because it is a small program there are usually 1 full time instructor and 2 part time instructor like Fall 2015 and Spring 2018 or 1 full time instructor and 1 part time instructor like in Spring 2016, Fall 2016, Spring 2017, Summer 217 and Fall 2017 or only 1 part time instructor like in Summer 2016, or 2 part time instructors like during Summer Semester 2018.

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
OA112			Ready to go to CPC	
OA210			Ready to go to CPC	
OA221			Ready to go to CPC	
OA211			Revised	
OA222			Revised	

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.

OA112, OA210, OA221 Course Outlines are ready to go to CPC

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.)
Fall 2015	OA112	CLO 1–PLO 3,4,5-ILOs 1-5	CLO 1: 100% of students assessed performed at the proficiency level.
		CLO 2–PLO-3,4-ILOs 1-5	CLO 2: 100% of students assessed performed at the proficiency level.
		CLO 3–PLO 3,4-ILOs 1-5	CLO 3: 100% of students assessed performed at the proficiency level.
		CLO 4–PLO 3,4-ILOs 1-5	CLO 4: 87% of students assessed performed at the proficiency level.

Year 1: School Year 2015/2016

Semesters Assessed	Course Assessed	CLO-PLO-ILO Mapping	Results of Assessments
<u>Fall 2015</u>	<u>OA112</u>	CLO 1–PLO 3,4,5-ILOs 1-5	CLO 1: 100% of students assessed performed at the proficiency level.
		CLO 2–PLO-3,4-ILOs 1-5	CLO 2: 100% of students assessed performed at the proficiency level.
		CLO 3–PLO 3,4-ILOs 1-5	CLO 3: 100% of students assessed performed at the proficiency level.
		CLO 4–PLO 3,4-ILOs 1-5	CLO 4: 87% of students assessed performed at the proficiency level.
<u>Fall 2015</u>	OA210	CLO1 – PLO1-4, ILO1-5	CLO1: 100 % of students assessed performed at the proficiency level.
		CLO2, PLO1-4, ILO1-5	CLO2: 100 % of students assessed performed at the proficiency level.
		CLO3, PLO 1-4, ILO1-5	CLO3: 100 % of students assessed performed at the proficiency level.
<u>Fall 2015</u>	OA211	CLO 1, PLO 1,2,4, ILO1-5	CLO1: % of students assessed performed at the proficiency level.
		CLO 2, PLO1,2,4 ILO 1-5	CLO2: % of students assessed performed at the proficiency level.
<u>Fall 2015</u>	OA222	CLO1, PLO 1-2, ILO 1-5	CLO 1: 100% of students assessed performed at the proficiency level
		CLO2, PLO 1-5, ILO 1-5	CLO 2: 100% of students assessed performed at the proficiency level
Spring 2016	OA221	CLO1-PLO1,4,5, ILO1-5	CLO 1: 100% of students assessed performed at the proficiency level
		CLO2-PLO2 ,ILO1-5	CLO 2: 100% of students assessed performed at the proficiency level
		CLO3-PLO4 ILO1-5	CLO 3: 100% of students assessed performed at the proficiency level
		CLO4-PLO1,ILO1-5	CLO 4: 100% of students assessed performed at the proficiency level
		CLO5-PLO1,3,5 ILO1-5	CLO 5: 100% of students assessed performed at the proficiency level
Summer 2016	OA222	CLO1, PLO1,2, PLO 1-5	CLO 1: 100% of students assessed performed at the proficiency level
		CLO2, PLO 1-5, ILO 1-5	CLO 2: 100% of students assessed performed at the proficiency level

Year 2: School Year 2016/2017

Semester Assessed	Course Assessed	CLO-PLO-ILO Mapping	Results of Assessments
<u>Fall 2016</u>	<u>OA112</u>	CLO 1–PLO 3,4,5-ILOs 1-5	CLO 1: 100% of students assessed performed at the proficiency level.
		CLO 2–PLO-3,4-ILOs 1-5	CLO 2: 100% of students assessed performed at

			the proficiency level.
		CLO 3–PLO 3,4-ILOs 1-5	CLO 3: 100% of students assessed performed at the proficiency level.
		CLO 4–PLO 3,4-ILOs 1-5	CLO 4: 100% of students assessed performed at the proficiency level.
Fall 2016	OA210	CLO1 – PLO1-4, ILO1-5	CLO 1: 100% of students assessed performed at the proficiency level
		CLO2, PLO1-4, ILO1-5	CLO 2: 100% of students assessed performed at the proficiency level
		CLO3, PLO 1-4, ILO1-5	CLO 3: 100% of students assessed performed at the proficiency level
Fall 2016	OA211	Only fall	
Spring 2017	OA221	CLO1-PLO1,4,5, ILO1-5	CLO 1: 100% of students assessed performed at the proficiency level
		CLO2-PLO2,ILO1-5	CLO 2: 100% of students assessed performed at the proficiency level
		CLO3-PLO4ILO1-5	CLO 3: 100% of students assessed performed at the proficiency level
		CLO4-PLO1,ILO1-5	CLO 4: 100% of students assessed performed at the proficiency level
		CLO5-PLO1,3,5ILO1-5	CLO 5: 100% of students assessed performed at the proficiency level
Spring 2017	OA222	CLO1, PLO 1-2, ILO 1-5	CLO 1: 100% of students assessed performed at the proficiency level
		CLO2, PLO 1-5, ILO 1-5	CLO 2: 100% of students assessed performed at the proficiency level
Summer 2017	OA211	Only fall	
Summer 2017	OA222	CLO1, PLO 1-2, ILO 1-5	CLO 1: 100% of students assessed performed at the proficiency level
		CLO2, PLO 1-5, ILO 1-5	CLO 2: 100% of students assessed performed at the proficiency level

Year 3: School Year 2017/2018

Semester Assessed	Course Assessed	CLO-PLO-ILO Mapping	Results of Assessments
Fall 2017	OA112	CLO 1–PLO 3,4,5-ILOs 1-5	CLO 1: 100% of students assessed performed at

			the proficiency level.
		CLO 2–PLO-3,4-ILOs 1-5	CLO 2: 100% of students assessed performed at the proficiency level.
		CLO 3–PLO 3,4-ILOs 1-5	CLO 3: 100% of students assessed performed at the proficiency level.
		CLO 4–PLO 3,4-ILOs 1-5	CLO 4: 100% of students assessed performed at the proficiency level.
Fall 2017	OA210	CLO1 – PLO1-4, ILO1-5	CLO1: 100 % of students assessed performed at the proficiency level.
		CLO2, PLO1-4, ILO1-5	CLO2: 100 % of students assessed performed at the proficiency level.
		CLO3, PLO 1-4, ILO1-5	CLO3: 100 % of students assessed performed at the proficiency level.
Fall 2017	OA211	CLO1 – PLO1-4, ILO1-5	CLO 1: 100% of students assessed performed at the proficiency level
		CLO2, PLO1-4, ILO1-5	CLO 1: 74% of students assessed performed at the proficiency level
Spring 2018	OA221	CLO1-PLO1,4,5, ILO1-5	CLO 1: 100% of students assessed performed at the proficiency level
		CLO2-PLO2,ILO1-5	CLO 2: 100% of students assessed performed at the proficiency level
		CLO3-PLO4ILO1-5	CLO 3: 100% of students assessed performed at the proficiency level
		CLO4-PLO1,ILO1-5	CLO 4: 100% of students assessed performed at the proficiency level
		CLO5-PLO1,3,5ILO1-5	CLO 5: 100% of students assessed performed at the proficiency level
Spring 2018	OA222	CLO1, PLO 1-2, ILO 1-5	CLO 1: 100% of students assessed performed at the proficiency level
		CLO2, PLO 1-5, ILO 1-5	CLO 2: 100% of students assessed performed at the proficiency level
Summer 2018	OA211	Only fall	
Summer 2018	OA222	CLO1, PLO 1-2, ILO 1-5	CLO 1: 100% of students assessed performed at the proficiency level
		CLO2, PLO 1-5, ILO 1-5	CLO 2: 100% of students assessed performed at the proficiency level

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.

OA Program students are steady and serious when they past the first OA112 Class in Fall Semesters.

After that they try their best and get thanks to the instructors enthusiastic about their major and try harder to get good grades and graduate. Some of the students have hard time to get all other required classes to graduate. Some of them have already full time or part time jobs, or get pregnant and they cannot continue as fast as those who are only full time students, so it takes them longer, within 3-4 years, to graduate.

Also OA 210, 211 are doing OK and meet the proficiency level.

OA221 and OA222 are very successful and steady and reach 100% and I believe it is because it is usually the last classes which students usually take and after that they graduate. OA Program was doing better to compare with 2011-2014 years and previous 3 years review

V. Program Learning Outcomes (PLOs) Assessment

Year Assessed	PLO Assessed	Proficiency Levels	Results of Assessments (Do not combine PLO results; report individual PLO result.)
S.Y. 2014-15	PLO 1	ED110 CLO 4 - 75% ED200 CLO 2 - 84% ED203 CLO 3 - 88% ED204 CLO 1 - 92% ED290 CLO 1 -100%	89% of students assessed performed at the proficiency level. The expected outcome of 70% was met. ED program will continue to offer program courses as they are, continue to assess the program courses, and will make any changes when need arise. Changes and implementation will continue to be based on course assessment results and data.
	ED PLO 2		
	ED PLO 3		
	ED PLO 4		
	ED PLO 5		

Program Learning Outcomes Assessment Results

Year Assessed	PLO Assessed	Proficiency Levels	Results of Assessments
	OA PLO1	OA210 CLO1, CLO2, CLO3, CLO4 OA211 CLO1, CLo2 OA222 CLO1, CLO1 OA221 CLO1, CLO2, CLO3, CLO4, CLO5	All 100% of students assessed performed at the proficiency level
	OA PLO 2	OA210 CLO1,2,3 OA222 CLO 1,2 OA221 CLO1,2,3,4,5	All 100% of students assessed performed at the proficiency level
	OA PLO 3	OA112 SLO1,2,3,4, OA 210 CLO1,3,5 OA 222 CLO2	All 100% of students assessed performed at the proficiency level
	OA PLO 4	OA112 CLO1,2,3,4, OA210 CLO1,2,3	All 100% of students assessed performed at the proficiency level
	OA PLO 5	OA112 CLO1, OA222 CLO2 OA221 CLO 1,5	All 100% of students assessed performed at the proficiency level

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.

They are improvements in the percentage of the assessed courses (OA211 and OA112) and the others are steady in good standing (OA210 and OA222) at 100%.

No needed any changes at this time.

The expected outcome of 70% was met. OA program will continue to offer program courses as they are, continue to assess the program courses, and will make any changes when need arise. Changes and implementation will continue to be based on course assessment results and data.

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.

3 years cycle	Years:2013-2015

Action Plan Activity/Objectives	Status Complete/Ongoing/Incomplete	Updates of Action Plan/s (Report action plan individually.)
Create a lower level of Document Processing Class	We did not do that but we reorganized OA210 and input into this class the typing and document processing to focus on the national Offices (SS, TAX, and so on)	Instructor of OA 210 have prepared the new handouts which have also the typing classing and all form/documents which students can learn during Fall Semesters

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.

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
No need to make changes in the course syllabus at this time		Printer with ink and paper	Within this year starting Fall 2019

Provide Summary of <u>Action Plans</u> 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.

Students are needed in the work place and are wanted in many businesses. I believe the program is well organized and graduates have great positions / offices in Palau and whole Micronesia (FSM and Marshall Islands) which they want them to work for those offices. I believe we have to recruit more students to the OA Program so the need will cover the demand to get good administrative assistants.

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			
Facilities	A room for OA Program	1	
Equipment	Black and white printer with ink and paper	1	Printer $300, ink $200, paper $100
Supplies			
Software			
Training			
Other			
Total			

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.

It would be good to designate a classroom which will be only for OA Program students so they can decorate it and have special activities as part of their office learning, how to take care and maintain an office space with a printer and computers. Past 3 semesters students had to go to online lab to print and they did not get the "hands-on-activity" to learn how to print "landscape" or "portrait" or how to print "hand-out" – 5 slides on a paper when they do a power point presentation or how to troubleshoot a problem with jammed paper, or others because they did not have the chance to print on a printer when they go to for example to online lab where a student is designated to print for students who come to print. It might be in some way easer for other programs students but OA Students should know how to print, trouble shoot when needed and have chance to get their reports at the class time and print them to present them right away so they can show efficiency in their work. Printer was not available for any of the classes they needed during 3 years review.

I believe, that we can improve the existing OA Program by preparing a new book for OA210 Document processing which the chair has been working on for 2 semesters – spring 2017 and spring 2018 already. The the handouts and all materials are prepared but it needed to be used for few more semester and make sure they are relevant and needed for students to learn and get as much as possible knowledge in that class in order to finish the booklet so PCC might be able to publish a booklet for the OA210 Class. This OA Program, is small but very important major at PCC, and it is important for community here in Palau as well as in Micronesia because there are also another 5 nations -Yap, Chuuk, Pohnopei, Kosrae, Marshalls - whose students were in this major. It is very crucial for growing economies in Palau and Micronesia.