

"We 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.

INSTRUCTIONAL PROGRAM THREE YEAR REVIEW

Academic Department

Other Language Department

Period of Three Year Review

Fall 2012 – Summer 2015

Completed By: Reiko Kawamura (Japanese language) *hiko* Date: 1 / 31 / 2016
 Department Instructor(s)

Department Chair: Reiko Kawamura *hiko* Date: 1 / 31 / 2016

Dean of Academic Affairs: *Robert Ramarui* Date: 2/1/16
 Robert Ramarui

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Department Review Narrative Summary

The narrative summary should include the following:

- Summary of the academic department purpose

Other language department is consists with Chinese-Mandarin, Japanese, and Palauan language.

Teaching Chinese-Mandarin at Palau Community college began about 10 years ago, had corporate with the Ministry of Education in Taiwan. Currently it changed to Taiwan International Cooperation and Development Fund (ICDF). Chinese-Mandarin provides fundamental course to be able to earn common phrases used in daily social and business contacts with acceptable pronunciation. Over the years, the course is required for Tourism and Hospitality program-Tour Services.

The teaching of Japanese language began about 40 years ago when the college was known as Micronesia Occupational Center (MOC), a two-year post-secondary vocational/technical institution. The Japanese language courses provided practice acceptable pronunciation and oral-aural skills that learn common phrases in everyday social and business contacts. The Japanese language currently has 4 courses. Over the years, the 2 fundamental Japanese language courses are required for all Tourism and hospitality program.

The teaching Palauan language began about 20 years ago. The Palauan language courses provide basic conversation skills, furthermore orthography and grammar. Currently, Palauan study program has established.

These other language courses were general education core requirements for for AAS, AS, and AA Degree.

- The relationship of department to the college Mission Statement

PCC Mission Statement:

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

The goals of Other language Department at Palau Community College is directly linked to the mission of the college, that is critical thinking and problem solving(ILO1), Communication(ILO2), Quantitative and Technological Competence (ILO3), and Diversity (ILO4) to developing personal excellence for all students of the other language courses. (Appendix D: department mapping that shows alignment of CLOs – GE/ ILOs)

- Summary of Department Data

a. Figure 1 – Student Status

	Fa 2012	Sp 2013	Su 2013	Fa 2013	Sp 2014	Su 2014	Fa 2014	Sp 2015	Su 2015	Average
Enrollment	120	27	44	87	34	20	85	33	6	50.67(456)
Pass/Credit	65%(78)	56%(15)	98%(43)	69%(60)	70%(24)	90%(18)	56%(48)	52%(17)	100%(6)	68%(309)
Fail/No Credit	22%(26)	19%(5)	2%(1)	17%(15)	15%(5)	0	32%(27)	36%(12)	0%	20%(91)
Audit	0%	0%	0%	2%(2)	0%	0	0%	0%	0%	0%(2)

Withdraw	13%(16)	26%(7)	0%	11%(10)	15%(5)	10%(2)	12%(10)	12%(4)	0%	12%(54)
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Figure 1 above show the total and average enrollment of students in Other language department in a given semester, along with number of students who passed, failed, audited, and withdraw from the courses. The data show the average passing is 68%, fail 20% and withdraw 12% from the courses.

b. Figure 2 – Class Information

	Fa 2012	Sp 2013	Su 2013	Fa 2013	Sp 2014	Su 2014	Fa 2014	Sp 2015	Su 2015	Average
Under 10 Students	14%(1)	67%(2)	33%(1)	17%(1)	33%(1)	0%	33%(2)	33%(1)	100%	30%(10)
10 – 19 Students	43%(3)	33%(1)	33%(1)	83%(5)	67%(2)	0%	50%(3)	67%(2)	0%	52%(17)
20 – 29 Students	43%(3)	0%	33%(1)	0%	0%	100%	17%(1)	0%	0%	18%(6)
30 or more Students	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
TOTAL CLASSES	7	3	3	6	3	1	6	3	1	(33)

Figure 2 above displays the average class size for Other language department. The numbers show that most Other language department course have 10-19 students except Spring 2013 where majority of classes had less 10 students.

c. Figure 3 – Course Offering Information

	Fa 2012	Sp 2013	Su 2013	Fa 2013	Sp 2014	Su 2014	Fa 2014	Sp 2015	Su 2015	Average
Total Prog/Dept Classes Taught	7	3	3	6	3	1	6	3	1	33
Total Lecture ONLY Classes	29%(2)	0%	33%(1)	17%(1)	0%	100%	17%(1)	0%	100%	21%(7)
Total Lab ONLY Classes	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Total Lecture and Lab Classes	71%(5)	100%	67%(2)	83%(5)	100%	0%	83%(5)	100%	0%	79%(26)
Total Online Classes	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%

Figure 3 above represents number and type of classes offered in a given semester. The largest number was 7 classes on Fall 2012. The smallest number was 1 course in Summer 2014 and Summer 2015. Majority of other language courses offered were Lecture and lab classes (79%), it was Chinese-Mandarin and Japanese language conversational courses (CH109, JP109, JP119), which require students to practice Oral-aural skills what they learn in lessons. Palauan language (PW219) was Lecture only classes.

d. Figure 4 – Faculty Information

	Fa 2012	Sp 2013	Su 2013	Fa 2013	Sp 2014	Su 2014	Fa 2014	Sp 2015	Su 2015
Full Time Faculty	2	2	0	3	2	1	3	2	1

Part Time Faculty	3	0	2	0	0	0	0	0	0
TOTAL FACULTY	5	2	2	3	2	1	3	2	1

Figure 4 above display the number of full time and part time faculty who teaches Other language courses. The data show that there were part time faculties in Fall 2012, and Summer 2013. The department currently consists of 3 full time instructors, 1 Chinese-Mandarin instructor, 1 Japanese language instructor, and 1 Palauan language instructor.

e. Table 1 – Faculty to Class Size Ration Information

	Fa 2012	Sp 2013	Su 2013	Fa 2013	Sp 2014	Su 2014	Fa 2014	Sp 2015	Su 2015
Full Time Faculty	2:86	2:27	0:0	3:87	2:34	1:20	3:85	2:33	1:6
Part Time Faculty	3:34	0:0	2:44	0:0	0:0	0:0	0:0	0:0	0:0
TOTAL FACULTY	5	2	2	3	2	1	3	2	1

Table 1 above displays faculty to student ratio. The data shows that full time faculties had as low as 6 students and as high as 87 students per semester. On the other hand, part time faculty had as low as 34 students and as high as 44 students in a given semester.

Table 2 – each language Faculty to Class Size Ration Information

	Fa 2012	Sp 2013	Su 2013	Fa 2013	Sp 2014	Su 2014	Fa 2014	Sp 2015	Su 2015
Japanese Language Faculty:Students	1:79	1:18	1:23	1:72	1:24	0:0	1:71	1:15	0:0
Chinese-Mandarin Faculty:Students	1:7	1:9	1:21	1:2	1:10	0:0	1:8	1:18	0:0
Palauan Language Faculty:Students	3:34	0:0	0:0	1:13	0:0	1:20	1:6	0:0	1:6
TOTAL Faculty:Students	5:120	2:27	2:44	3:87	2:34	1:20	3:85	2:33	1:6

Table 2 shows each language faculty to student ratio. Most Japanese language faculty had 79 students in Fall 2012, and less was Chinese-mandarin faculty had 2 students in Fall 2013.

- Summary of Student Learning and Curriculum

There are a total of 7 courses under Other language department. Chinese-Mandarin has 1 course (CH109), Japanese language has 4 courses (JP109, JP119, JP209, and JP219), and Palauan language has 2 courses (PW109 and PW219).

All of them have CLOs. CH109 has not done updated course outline since 2008. Currently it is working on. Therefore it will be soon updated. PW109 CLOs has not been aligned with GE/ILOs in Other language department. (Appendix D: Department mapping that shows alignment of CLOs – GE/ ILOs). Signature assignments used in course assessments also have been identified except PW109. (Appendix E: Signature assignments).

- Summary of Course Assessment Data

- a. How has assessment of course-level student learning outcomes led to improvement in course-level student learning?

Table 1. CH109-Course assessment data (%) and each semester

	CLO1	CLO2	CLO3	CLO4	CLO5
Fa2012	75	75	75	75	75
Sp 2013	75	75	75	75	75
Fa 2013	100	100	100	100	100
Sp 2014	86	86	86	100	100
Fa 2014	73	40	53	43	86
Sp 2015	75	59	73	63	75
Average	80.67	72.50	77.00	76.00	85.17

Table 1 above shows CH109 course assessment data in the course offered semester. CH109 had 6 cycles assessment. However it had not been seen clearly improvement each CLOs.

Table 2. JP109-Course assessment data (%) and each semester

	CLO1	CLO2	CLO3	CLO4	CLO5
Fa 2012	90	84	43	84	26
Su 2013					
Fa 2013	96	75	72	90	43
Fa 2014	90	84	95	73	43
Average	92.00	81.00	70.00	82.33	37.33

Table 2 above shows JP109 course assessment data in given course offered semester, JP109 course had 3 cycles' assessment data, except Summer 2013 which had not been assessed. Not all of CLOs had been seen improvement. CLO3 and CLO5 had clearly improvement. However CLO4 had not been seen improvement.

Table 3. JP119-Course assessment data (%) and each semester

	CLO1	CLO2	CLO3	CLO4	CLO5	CLO6
Sp 2013	80	40	80	80	80	50
Sp 2014	100	80	100	65	100	45
Sp 2015	100	50	100	70	70	60
Average	93.33	56.67	93.33	71.67	83.33	51.67

Table 3 above shows JP119 course assessment data in given course offered semester, JP119 had 3 cycles assessment completely. However not all CLOs had been seen improvement. CLO1 and CLO3 have clear improvement. However CLO4 and CLO5 had not been seen improvement.

Table 4. PW219 course assessment data (%) and each semester

	CLO1	CLO2	CLO3	CLO4
Fa2012				
Su 2013				
Fa 2013	80	88	88	100
Su 2014	78	78	78	78
Fa 2014	90	90	90	40

Su 2015	83	83	83	83
Average	82.75	84.75	84.75	75.25

Table 4 above shows PW219 course assessment data in the course offered semester. Except Fall 2012 and Summer 2013 which have not been done. Not all CLOs had been seen improvement.

- Summary of Evaluation of Previous Goals/Activities from Previous Cycle
 - a. List actions identified in your last department review or in any other related college plan(s).*

For Chinese-Mandarin and Palauan language were the first review in this time. Last Department review was identified Japanese language only. Therefore, this summary part of previous review is only for Japanese language.

- Continuous review and update of CLOs and other necessary related documents
- Review and update of Credit by examination:
- Faculty development:
- Facilities: Continue to assess and make necessary improvement to classrooms to ensure conducive learning environment for both faculties and students

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

- Continuous review and update of CLOs and other necessary related documents was identified as complete. Revised and updated of CLOs and Course outlines were submitted into CPC on January 2013 and implemented Fall 2013. The review was based on changed teaching materials.
- Review and update of Credit by examination: was completed and checked by CPC on August 2015. It was implemented Fall 2015
- Faculty development was part of completed: during Spring 2013 semester, Japanese language instructor and Chinese-Mandarin instructor took each course with students to observe amount of class work, usage of classroom, lesson plans/activity, for exchange the ideas and opinion to improve the own course teaching.

- c. Evaluate the success of the completed actions. Did the completed actions lead to improvement of student learning?

- Review and updated of CLOs and other necessary related documents: Currency more match with current teaching contents.
- Review and update of Credit by examination: More match with currency teaching contents.
- Faculty development: teaching methods has changed and increased more variety and more practical exercise. It encourages students more skillful exercise.

- d. What modifications do you plan to make to the department in the future to improve student learning?

- Continue to review and evaluate course learning outlines to ensure better alignment between what is taught in the classroom and what is student evaluated on. The plan will also make sure consistent and updated alignment of CLOs to GE PLOs to ILOs.
- Continue to review and updated course outlines and related document to ensure better alignment between what is taught in the classroom and what is in the documents.

- Continue faculty development. The plan will ensure instructors are up-to-date on the latest techniques and relevant information for improvement of student learning.
 - Continue to assess and make necessary improvement to classrooms to ensure conducive learning environment for both faculties and students.
- e. Update major changes/accomplishments since the last review.

Major accomplishments to the Japanese language department since the last review were revised and changed course outlines and credit by exam to better alignment currency taught in the classroom.

- Summary of Department Major Strengths

The Other language department provides the opportunity for students to earn basic Other language knowledge, pronunciation, vocabularies, sentence structures, phrases, and conversational oral-aural skills, furthermore, to learn writing and reading with other language writing systems.

Not only learn language knowledge and earn conversational skills, but also understand the appreciate differences in cultures and behaviors between the self and others by language.

- Recommendations for Improvements

- a. Does the student assessment data and/or any other college plan indicate overall department needs that may require support from the institution? Define these observed needs supported by assessment data and/or any other college plan.

Not all assessment data was collected in the given semester. Mostly it had been when taught by Part time faculties. It seem hardly communicate and/or endorse between Full time faculty and Part time faculty especially during 10-2 leave, therefore recommend not hire part time faculty or need enough time to communicate or endorse. Since Fall 2013, there has been no Part-time faculty in other language department.

Figure 1 – Student Status

	Fa 2012	Fa 2013	Fa 2014	Average
Enrollment	79	72	71	74/(222)
Pass/Credit	57% (45)	65%(47)	52%(37)	58%(129)
Fail/No Credit	28%(22)	19%(14)	35%(25)	27%(61)
Audit	0%	1%(1)	0%	0%(1)
Withdraw	15%(12)	14%(10)	13%(9)	14%(31)

Figure 1 above shows Student status only Japanese language course (JP109), except Summer 2013 semester which did not assessed. It shows 58% of students were pass the course, 27% was failed, and 14% was withdrawal, it means 41% of students were unsuccessful to pass the course. One of reasons, with observing, the students seems need leaning support. Japanese language class is daily schedule. Every day review/practices and new lessons, however some students seemed unable to catch up the lesson only within class activities. For such students, support learning center or self-study habits is needed without classroom to do review the lesson, practice by the students-self, study or memorize words.

- Summary of Action Plans

The Other language department action plans for the next three academic years include the action plans that were set in the last department review but were not completed, the ongoing plans identified in the last review, and new plans that were identified in this review. They include the following:

- Review and update Course leaning outcome and course outline and related documents
 - Faculty development for improve students' learning
 - Assess and make improve learning environment at classroom.
 - Evaluate and update textbook
- Summary of Resource Request (if any)
 - a. All resource requests should be tied to at least one of the following:
 - An institutional learning outcome
 - A General Education program learning outcome
 - A course learning outcome
 - Other college plans
 - b. What will be the anticipated outcome if resource request is granted?
 - Faculty development /training extremely important as it ensures that faculty is updated with innovative methods and strategies that can be utilized for the improvement of student performance.
 - Make improve learning environment at classroom will provide conducive learning environment for both faculties and students, including much learning activities for needed student support services.
 - c. Describe the resource request in detail.
 - Trainings/Workshops/Conferences such as PEC and other related conferences
 - Japanese language lab (Room 64) replacing the Students Partition type Table and Mounting Panel for Tape recorder for LL System with desks and chairs for students. Replace the White board with a larger one. Reduce the number of TV sets.

*Note: Other college plans may include the 15-Year Institutional Master Plan, the 5 Year Technology Plan, or other plans such as an approved academic department plan or committee plan

Appendix A: Department Review Assessment Data

1.0 Department Data

Figure 1. Number of Students Enrolled, Pass/Credit, Fail/No Credit, Audit and Withdraw

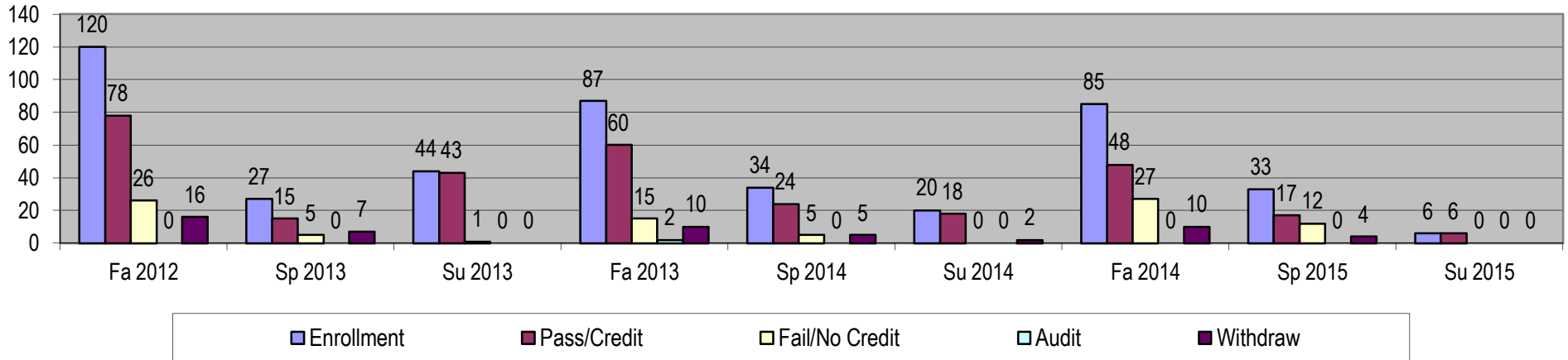


Figure 2. Number Size of Class and Sections Conducted

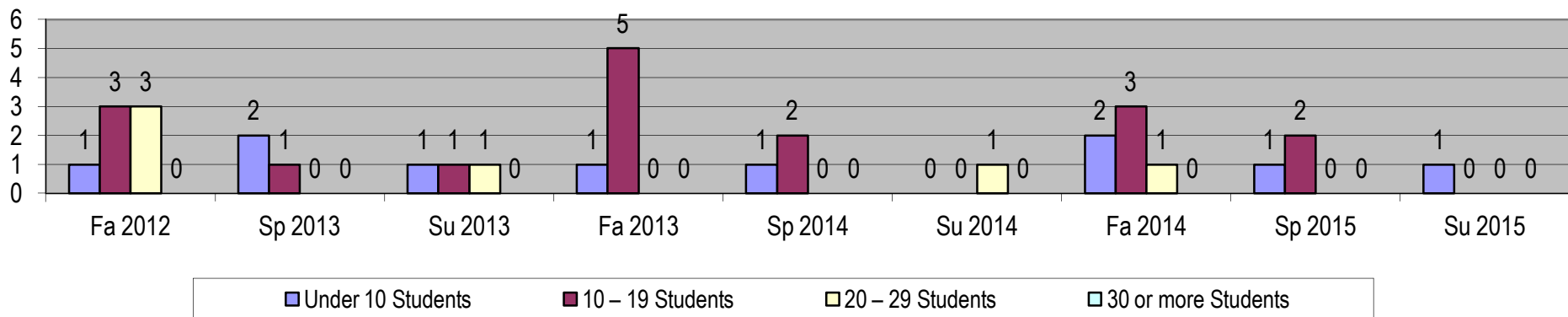


Figure 3. Course Offering

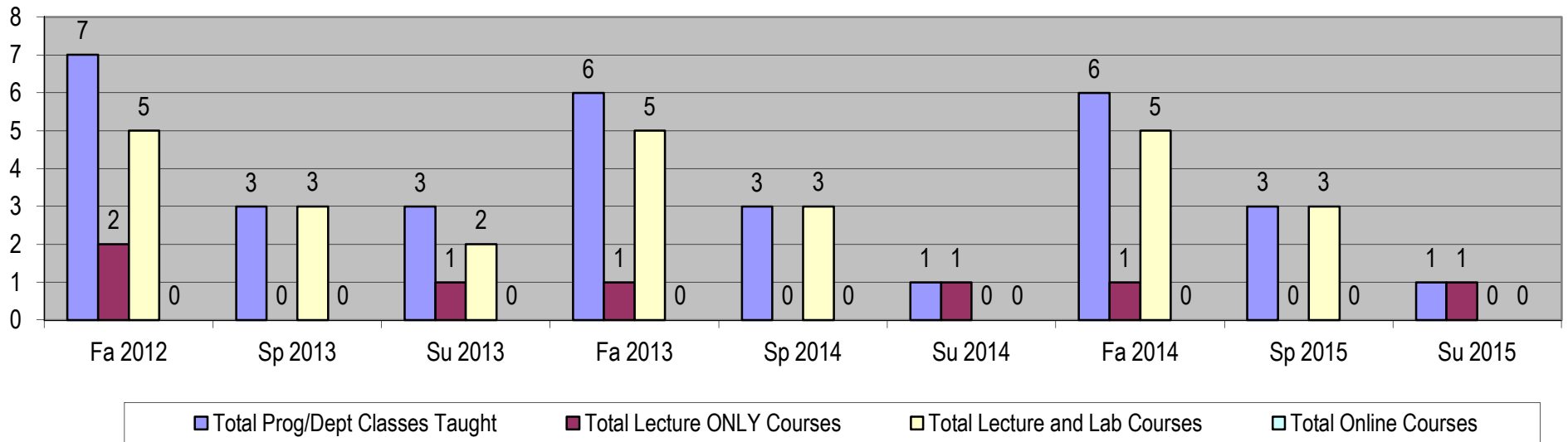


Figure 4. Faculty Head Count

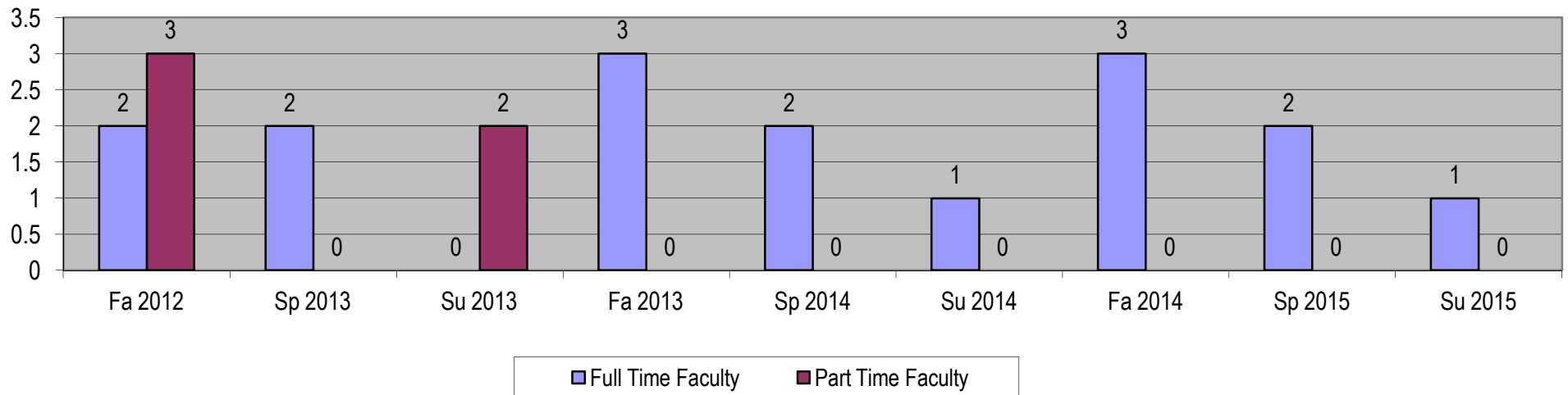


Table 1. Faculty to Class Size Ratio (dept. headcount).

Ratio	Fall 2012	Spring 2013	Summer 2013	Fall 2013	Spring 2014	Summer 2014	Fall 2014	Spring 2015	Summer 2015
Full Time Faculty (F : S)	2 : 86	2 : 27	0 : 0	3 : 87	2 : 34	1: 20	3: 85	2 : 33	1 : 6
Part Time Faculty (F : S)	3 : 34	0 : 0	2 : 44	0 : 0	0 : 0	0 : 0	0 : 0	0 : 0	0 : 0

2.0 Student Learning and Curriculum

How many department courses are there? (refer to catalog)	%of courses with Identified CLOs	% of course outlines updated	% of courses whose Textbooks are updated (outline reflects change)	% of CLOs aligned with GE/ILOs
7	100%	86%	86%	86%

3.0 Course Assessment Data

Year 1: School Year: Fall 2012 – Summer 2013

Semester Assessed	Course Assessed	CLO – GE/ILO Alignment	Results of Assessments
Fall 2012	CH109	CLO1-GE/ILO 2-75% CLO2-GE/ILO 2,4-75% CLO3- GE/ILO 2,4-75% CLO4- GE/ILO 2,4-75% CLO5- GE/ILO 2,4-75%	75% of students performed at proficiency level
	JP 109	CLO1-GE/ILO 1, 2 -90% CLO2-GE/ILO 1, 2 -84% CLO3-GE/ILO 1, 2 -43% CLO4-GE/ILO 1, 2 -84% CLO5-GE/ILO 1, 2 -26%	70% of students performed at proficiency level for CLO1, 2, and 4 except CLO3, and CLO5, therefore more time is needed to be spend pattern practice/drill, memorize, and role plays.
	PW219		PW219 was offered but not assessed.
Spring 2013	CH109	CLO1-GE/ILO 2-75% CLO2-GE/ILO 2,4-75% CLO3- GE/ILO 2,4-75% CLO4- GE/ILO 2,4-75% CLO5- GE/ILO 2,4-75%	75% of students performed at proficiency level
	JP119	CLO1-GE/ILO 1, 2 -80% CLO2-GE/ILO 1, 2 -40% CLO3-GE/ILO 1, 2 -80% CLO4-GE/ILO 1, 2 -80% CLO5-GE/ILO 1, 2 -80% CLO6-GE/ILO 1, 2 -50%	70% of students performed at proficiency level for CLO1, 3, 4, 5 except CLO2 and CLO6, therefore more time is needed to be spend listening exercise and practice.
Summer 2013	JP109		JP109 was offered but not assessed.
	PW219		PW219 was offered but not assessed.

Year 2: School Year: Fall 2013 – Summer 2014

Semester Assessed	Course Assessed	CLO – GE/ILO Alignment	Results of Assessments
Fall 2013	CH109	CLO1-GE/ILO 2-100% CLO2-GE/ILO 2,4-100% CLO3- GE/ILO 2,4-100% CLO4- GE/ILO 2,4-100% CLO5- GE/ILO 2,4-100%	Continue to offer the course, assess the course and make changes when necessary.
	JP 109	CLO1-GE/ILO 1, 2 -96% CLO2-GE/ILO 1, 2 -75% CLO3-GE/ILO 1, 2 -72% CLO4-GE/ILO 1, 2 -90% CLO5-GE/ILO 1, 2 -43%	70% of students performed at proficiency level for all CLOs except CLO 5; therefore, more time is needed to be spent in role play, practice dialogue, and expression.
	PW219	CLO1-GE/ILO1, 4-80% CLO2-GE/ILO 1, 4-88% CLO3-GE/ILO 1, 2-88% CLO4-GE/ILO 1, 2, 3-100%	The 70% expected outcome was met; therefore, the department will continue to offer the course, assess the course and make changes when need arise.
Spring 2014	CH109	CLO1-GE/ILO 2-86% CLO2-GE/ILO 2,4-86% CLO3- GE/ILO 2,4-86% CLO4- GE/ILO 2,4-100% CLO5- GE/ILO 2,4-100%	No action needed at this time.
	JP119	CLO1-GE/ILO 1, 2 -100% CLO2-GE/ILO 1, 2 -80% CLO3-GE/ILO 1, 2 -100% CLO4-GE/ILO 1, 2 -65% CLO5-GE/ILO 1, 2 -100% CLO6-GE/ILO 1, 2 -45%	70% of students performed at proficiency level for all CLOs except CLO4 and 6; therefore, more time is needed to be spent in exercise and practice.
Summer 2014	PW219	CLO1-GE/ILO1, 4-78% CLO2-GE/ILO 1, 4-78% CLO3-GE/ILO 1, 2-78% CLO4-GE/ILO 1, 2, 3-78%	More practice writing short stories using orthography.

Year 3: School Year: Fall 2014 – Summer 2015

Semester Assessed	Course Assessed	CLO – GE/ILO Alignment	Results of Assessments
Fall 2014	CH109	CLO1-GE/ILO 2-73% CLO2-GE/ILO 2,4-40% CLO3- GE/ILO 2,4-53% CLO4- GE/ILO 2,4-43% CLO5- GE/ILO 2,4-86%	CLO2-More flash cards may possibly help students to be familiar with vocabulary. CLO3- More speaking and writing practice to students instead of exemplified by teacher may help them using correct sentence structures. CLO4-More writing practice to students instead of written by teacher may help them use Pinyin correctly.
	JP109	CLO1-GE/ILO 1, 2 -90% CLO2-GE/ILO 1, 2 -84% CLO3-GE/ILO 1, 2 -65% CLO4-GE/ILO 1, 2 -73% CLO5-GE/ILO 1, 2 -43%	CLO1, CLO2, and CLO4 are reached proficiency level. CLO3 and CLO5 are not reached. Therefore, more time is needed to be spent in lecture and practice of sentence structure or expressions.
	PW219	CLO1-GE/ILO1, 4-90% CLO2-GE/ILO 1, 4-90% CLO3-GE/ILO 1, 2-90% CLO4-GE/ILO 1, 2, 3-40%	No plan of action at this time.
Spring	CH109	CLO1-GE/ILO 2-75%	Giving students more time to practice and use new

2015		CLO2-GE/ILO 2,4-59% CLO3- GE/ILO 2,4-73% CLO4- GE/ILO 2,4-63% CLO5- GE/ILO 2,4-75%	words can help them to memorize characters.
	JP119	CLO1-GE/ILO 1, 2 -100% CLO2-GE/ILO 1, 2 -50% CLO3-GE/ILO 1, 2 -100% CLO4-GE/ILO 1, 2 -70% CLO5-GE/ILO 1, 2 -70% CLO6-GE/ILO 1, 2 -60%	70% of students performed at proficiency level for all CLOs except CLO2 and 6; therefore, more time is needed to be spent in exercise and practice.
Summer 2015	PW219	CLO1-GE/ILO1, 4-83% CLO2-GE/ILO 1, 4-83% CLO3-GE/ILO 1, 2-83% CLO4-GE/ILO 1, 2, 3-83%	Short writing exercises using orthography

4.0 General Education Program Learning Outcomes (GE/PLOs) Assessment

List PLOs	Proficiency Levels	Results of Assessments
GE PLO #1	JP109-CLO1-5-71% JP119-CLO1-6-75% PW219-CLO1-4-82%	76% of the students reached the proficiency level for GE PLO#1. No action is needed.
GE PLO #2	CH109-CLO 1-5-78% JP109-CLO1-5-71% JP119-CLO1-6-75% PW219-CLO 3, 4-80%	76% of the students reached the proficiency level for GE PLO#1. No action is needed.
GE PLO #3	PW219-CLO 4-75%	75% of the students reached the proficiency level for GE PLO#1. No action is needed.
GE PLO #4	CH109-CLO 2-5-78% PW219-CLO 1,2-84%	81% of the students reached the proficiency level for GE PLO#1. No action is needed.

5.0 Evaluation of Previous Program Review Action Plans

Indicate the status of the previous program review action plans

For Chinese-Mandarin and Palauan language were the first review in this time. The review was identified Japanese language only.

Action Plan Activity/Objectives	Status Complete/Ongoing/Incomplete	Remarks
Continuous review and update of CLOs and other necessary related documents	Complete and ongoing	Submitted updated CLOs and course outline to CPC in January 2013 for approval and begin its implementation in Fall 2013.
Review and update of Credit by examination	Complete and ongoing	Checked and approved by CPC in August 2015, and begin its implementation in Fall 2015. Need regularly update/revised.
Faculty development	Complete and ongoing	Observing other language class and exchange the ideas each other was done. However the plan was never materialized due to limited or lack of

		information/funding.
Facilities	incomplete	The plan was never materialized due to limited or lack of action/funding.

6.0 Current Review Action Plan

Based on this department review results, describe the department 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, GE/ILO)	Needed Resources (if any)	Timeline
Continuous review and update of CLOs and other necessary related documents	Continue to review and update course learning outlines to ensure better alignment between what is taught in the classroom and what is student evaluated on. The plan will also make sure consistent and updated alignment of CLOs to GE PLOs to ILOs	None	Fall 2017
Faculty development	Participate in professional development for instructors. The plan will ensure instructors are up-to-date on the latest techniques and relevant information for improvement of student learning.	Information, Funding, time	ongoing
Facilities improvement (JP)	Continue to assess and make necessary improvement to classrooms to ensure conducive learning environment for both faculties and students.	Funding	As soon as possible
Evaluate and update textbook (JP)	To better match usage for students learning, Research textbook or Create original textbook and develop class activities	None	As soon as possible

7.0 Resource Requests

Type of Resource	Description	Estimated Amount Requested	Justification
Personnel			
Facilities	Room 64 (Japanese language lab)	\$???	<ul style="list-style-type: none"> Replacing the Students Partition type Table and Mounting Panel for Tape recorder for LL System with desks and chairs for students. Reduce the number of TV sets.
Equipment	Bigger white board (magnet type) IC recorder	\$??? \$???	<ul style="list-style-type: none"> Replace the White board with a larger one to enhance instruction To record student oral test/presentation for assessment evidence
Supplies	Office	\$200 per year	To support teaching: grading, record keeping, and

	supplies		supplemental materials for teaching
Software			
Training	Professional development and training in classroom management and teaching strategies for improvement of student-centered learning environment.	At least \$3,500? per participant per off-island training	<ul style="list-style-type: none"> • To enhance and update instructors' skills and understanding of the subject matter, especially in teaching method. <ul style="list-style-type: none"> ✓ Japanese Language Instruction training(420 hours) ✓ Advanced training program for teachers of the Japanese-language (Japan Foundation) ✓ Sakura network training (Japan foundation) ✓ PEC
Other			
Total			

Appendix B: All Assessment Evidence (for this review)

PALAU COMMUNITY COLLEGE COURSE ASSESSMENT GRID

Prog./
Dept. Name: Language Dept - Chinese

Course#/ Title: CH109 Conversational Chinese-Mandarin

Sem./ Yr.: Fall 2012

Prep. by: Pei-Hsin Liu

Assessment Summary at a Glance

How many students were enrolled in this course?	<u>7</u>	What was the number of adjunct faculty?	<u>0</u>
How many students were included in this assessment?	<u>4</u>	How many online sections were included?	<u>0</u>
How many sections of the course were included?	<u>1</u>	On which campuses were the courses taught?	<u>PCC</u>
What was the number of full-time faculty?	<u>1</u>		

EXPANDED STATEMENT OF INSTITUTIONAL PURPOSE	F <i>Formulate and establish goals/objectives/learning outcomes (LOs) aligned to PCC mission.</i>	A <i>Assess criteria for achievement of goals/objectives/learning outcomes and develop assessment strategy.</i>	M <i>Measure service provider and service receiver's performance/satisfaction using qualitative and quantitative methods via assessment instruments</i>	E <i>Evaluate, analyze review, and interpret results for congruence between expected and actual outcomes. Use result to improve goals/objectives/LOs.</i>	D <i>Develop/improve programs and services based from the results. Strengthen services by continuously evaluating, planning, allocating resources, and implementing new approaches.</i>
Mission Statement: Palau Community College is an accessible public educational institution helping to meet the technical, academic, cultural, social, and economic needs of students and communities by promoting learning opportunities and developing personal excellence.	COURSE INTENDED LEARNING OUTCOMES	MEANS OF COURSE ASSESSMENT AND CRITERIA FOR SUCCESS	EXPECTED STUDENT PERFORMANCE	Summary of data collected	Use of Results / Additional Comments
<p>GE/Institutional Learning Outcomes:</p> <p>ILO1 – Critical Thinking and Problem Solving; ILO#2 Communication ILO #4 Diversity</p> <p>Course Description: This fundamental course in Chinese language enables students to understand basic vocabulary and simple sentence structure. The students will practice acceptable pronunciation and will learn common phrases used in daily social and business contacts</p>	<p>Upon completion of this course, students will, they will be able to:</p> <ol style="list-style-type: none"> Greet people using appropriate terms of address and introduce yourself. Be able to communicate with native speakers using the words/ phrase/ grammar structures learned. Discuss a person's origins, profession, ethnicity, and nationality, etc. Understand short conversations and respond to questions. Handwrite your name. Acquire a basic level of cultural understanding and sensitivity. 	<p>Signature Assignments are:</p> <ol style="list-style-type: none"> Midterm Exam (CLO 1- 3) Interview Project (CLO 1- 3, 5) Final Exam (CLO 1-5) 	<p>70% of students will perform at the proficiency level on the signature assignments.</p>	<p>75% of students performed at proficiency level on the signature assignments.</p>	<p>The weakness part of students' learning was the tone. Students required more audio materials to help them improve their speaking and listening. Since there is no access to audio practice, they could only listen to teacher's pronunciation in class. A CD/MP3 player is needed for the pronunciation section.</p> <p>The language practice with Chinese people is highly recommended as an activity. This activity provided cultural understanding and authentic communication</p>

PALAU COMMUNITY COLLEGE COURSE ASSESSMENT GRID

Prog./ Dept. Name: General Education / Language (Japanese)

Course#/ Title: JP109 /Conversational Japanese 1

Sem./ Yr.: Fall / 2012

Prep. By: Reiko Kawamura

Assessment Summary at a Glance

How many students were enrolled in this course?
 How many students were included in this assessment?
 How many sections of the course were included?
 What was the number of full-time faculty?

79
 51/61
 4
 1

What was the number of adjunct faculty?
 How many online sections were included?
 On which campuses were the courses taught?

0
 0
 PCC

EXPANDED STATEMENT OF INSTITUTIONAL PURPOSE	<p style="text-align: center; color: green; font-size: 2em;">F</p> <p style="text-align: center;"><i>Formulate and establish goals/objectives/learning outcomes (LOs) aligned to PCC mission.</i></p>	<p style="text-align: center; color: green; font-size: 2em;">A</p> <p style="text-align: center;"><i>Assess criteria for achievement of goals/objectives/learning outcomes and develop assessment strategy.</i></p>	<p style="text-align: center; color: green; font-size: 2em;">M</p> <p style="text-align: center;"><i>Measure service provider and service receiver's performance/satisfaction using qualitative and quantitative methods via assessment instruments</i></p>	<p style="text-align: center; color: green; font-size: 2em;">E</p> <p style="text-align: center;"><i>Evaluate, analyze review, and interpret results for congruence between expected and actual outcomes. Use result to improve goals/objectives/LOs.</i></p>	<p style="text-align: center; color: green; font-size: 2em;">D</p> <p style="text-align: center;"><i>Develop/improve programs and services based from the results. Strengthen services by continuously evaluating, planning, allocating resources, and implementing new approaches.</i></p>				
<p>Mission Statement: Palau Community College is an accessible public educational institution helping to meet the technical, academic, cultural, social, and economic needs of students and communities by promoting learning opportunities and developing personal excellence.</p> <p>Institutional Goal Statement:</p> <p>Institutional Learning Outcome (ILO)</p>	<p style="text-align: center;">COURSE INTENDED LEARNING OUTCOMES</p>	<p style="text-align: center;">MEANS OF COURSE ASSESSMENT AND CRITERIA FOR SUCCESS</p>	<p style="text-align: center;">EXPECTED STUDENT PERFORMANCE</p>	<p style="text-align: center;">SUMMARY OF DATA COLLECTED</p>	<p style="text-align: center;">USE OF RESULTS / ADDITIONAL COMMENTS</p>				
	<p>Upon Completion of this course, students will be able to:</p> <p>#1. Speaks Japanese words with acceptable pronunciation.</p> <p>#2. Understand what a Japanese speaker says.</p> <p>#3. Understand and use basic vocabulary, simple</p>	<p>Signature Assignments used</p> <p>(CLO1)</p> <ul style="list-style-type: none"> ▪ Oral Test <p>(CLO2)</p> <ul style="list-style-type: none"> ▪ Final Exam <p>(CLO3)</p> <ul style="list-style-type: none"> ▪ Final Exam <p>(CLO4)</p> <ul style="list-style-type: none"> ▪ Oral Test <p>(CLO5)</p>	<p>Course Learning Objective (expected percentage)</p> <p>70% of students should be at proficiency level.</p>	<p>51/61 students who had not missed any signature assignments were evaluated.</p> <p>Rubric category labels were settled 4(Excellent, 90% above), 3(meets expectation, 70-89%), 2(below average, 50-69%), and 1 (unacceptable 49% below).</p> <p>The table below shows each CLO rubric category labels average, 70% above achievement and 90% above achievement of student's ratio.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;">CLO</td> <td style="width: 15%;">average</td> <td style="width: 15%;">70%</td> <td style="width: 15%;">90%</td> </tr> </table>	CLO	average	70%	90%	<p>#1. ACHIEVED THE TARGET. No specific action will be taken at this time.</p> <p>#2. ACHIEVED THE TARGET. For future action plan;</p> <ul style="list-style-type: none"> ▪ More expand the range of listening and target more accuracy with confidence. <p>#3. Sentence structure, Particle (post position) and interrogative (Ask &</p>
CLO	average	70%	90%						

<p>1. Critical Thinking and Problem Solving: Analyze and solve problems by using informed judgment based on evidence, sound reasoning, and/or creativity to differentiate facts from opinions and to specify solutions and their consequences.</p> <p>2. Communication: Effectively communicate, both orally and in writing, thoughts in a clear, well-organized manner to persuade, inform, and/or convey ideas in academic, work, family and community settings.</p> <p>Course Description: This fundamental course in Japanese language enables the students to understand and use basic vocabulary and simple sentence structures. The students will</p>	<p>sentence structure and Japanese people’s behavior.</p> <p>#4. Speaks with appropriate Japanese behavior.</p> <p>#5. Expresses simple phrases in social and business contacts.</p>	<p>Final Exam</p>		<table border="1" data-bbox="1270 48 1690 276"> <tr> <td></td> <td></td> <td>above</td> <td>above</td> </tr> <tr> <td>#1.</td> <td>3.43</td> <td>90%</td> <td>57%</td> </tr> <tr> <td>#2.</td> <td>3.18</td> <td>84%</td> <td>33%</td> </tr> <tr> <td>#3.</td> <td>2.45</td> <td>43%</td> <td>18%</td> </tr> <tr> <td>#4.</td> <td>3.28</td> <td>84%</td> <td>51%</td> </tr> <tr> <td>#5.</td> <td>1.84</td> <td>26%</td> <td>12%</td> </tr> </table> <p>#1. Course average was 3.43 90% (55) students were performed “meets expectation”. And 57% (35) students were “excellent”.</p> <p>#2. Course average was 3.18. 84% (43) of evaluated students performed “meets expectation”. And 33% (17) were “excellent”.</p> <p>#3. Course average was 2.45. 43% (20) performed “meets expectation”. 18% (9) were “excellent”.</p> <p>#4. Course average was 3.28. 84% (51) performed “above average”. 51% (31) were “excellent”.</p> <p>#5. Course average was 1.84. 26% (13) performed “meets expectation”. 12% (6) were “excellent”.</p>			above	above	#1.	3.43	90%	57%	#2.	3.18	84%	33%	#3.	2.45	43%	18%	#4.	3.28	84%	51%	#5.	1.84	26%	12%	<p>Answer) were not performed well by some students. This is the one of typical Japanese grammar makes students confuse and feels hard. For future action plan;</p> <ul style="list-style-type: none"> ▪ Pattern Practice/Drill ▪ Memorize <p>#4. (ACHIEVED THE TARGET.) In this time, means of assessment has changed. Before it was written test and changed into oral test at mid-term. That is the reason the scare has improved a lot. What I need is established of means of assessment and should have it at end of semester, not mid-term. For future action plan;</p> <ul style="list-style-type: none"> ▪ Oral pattern practice <p>#5. The means of assessment has changed in this time. Last time, assessed with Oral test, and this time, written test at final exam. Since to assess various situations using with illustration. But because of the range is too wide,</p>
		above	above																										
#1.	3.43	90%	57%																										
#2.	3.18	84%	33%																										
#3.	2.45	43%	18%																										
#4.	3.28	84%	51%																										
#5.	1.84	26%	12%																										

practice acceptable pronunciation and will learn common phrases used in everyday social and commercial contact.

not understand the situation, or unable to memorize of many phrases, total assessment becomes down. Some students seem to try to adapt the simple phrase what he/she knew already. It means the students not learn/increase new phrase. I need to investigate the reason. Because he/ she does not have the situation much or/and not sure the chance of usage.
For future action plan;

- Role plays

PALAU COMMUNITY COLLEGE COURSE ASSESSMENT GRID

Prog./ Dept. Name: Language Dept - Chinese

Course#/ Title: CH109 Conversational Chinese-Mandarin

Sem./ Yr.: Spring 2013

Prep. by: Pei-Hsin Liu

Assessment Summary at a Glance

How many students were enrolled in this course? 9
 How many students were included in this assessment? 8
 How many sections of the course were included? 1
 What was the number of full-time faculty? 1

What was the number of adjunct faculty? 0
 How many online sections were included? 0
 On which campuses were the courses taught? PCC

EXPANDED STATEMENT OF INSTITUTIONAL PURPOSE	<p style="text-align: center;">F</p> <p style="text-align: center;"><i>Formulate and establish goals/objectives/learning outcomes (LOs) aligned to PCC mission.</i></p>	<p style="text-align: center;">A</p> <p style="text-align: center;"><i>Assess criteria for achievement of goals/objectives/learning outcomes and develop assessment strategy.</i></p>	<p style="text-align: center;">M</p> <p style="text-align: center;"><i>Measure service provider and service receiver's performance/satisfaction using qualitative and quantitative methods via assessment instruments</i></p>	<p style="text-align: center;">E</p> <p style="text-align: center;"><i>Evaluate, analyze review, and interpret results for congruence between expected and actual outcomes. Use result to improve goals/objectives/LOs.</i></p>	<p style="text-align: center;">D</p> <p style="text-align: center;"><i>Develop/improve programs and services based from the results. Strengthen services by continuously evaluating, planning, allocating resources, and implementing new approaches.</i></p>
<p>Mission Statement: Palau Community College is an accessible public educational institution helping to meet the technical, academic, cultural, social, and economic needs of students and communities by promoting learning opportunities and developing personal excellence.</p> <p>GE/Institutional Learning Outcomes:</p> <p>ILO#2 Communication ILO #4 Diversity</p> <p>Course Description: This fundamental course in Chinese language enables students to understand basic vocabulary and simple sentence structures. The students will practice pronunciation and learn common phrases used in daily social and business context.</p>	<p style="text-align: center;">COURSE INTENDED LEARNING OUTCOMES</p> <p>Upon completion of this course, students will, they will be able to:</p> <ol style="list-style-type: none"> 1. Greet people using appropriate terms of address and introduce yourself. 2. Be able to communicate with native speakers using the words/ phrase/ grammar structures learned. Discuss a person's origins, profession, ethnicity, and nationality, etc. 3. Understand short conversations and respond to questions. 4. Handwrite your name. 5. Acquire a basic level of cultural understanding and sensitivity. 	<p style="text-align: center;">MEANS OF COURSE ASSESSMENT AND CRITERIA FOR SUCCESS</p> <p>Signature Assignments are:</p> <ol style="list-style-type: none"> 1. Midterm Exam (CLO 1- 3) 2. Final Exam (CLO 1-5) 	<p style="text-align: center;">EXPECTED STUDENT PERFORMANCE</p> <p>70% of students will perform at the proficiency level on the signature assignments.</p>	<p style="text-align: center;">Summary of data collected</p> <p>75% of students performed at proficiency level on the signature assignments.</p>	<p style="text-align: center;">Use of Results / Additional Comments</p> <p>The language practice with Chinese people is highly recommended as an activity. This activity provided cultural understanding and authentic communication. However, one week of this interview is too short. A two-week-lesson will be strongly advised.</p> <p>CL4: Handwrite names in Chinese can be learned earlier, so students can practice more and be evaluated in Midterm Exam.</p> <p>More cultural knowledge should be included because most students are interested in and would like to know more about Chinese culture.</p>

PALAU COMMUNITY COLLEGE COURSE ASSESSMENT GRID

Prog./ Dept. Name: General Education / Other Language (Japanese)

Course#/ Title: JP119 /Conversational Japanese 2

Sem./ Yr.: Spring / 2013

Prep. by: Reiko Kawamura

Assessment Summary at a Glance

How many students were enrolled in this course? 18
 How many students were included in this assessment? 10
 How many sections of the course were included? 2
 What was the number of full-time faculty? 1

What was the number of adjunct faculty? 0
 How many online sections were included? 0
 On which campuses were the courses taught? PCC

EXPANDED STATEMENT OF INSTITUTIONAL PURPOSE	<p style="text-align: center;">F</p> <p style="text-align: center;"><i>Formulate and establish goals/objectives/learning outcomes (LOs) aligned to PCC mission.</i></p>	<p style="text-align: center;">A</p> <p style="text-align: center;"><i>Assess criteria for achievement of goals/objectives/learning outcomes and develop assessment strategy.</i></p>	<p style="text-align: center;">M</p> <p style="text-align: center;"><i>Measure service provider and service receiver's performance/satisfaction using qualitative and quantitative methods via assessment instruments</i></p>	<p style="text-align: center;">E</p> <p style="text-align: center;"><i>Evaluate, analyze review, and interpret results for congruence between expected and actual outcomes. Use result to improve goals/objectives/LOs.</i></p>	<p style="text-align: center;">D</p> <p style="text-align: center;"><i>Develop/improve programs and services based from the results. Strengthen services by continuously evaluating, planning, allocating resources, and implementing new approaches.</i></p>
<p>Mission Statement: Palau Community College is an accessible public educational institution helping to meet the technical, academic, cultural, social, and economic needs of students and communities by promoting learning opportunities and developing personal excellence.</p> <p>Institutional Learning Outcomes: ILO1-Critical thinking and problem solving ILO2- Communication</p> <p>Course Description: This is a continuation of conversational Japanese. Instruction includes expansion of vocabulary and sentence structures used in everyday conversation, and intensive practice in pronunciation, listening comprehension, and speaking to enable students to carry on coherent, simple conversation in Japanese. Katakana and Hiragana will be introduced.</p>	<p style="text-align: center;">COURSE INTENDED LEARNING OUTCOMES</p> <p>Upon Completion of this course, students will be able to:</p> <p>CLO1- Speaks Japanese words with acceptable pronunciation.</p> <p>CLO2- Understand what a Japanese speaker says.</p> <p>CLO3- Read and writes Japanese Hiragana, Katakana</p> <p>CLO4- Understand and use expansion vocabulary and sentence structure.</p> <p>CLO5- Speaks with appropriate Japanese behavior.</p> <p>CLO6- Expresses practical phrases in social and business contacts.</p>	<p style="text-align: center;">MEANS OF COURSE ASSESSMENT AND CRITERIA FOR SUCCESS</p> <p>Program/Department approved Signature Assignments</p> <p>CLO1-Oral Test</p> <p>CLO2-Final Exam (listening)</p> <p>CLO3-Final Exam</p> <p>CLO4-Final Exam</p> <p>CLO5-Oral Test</p> <p>CLO6-Final Exam</p>	<p style="text-align: center;">EXPECTED STUDENT PERFORMANCE</p> <p>70% of the students assessed will reach the proficiency level in all CLOs.</p>	<p style="text-align: center;">Summary of data collected</p> <p>This shows the percentage of students who reached proficiency level in each CLOs.</p> <p>CLO1- 80%</p> <p>CLO2- 40%</p> <p>CLO3- 80%</p> <p>CLO4- 80%</p> <p>CLO5- 80%</p> <p>CLO6- 50%</p>	<p style="text-align: center;">Use of Results / Additional Comments</p> <p>CLO2- The weakness part of students was listening -long sentences/dialogue. Especially not instructor's directed voice. Need more listening exercise such a listening tape, CD, or other Japanese speakers. Additions, need understand a meaning of the vocabulary that they listened.</p> <p>CLO6- In this semester, we had a lot of practice of speaking include expressions, but still not reached 70% proficiency level. Better than last assessment (Sp12), Need more practice and understanding the situation and phrases, and memorize.</p> <p>CLO1, 3, 4, and 5 are reached 70% proficiency level. No specific action plan will be taken at this time.</p>

PALAU COMMUNITY COLLEGE COURSE ASSESSMENT GRID

Prog./ Dept. Name: General Education / Other Language (Japanese)

Course#/ Title: JP109 /Conversational Japanese 1

Sem./ Yr.: Fall / 2013

Prep. by: Reiko Kawamura

Assessment Summary at a Glance

How many students were enrolled in this course?
 How many students were included in this assessment?
 How many sections of the course were included?
 What was the number of full-time faculty?

72
51(CLO1)/ 53(CLO2)/ 54(CLO3&5)/ 52(CLO4)
4
1

What was the number of adjunct faculty?
 How many online sections were included?
 On which campuses were the courses taught?

0
0
PCC

EXPANDED STATEMENT OF INSTITUTIONAL PURPOSE	F <i>Formulate and establish goals/objectives/learning outcomes (LOs) aligned to PCC mission.</i>	A <i>Assess criteria for achievement of goals/objectives/learning outcomes and develop assessment strategy.</i>	M <i>Measure service provider and service receiver's performance/satisfaction using qualitative and quantitative methods via assessment instruments</i>	E <i>Evaluate, analyze review, and interpret results for congruence between expected and actual outcomes. Use result to improve goals/objectives/LOs.</i>	D <i>Develop/improve programs and services based from the results. Strengthen services by continuously evaluating, planning, allocating resources, and implementing new approaches.</i>
MISSION STATEMENT: Palau Community College is an accessible public educational institution helping to meet the technical, academic, cultural, social, and economic needs of students and communities by promoting learning opportunities and developing personal excellence.	COURSE INTENDED LEARNING OUTCOMES	MEANS OF COURSE ASSESSMENT AND CRITERIA FOR SUCCESS	EXPECTED STUDENT PERFORMANCE	SUMMARY OF DATA COLLECTED	USE OF RESULTS / ADDITIONAL COMMENTS
<p>Institutional Learning Outcome (ILO) ILO1-Critical Thinking and Problem Solving: ILO2- Communication:</p> <p>Course Description: This fundamental course</p>	<p>Upon Completion of this course, students will be able to: CLO1- Speaks Japanese words with acceptable pronunciation. CLO2- Understand what a Japanese speaker says. CLO3- Understand and use basic vocabulary, simple sentence structure and Japanese people's behavior. CLO4- Speaks with appropriate Japanese behavior.</p>	<p>Program/Department approved Signature Assignments CLO1-Oral Test CLO2-Final Exam (Listening) CLO3- Final Exam CLO4- Oral Test CLO5- Final Exam</p>	<p>70% of students assessed will reach the proficiency level in all CLOs.</p>	<p>This shows the percentage of students who reached proficiency level in each CLOs.</p> <p>CLO1- 96% CLO2- 75% CLO3- 72% CLO4- 90% CLO5- 43%</p>	<p>CLO5-.In this semester, I give a lot of practice of speaking include expression /dialogue, but still only 43% students reached proficiency level. I mentioned this is better than last assessment (Fall12, 26%) For future action plan; <ul style="list-style-type: none"> • Continue and emphasize to Role play/ practice Dialogue/Expression CLO1, 2, 3, and 4 are more than 70% of students reached the proficiency level. No specific action plan will be taken at this time. This semester I changed teaching method a lot; <ul style="list-style-type: none"> • giving students time to memorize vocabulary • spending more time for oral exercise </p>

<p>in Japanese language enables the students to understand and use basic vocabulary and simple sentence structures. The students will practice acceptable pronunciation and will learn common phrases used in everyday social and commercial contact.</p>	<p>CLO5- Expresses simple phrases in social and business contacts.</p>				<ul style="list-style-type: none"> • limited(not expand) vocabulary, and using them a lot. <p>It works! CLO1: 96% from 90% CLO3: 72% from 43% CLO4: 90% from 84%</p> <p>Letting students make sentences with illustration cards realizes students not to get vocabulary and sentence structure yet. repeating same practice until students get confidence to it.</p> <p>Only CLO2 is not improved (75% from84%). I analyzed the means of assessment (exam) is more expand than last time. ****</p> <p>Another reason of most CLO improvement is:</p> <ul style="list-style-type: none"> • I strongly recommend withdraw the students whose grade is poor before the last day of withdrawal. • Number of students in one section is smaller. (less 19) It is very important to manage oral exercise. (I prefer less than two desk-lines, 7pairs/14 students in one section)
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PALAU COMMUNITY COLLEGE COURSE ASSESSMENT GRID

Prog./ Dept. Name: General Education / Other Language (Japanese)

Course#/ Title: JP119 / Conversational Japanese 2

Sem./ Yr.: Spring / 2014

Prep. by: Reiko Kawamura

Assessment Summary at a Glance

How many students were enrolled in this course? 24
 How many students were included in this assessment? 20
 How many sections of the course were included? 2
 What was the number of full-time faculty? 1

What was the number of adjunct faculty? 0
 How many online sections were included? 0
 On which campuses were the courses taught? PCC

EXPANDED STATEMENT OF INSTITUTIONAL PURPOSE	<p style="text-align: center;">F</p> <p style="text-align: center;"><i>Formulate and establish goals/objectives/learning outcomes (LOs) aligned to PCC mission.</i></p>	<p style="text-align: center;">A</p> <p style="text-align: center;"><i>Assess criteria for achievement of goals/objectives/learning outcomes and develop assessment strategy.</i></p>	<p style="text-align: center;">M</p> <p style="text-align: center;"><i>Measure service provider and service receiver's performance/satisfaction using qualitative and quantitative methods via assessment instruments</i></p>	<p style="text-align: center;">E</p> <p style="text-align: center;"><i>Evaluate, analyze review, and interpret results for congruence between expected and actual outcomes. Use result to improve goals/objectives/LOs.</i></p>	<p style="text-align: center;">D</p> <p style="text-align: center;"><i>Develop/improve programs and services based from the results. Strengthen services by continuously evaluating, planning, allocating resources, and implementing new approaches.</i></p>
Mission Statement:	COURSE INTENDED LEARNING OUTCOMES	MEANS OF COURSE ASSESSMENT AND CRITERIA FOR SUCCESS	EXPECTED STUDENT PERFORMANCE	Summary of data collected	Use of Results / Additional Comments
<p>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.</p> <p>Institutional Learning Outcomes:</p> <p>ILO1-Critical thinking and problem solving ILO2- Communication</p> <p>Course Description: This is a continuation of conversational Japanese. Instruction includes expansion of vocabulary and sentence structures used in everyday conversation, and intensive practice in pronunciation, listening comprehension, and speaking to enable students to carry on coherent, simple conversation in Japanese. Katakana and Hiragana will be introduced.</p>	<p>Upon Completion of this course, students will be able to:</p> <p>CLO1- Speaks Japanese words with acceptable pronunciation.</p> <p>CLO2- Understand what a Japanese speaker says.</p> <p>CLO3- Read and writes Japanese Hiragana, Katakana</p> <p>CLO4- Understand and use expansion vocabulary and sentence structure.</p> <p>CLO5- Speaks with appropriate Japanese behavior.</p> <p>CLO6- Expresses practical phrases in social and business contacts</p>	<p>Program/Department approved Signature Assignments</p> <p>CLO1-Oral Test</p> <p>CLO2-Final Exam (listening)</p> <p>CLO3-Final Exam</p> <p>CLO4-Final Exam</p> <p>CLO5-Oral Test</p> <p>CLO6-Final Exam</p>	<p>70% of the students assessed will reach the proficiency level in all CLOs.</p>	<p>This shows the percentage of students who reached proficiency level in each CLOs.</p> <p>CLO1- 100%</p> <p>CLO2- 80%</p> <p>CLO3- 100%</p> <p>CLO4- 65%</p> <p>CLO5- 100%</p> <p>CLO6- 45%</p>	<p>CLO4- Particle, Adjective conjugation, and masu-form variation are most weakness parts for students. Need more exercise of the parts</p> <p>CLO6- In variety situation, students is not good at memorizing the phrases/ expression. Phrase / expression is not follow a sentence structure, it just need to practice and memorize the words as it is. CLO1, 2, 3, and 5 are reached 70% proficiency level. No specific action plan will be taken at this time.</p>

PALAU COMMUNITY COLLEGE COURSE ASSESSMENT GRID

Prog./ Dept. Name: Palauan Studies

Course#/ Title: PW 219 Advanced Palauan Grammar Sem./ Yr.: Summer 2014

Prep. by: Elicita N Morei

Assessment Summary at a Glance

How many students were enrolled in this course? 20
 How many students were included in this assessment? 14
 How many sections of the course were included? 1
 What was the number of full-time faculty? 1

What was the number of adjunct faculty? 0
 How many online sections were included? 0
 On which campuses were the courses taught? PCC

EXPANDED STATEMENT OF INSTITUTIONAL PURPOSE	<p style="text-align: center;">F</p> <p style="text-align: center;"><i>Formulate and establish goals/objectives/learning outcomes (LOs) aligned to PCC mission.</i></p>	<p style="text-align: center;">A</p> <p style="text-align: center;"><i>Assess criteria for achievement of goals/objectives/learning outcomes and develop assessment strategy.</i></p>	<p style="text-align: center;">M</p> <p style="text-align: center;"><i>Measure service provider and service receiver's performance/satisfaction using qualitative and quantitative methods via assessment instruments</i></p>	<p style="text-align: center;">E</p> <p style="text-align: center;"><i>Evaluate, analyze review, and interpret results for congruence between expected and actual outcomes. Use result to improve goals/objectives/LOs.</i></p>	<p style="text-align: center;">D</p> <p style="text-align: center;"><i>Develop/improve programs and services based from the results. Strengthen services by continuously evaluating, planning, allocating resources, and implementing new approaches.</i></p>
<p>Mission Statement: Palau Community College is an accessible public educational institution helping to meet the technical, academic, cultural, social, and economic needs of students and communities by promoting learning opportunities and developing personal excellence.</p> <p>Institutional Learning Outcomes:</p> <p>1. Critical Thinking and Problem Solving: Analyze and solve problems by using informed judgment based on evidence, sound reasoning, and/or creativity to differentiate facts from opinions and to specify solutions and their consequences.</p> <p>2. Communication: Effectively communicate, both orally and in writing, thoughts in a clear, well-organized manner to persuade, inform, and/or convey ideas in academic, work, family and community settings.</p> <p>Program Description:</p>	<p style="text-align: center;">COURSE INTENDED LEARNING OUTCOMES</p>	<p style="text-align: center;">MEANS OF COURSE ASSESSMENT AND CRITERIA FOR SUCCESS</p>	<p style="text-align: center;">EXPECTED STUDENT PERFORMANCE</p>	<p style="text-align: center;">Summary of data collected</p>	<p style="text-align: center;">Use of Results / Additional Comments</p>
	<p>CLO #1 Demonstrate Critical thinking about the proper use and setting of Palauan Grammar.</p> <p>CLO# 2 Understand and articulate how culture, society and diversity shaped the role of language within society and human interactions across the Palauan society.</p> <p>CLO#3 Demonstrate knowledge of how Palauan Language can be employed in: (a) Formal (b)informal (c)familial and community settings, using proper grammar and context.</p> <p>CLO #4 Use appropriate technologies to conduct research on and communicate about Palauan Language and the changes the Language has gone through and to access, evaluate, and manage that information to prepare and present effectively.</p>	<p>Program/Department approved Signature Assignments</p> <p>CLO : Final Research Essay.</p> <p>Use of technology to present essay.</p>	<p>70% of the students assessed will reach the proficiency level in all CLOs.</p> <p><i>(This is the statement to use. Do not change it. The 70% does not equate to a C grade. It is the number of students that have been assessed.)</i></p>	<p>Actual results: <i>78% of students reached proficiency level in CLO 1, 2 ,3,4</i></p>	<p>Additional Comments{ <i>More practice writing short stories using orthography.</i></p> <p><i>Group activity was a success. Student group work positive results.</i></p>

The program is designed to provide students with technical knowledge, skills and proper work attitudes/habits necessary for employment or for pursuit of a higher education in fields such as Pacific Islands Studies, anthropology, art, music, education, urban and regional planning. The program focuses on Palauan society and its dynamic cultural, social, political interactions that link it locally and globally.

Course Description:

The purpose of this course is to teach Palauan orthography and grammar. These concepts will be taught through reading and writing exercises. It is designed for students with insufficient knowledge of the language's orthography and grammar.

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PALAU COMMUNITY COLLEGE COURSE ASSESSMENT GRID

Prog./ Dept. Name: Other Languages Dent. /Chinese

Course#/ Title: CH109 Conversational Chinese

Sem./ Yr.: Fall/2014

Prep. by: Hsu. Hua-Hsin

Assessment Summary at a Glance

How many students were enrolled in this course?	<u>8</u>
How many students were included in this assessment?	<u>8/7</u>
How many sections of the course were included?	<u>1</u>
What was the number of full-time faculty?	<u>1</u>

What was the number of adjunct faculty?	<u>0</u>
How many online sections were included?	<u>0</u>
On which campuses were the courses taught?	<u>PCC</u>

EXPANDED STATEMENT OF INSTITUTIONAL PURPOSE	F <i>Formulate and establish goals/objectives/learning outcomes (LOs) aligned to PCC mission.</i>	A <i>Assess criteria for achievement of goals/objectives/learning outcomes and develop assessment strategy.</i>	M <i>Measure service provider and service receiver's performance/satisfaction using qualitative and quantitative methods via assessment instruments</i>	E <i>Evaluate, analyze review, and interpret results for congruence between expected and actual outcomes. Use result to improve goals/objectives/LOs.</i>	D <i>Develop/improve programs and services based from the results. Strengthen services by continuously evaluating, planning, allocating resources, and implementing new approaches.</i>
Mission Statement: Palau Community College is an accessible public educational institution helping to meet the technical, academic, cultural, social, and economic needs of students and communities by promoting learning opportunities and developing personal excellence.	COURSE INTENDED LEARNING OUTCOMES	MEANS OF COURSE ASSESSMENT AND CRITERIA FOR SUCCESS	EXPECTED STUDENT PERFORMANCE	Summary of data collected	Use of Results / Additional Comments
Institutional Learning Outcomes: 1. ILO#2 Communication. 2. ILO#4 Diversity. Course Description: <i>This fundamental course in the Chinese Language enables students to understand basic vocabulary and simple sentences structure. The students will practice acceptable pronunciation and will learn common phrases used in daily social and business contacts.</i>	CLO 1 – Phonetic Competence: The student possesses a good command of pronunciation. CLO 2 – Semantic Competence: The student possesses a good command of employing basic 100 – 200 words. CLO 3 – Syntactic Competence: The student possesses a good command of construct basic sentence structures. CLO 4 – Reading Competence: The student possesses a good command of employing Pinyin and recognizing Traditional Chinese characters which have been taught. CLO 5 – Sociolinguistic Competence: The student possesses a good command of conducting conversations on different social and commercial settings	Signature Assignments are: 1. Midterm Exam (CLO 1-3) 2. Final Exam (CLO 1-5)	Signature Assignments are: 70% of the students will reach the proficiency level.	Midterm Exam: CLO 1 – 75% of the students reached the proficiency level. CLO 2 – 50% of the students reached the proficiency level. CLO 3 – 63% of the students reached the proficiency level. Final Exam: CLO 1 – 71% of the students reached the proficiency level. CLO 2 – 29% of the students reached the proficiency level. CLO 3 – 43% of the students reached the proficiency level. CLO 4 – 43% of the students reached the proficiency level. CLO 5 – 86% of the students reached the proficiency level.	Plan of Action / Additional Comments 1. More flash cards may possibly help students to be familiar with vocabulary. 2. More writing practice to students instead of written by teacher may help them use Pinyin correctly. 3. As an intense language class for students who are beginners, not showing up will cause bad influence of learning directly.

PALAU COMMUNITY COLLEGE COURSE ASSESSMENT GRID

Prog./ General Education / **JP109 /Conversational Japanese**
Dept. Name: Other Language (Japanese) **Course#/ Title:** 1 **Sem./ Yr.:** Fall / 2014 **Prep. by:** Reiko Kawamura

Assessment Summary at a Glance

How many students were enrolled in this course?	71
How many students were included in this assessment?	40(CLO1&4)/ 45(CLO2)/ 46(CLO3&5)
How many sections of the course were included?	4
What was the number of full-time faculty?	1

What was the number of adjunct faculty?	0
How many online sections were included?	0
On which campuses were the courses taught?	PCC

EXPANDED STATEMENT OF INSTITUTIONAL PURPOSE	F <i>Formulate and establish goals/objectives/learning outcomes (LOs) aligned to PCC mission.</i>	A <i>Assess criteria for achievement of goals/objectives/learning outcomes and develop assessment strategy.</i>	M <i>Measure service provider and service receiver's performance/satisfaction using qualitative and quantitative methods via assessment instruments</i>	E <i>Evaluate, analyze review, and interpret results for congruence between expected and actual outcomes. Use result to improve goals/objectives/LOs.</i>	D <i>Develop/improve programs and services based from the results. Strengthen services by continuously evaluating, planning, allocating resources, and implementing new approaches.</i>
Mission Statement: Palau Community College is an accessible public educational institution helping to meet the technical, academic, cultural, social, and economic needs of students and communities by promoting learning opportunities and developing personal excellence.	COURSE INTENDED LEARNING OUTCOMES	MEANS OF COURSE ASSESSMENT AND CRITERIA FOR SUCCESS	EXPECTED STUDENT PERFORMANCE	SUMMARY OF DATA COLLECTED	USE OF RESULTS / ADDITIONAL COMMENTS
Institutional Learning Outcome (ILO) ILO1-Critical Thinking and Problem Solving: ILO2- Communication: Course Description: This fundamental course	Upon Completion of this course, students will be able to: CLO1- Speaks Japanese words with acceptable pronunciation. CLO2- Understand what a Japanese speaker says. CLO3- Understand and use basic vocabulary, simple sentence structure and Japanese people's behavior. CLO4- Speaks with appropriate Japanese behavior.	Program/Department approved Signature Assignments CLO1-Oral Presentation/Test CLO2-Final Exam (Listening) CLO3- Final Exam(writing) CLO4- Oral Presentation/ Test CLO5- Final Exam(writing)	70% of students assessed will reach the proficiency level in all CLOs.	This shows the percentage of students who reached proficiency level in each CLOs. CLO1- 90% CLO2- 84% CLO3- 65% CLO4- 73% CLO5- 43%	CLO3-I did same teaching method with last assessment (Fall13, 72%), not specific action plan was taken at this time. But only 65% of students reached the proficiency level. CLO5- I give a lot of practice of speaking include expression /dialogue, but still only 43% students reached proficiency level. (Fall13, 43%) For future action plan; • Continue and emphasize to Role play/ practice Dialogue/Expression CLO1, 2, and 4 are more than 70% of students reached the proficiency level. No specific action plan will be taken at

<p>in Japanese language enables the students to understand and use basic vocabulary and simple sentence structures. The students will practice acceptable pronunciation and will learn common phrases used in everyday social and commercial contact.</p>	<p>CLO5- Expresses simple phrases in social and business contacts.</p>				<p>this time.</p> <p>This semester I changed Final Oral Presentation style. Instead of introducing new vocabulary(family) for that, using learned sentence structure and make-up students simple life style; Basically teaching method is same with last assessed semester. CLO1: 90% from 96% CLO2: 84% from 75% CLO4: 73% from 90% ****</p> <p>Another reason of most CLO worse was:</p> <ul style="list-style-type: none"> • In this semester, students' attendance was very bad. After mid-term, students excuses of absent, sickness (pink eyes/flu), and kept absent one or two weeks. When students came back to class, they felt so behind, and hardly to catch up the lesson, and felt lazy to do so. <p>You can see, the students number of enroll in this course is 71, and number of assessment for Final Oral Test (CLO1&4) is only 40. Many students did not take the Oral Test.</p> <ul style="list-style-type: none"> • Need encourage learn/study the course, and encouraging more attendance.
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PALAU COMMUNITY COLLEGE COURSE ASSESSMENT GRID

Prog./ Dept. Name: Palauan Studies

Course#/ Title: PW 219 Advanced Palauan Grammar Sem./ Yr.: Fall 2014

Prep. by: Elicita N Morei

Assessment Summary at a Glance

How many students were enrolled in this course? 6
 How many students were included in this assessment? 5
 How many sections of the course were included? 1
 What was the number of full-time faculty? 1

What was the number of adjunct faculty? 0
 How many online sections were included? 0
 On which campuses were the courses taught? PCC

EXPANDED STATEMENT OF INSTITUTIONAL PURPOSE	<p style="text-align: center;">F</p> <p style="text-align: center;"><i>Formulate and establish goals/objectives/learning outcomes (LOs) aligned to PCC mission.</i></p>	<p style="text-align: center;">A</p> <p style="text-align: center;"><i>Assess criteria for achievement of goals/objectives/learning outcomes and develop assessment strategy.</i></p>	<p style="text-align: center;">M</p> <p style="text-align: center;"><i>Measure service provider and service receiver's performance/satisfaction using qualitative and quantitative methods via assessment instruments</i></p>	<p style="text-align: center;">E</p> <p style="text-align: center;"><i>Evaluate, analyze review, and interpret results for congruence between expected and actual outcomes. Use result to improve goals/objectives/LOs.</i></p>	<p style="text-align: center;">D</p> <p style="text-align: center;"><i>Develop/improve programs and services based from the results. Strengthen services by continuously evaluating, planning, allocating resources, and implementing new approaches.</i></p>
<p>Mission Statement: Palau Community College is an accessible public educational institution helping to meet the technical, academic, cultural, social, and economic needs of students and communities by promoting learning opportunities and developing personal excellence.</p> <p>Institutional Learning Outcomes:</p> <p>1. Critical Thinking and Problem Solving: Analyze and solve problems by using informed judgment based on evidence, sound reasoning, and/or creativity to differentiate facts from opinions and to specify solutions and their consequences.</p> <p>2. Communication: Effectively communicate, both orally and in writing, thoughts in a clear, well-organized manner to persuade, inform, and/or convey ideas in academic, work, family and community settings.</p>	<p style="text-align: center;">COURSE INTENDED LEARNING OUTCOMES</p>	<p style="text-align: center;">MEANS OF COURSE ASSESSMENT AND CRITERIA FOR SUCCESS</p>	<p style="text-align: center;">EXPECTED STUDENT PERFORMANCE</p>	<p style="text-align: center;">Summary of data collected</p>	<p style="text-align: center;">Use of Results / Additional Comments</p>
	<p>CLO #1 Demonstrate Critical thinking about the proper use and setting of Palauan Grammar.</p> <p>CLO# 2 Understand and articulate how culture, society and diversity shaped the role of language within society and human interactions across the Palauan society.</p> <p>CLO#3 Demonstrate knowledge of how Palauan Language can be employed in: (a) Formal (b)informal (c)familial and community settings, using proper grammar and context.</p> <p>CLO #4 Use appropriate technologies to conduct research on and communicate about Palauan Language and the changes the Language has gone through and to access, evaluate, and manage that information to prepare and present effectively.</p>	<p>Program/Department approved Signature Assignments</p> <p>CLO : Final Research Essay.</p> <p>Use of technology to present essay.</p>	<p>70% of the students assessed will reach the proficiency level in all CLOs.</p> <p><i>(This is the statement to use. Do not change it. The 70% does not equate to a C grade. It is the number of students that have been assessed.)</i></p>	<p>Actual results:</p> <p><i>90% of students reached above average level in CLO 1, 2 ,3</i></p> <p><i>40% of students reached above average in CLO 4</i></p>	<p>Plan of Action / Additional Comments</p> <p><i>No plan of action at this time.</i></p>

Program Description:

The program is designed to provide students with technical knowledge, skills and proper work attitudes/habits necessary for employment or for pursuit of a higher education in fields such as Pacific Islands Studies, anthropology, art, music, education, urban and regional planning. The program focuses on Palauan society and its dynamic cultural, social, political interactions that link it locally and globally.

Course Description:

The purpose of this course is to teach Palauan orthography and grammar. These concepts will be taught through reading and writing exercises. It is designed for students with insufficient knowledge of the language's orthography and grammar.

<p>Program Description: The program is designed to provide students with technical knowledge, skills and proper work attitudes/habits necessary for employment or for pursuit of a higher education in fields such as Pacific Islands Studies, anthropology, art, music, education, urban and regional planning. The program focuses on Palauan society and its dynamic cultural, social, political interactions that link it locally and globally.</p> <p>Course Description: The purpose of this course is to teach Palauan orthography and grammar. These concepts will be taught through reading and writing exercises. It is designed for students with insufficient knowledge of the language's orthography and grammar.</p>					
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PALAU COMMUNITY COLLEGE COURSE ASSESSMENT GRID

Course Name: Conversational Chinese Course#/Section: CH-109/1 Sem./ Yr.: Spring/2015 Prep. by: Hsu. Hua-Hsin

Mission: 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.

How many students were enrolled in this course? 16

How many students were included in this assessment? 12/8

<p>ILOs:</p> <p>[] ILO 1 – Critical Thinking and Problem Solving</p> <p>[V] ILO 2 – Communication</p> <p>[] ILO 3 – Quantitative and Technological Competence</p> <p>[V] ILO 4 – Diversity</p> <p>[] ILO 5 – Civic Responsibility</p> <p>[] ILO 6 – Aesthetics</p>	<p>F</p> <p><i>Formulate – Create or revise standards/learning outcomes/goals/objectives aligned to the PCC mission.</i></p>	<p>A</p> <p><i>Assess - Create or revise assessment tools and implement to gather data for standards/learning outcomes/goals/objectives.</i></p>	<p>M</p> <p><i>Measure – Collect measurement data for standards/learning outcomes/goals/objectives using qualitative and quantitative methods.</i></p>	<p>E</p> <p><i>Evaluate – Analyze and interpret standards/learning outcomes/ goals/objectives collected data for congruence between expected and actual outcomes.</i></p>	<p>D</p> <p>Develop – Document results and make decisions to develop, revise or continue services/ programs. Continue implementation, evaluation, planning and allocation of resources to strengthen services/ programs for overall institutional effectiveness.</p>
	<p>COURSE LEARNING OUTCOMES</p>	<p>MEANS OF COURSE ASSESSMENT</p>	<p>EXPECTED STUDENT PERFORMANCE</p>	<p>Summary of data collected</p>	<p>Analyzed Results / Action Plans based on Results</p>
	<p>CLO 1 – Phonetic Competence: The student possesses a good command of pronunciation.</p> <p>CLO 2 – Semantic Competence: The student possesses a good command of employing basic 100 – 200 words.</p> <p>CLO 3 – Syntactic Competence: The student possesses a good command of construct basic sentence structures.</p> <p>CLO 4 – Reading Competence: The student possesses a good command of employing Pinyin and recognizing Traditional Chinese characters which have been taught.</p> <p>CLO 5 – Sociolinguistic Competence: The student possesses a good command of conducting conversations on different social and commercial settings.</p>	<p>Signature Assignments are:</p> <ol style="list-style-type: none"> 1. Midterm Exam (CLO 1-3) 2. Final Exam (CLO 1-5) 	<p>70% of the students assessed will perform at the proficiency level.</p>	<p>Midterm Exam:</p> <p>CLO 1 – 75% of the students reached the proficiency level.</p> <p>CLO 2 – 42% of the students reached the proficiency level.</p> <p>CLO 3 – 83% of the students reached the proficiency level.</p> <p>Final Exam:</p> <p>CLO 1 – 75% of the students reached the proficiency level.</p> <p>CLO 2 – 75% of the students reached the proficiency level.</p> <p>CLO 3 – 63% of the students reached the proficiency level.</p> <p>CLO 4 – 63% of the students reached the proficiency level.</p> <p>CLO 5 – 75% of the students reached the proficiency level.</p>	<ol style="list-style-type: none"> 1. Students’ appearance was better than fall 2014, especially in sentence structure, spelling and Chinese characters which have been taught. It was result from slower process for them. In fall 2014, 6 lessons were taught, but only 4 in spring 2015. Students can practice more times to be familiar with structures and Chinese characters they have learned.

					<ol style="list-style-type: none">2. The possession of vocabularies increased, which means giving students more time to practice and use new words can help them to memorize characters.3. In spring 2015, harder sentence structures and Chinese characters are still weak, less than 70% students performed as the proficiency level. Students need more practice in and off class to progress. More flashcards and homework may help them.4. As an intense language class for students who are beginners, not showing up will result in bad influence of learning directly.
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PALAU COMMUNITY COLLEGE COURSE ASSESSMENT GRID

Course Name: Conversational Japanese 2 Course#/Section: JP119/1&2 Sem./ Yr.: Spring / 2015 Prep. by: Reiko Kawamura

Mission: 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.

How many students were enrolled in this course? 15

How many students were included in this assessment? 10

<p>ILOs:</p> <p><input checked="" type="checkbox"/> ILO 1 – Critical Thinking and Problem Solving</p> <p><input checked="" type="checkbox"/> ILO 2 – Communication</p> <p><input type="checkbox"/> ILO 3 – Quantitative and Technological Competence</p> <p><input type="checkbox"/> ILO 4 – Diversity</p> <p><input type="checkbox"/> ILO 5 – Civic Responsibility</p> <p><input type="checkbox"/> ILO 6 – Aesthetics</p>	<p>F</p> <p>Formulate – Create or revise standards/learning outcomes/goals/objectives aligned to the PCC mission.</p>	<p>A</p> <p>Assess - Create or revise assessment tools and implement to gather data for standards/learning outcomes/goals/objectives.</p>	<p>M</p> <p>Measure – Collect measurement data for standards/learning outcomes/goals/objectives using qualitative and quantitative methods.</p>	<p>E</p> <p>Evaluate – Analyze and interpret standards/learning outcomes/ goals/objectives collected data for congruence between expected and actual outcomes.</p>	<p>D</p> <p>Develop – Document results and make decisions to develop, revise or continue services/ programs. Continue implementation, evaluation, planning and allocation of resources to strengthen services/ programs for overall institutional effectiveness.</p>
	<p>COURSE LEARNING OUTCOMES</p>	<p>MEANS OF COURSE ASSESSMENT</p>	<p>EXPECTED STUDENT PERFORMANCE</p>	<p>Summary of data collected</p>	<p>Analyzed Results / Action Plans based on Results</p>
<p>Program Learning Outcomes:</p> <p>GE/ILO 1 Critical Thinking and Problem Solving – Analyze and solve problems by using informed judgment based on evidence, sound reasoning, and/or creativity to differentiate facts from opinions and to specify solutions and their consequences.</p> <p>GE/ILO 2 Communication – Effectively communicate, both orally and in writing, thoughts in a clear, well-organized manner to persuade, inform, and /or convey ideas in academic, work, family, and community settings</p>	<p>CLO numbers and exact descriptions taken from CPC approved outline.</p> <p>CLO1- Speaks Japanese words with acceptable pronunciation.</p> <p>CLO2- Understand what a Japanese speaker says.</p> <p>CLO3- Read and writes Japanese Hiragana, Katakana</p> <p>CLO4- Understand and use expansion vocabulary and sentence structure.</p> <p>CLO5- Speaks with appropriate Japanese behavior.</p> <p>CLO6- Expresses practical phrases in social and</p>	<p>Program/Department approved Signature Assignments</p> <p>CLO1-Oral Test CLO2-Final Exam (listening) CLO3-Final Exam CLO4-Final Exam CLO5-Oral Test CLO6-Final Exam</p>	<p>70% of the students assessed will perform at the proficiency level.</p>	<p>Actual results</p> <p>This shows the percentage of students who reached proficiency level in each CLOs.</p> <p>CLO1-100% CLO2-50% CLO3-100% CLO4-70% CLO5-70% CLO6-60%</p>	<p>CLO1-Same as last assessment, 100% students reached proficiency level. The pronunciation is not difficult for the students.</p> <p>CLO2-Last assessment was 80% and this time shows down to 50% student reached proficiency level. Lesson plan is not changed for before and this time. I made changes some question for means of assessment. But it made simpler so I guess it wouldn't affect the result especially worse. Need more exercise of the parts.</p> <p>CLO3- Same as last assessed 100% students reached proficiency level. Hiragana and Katakana is complicated to write and reading especially the first learner. I observed the students who have not motivate/will to study it, they gave up(withdraw or stop to come to class) before final exam</p> <p>CLO4- 70% of the students achieved proficiency level. (65% in last assessment.) I did implement the action plan.</p>

business contacts.

Table. Relation of 10 students' achievement level and attendance

Student1	4	4	4	4	4	3	3.83	95
Student2	4	3	4	4	4	4	3.83	54
Student3	4	3	4	4	4	3	3.67	64
Student4	4	3	4	4	4	3	3.67	81
Student5	4	3	4	4	4	3	3.67	51
Student6	4	2	3	3	4	3	3.17	89
Student7	4	2	4	2	3	1	2.67	47
Student8	4	1	4	2	2	2	2.50	97
Student9	4	2	4	2	2	1	2.50	79
Student10	4	2	3	3	1	1	2.33	70

CLO5-70% of the students achieved proficiency level, but went down with last assessment of 100%. I changed some assessment instrument to fit whole contents in the SLO.

CLO6-Students achievement is improved from 45% in the last assessment, but still not achieved expected percentage. I did implement an action plan to more practice, but I observe students who did not achieve the proficiency level, rely on reading the text always, not memorize the expression or make up the sentence with the learned sentence structure and vocabulary. It is not how to teach, it is important to establish each students study habits or memorize system.

CLO2, 4, 5 and 6 are affect each. CLO4 is very important fact for CLO2(listening), CLO5(Speaking), and some parts of CLO6(expression, Dialogue) CLO1(Pronunciation) and CLO3(Hiragana& Katakana) is independent, not affect much from CLO4. Attendance is not affect students leaning outcome. (See attached table)

PALAU COMMUNITY COLLEGE COURSE ASSESSMENT GRID

Prog./ Dept. Name: Palauan Studies

Course#/ Title: PW 219 Advanced Palauan Grammar Sem./ Yr.: Summer 2015

Prep. by: Elicita N Morei

Assessment Summary at a Glance

How many students were enrolled in this course?	<u>6</u>
How many students were included in this assessment?	<u>6</u>
How many sections of the course were included?	<u>1</u>
What was the number of full-time faculty?	<u>1</u>

What was the number of adjunct faculty?	<u>0</u>
How many online sections were included?	<u>0</u>
On which campuses were the courses taught?	<u>PCC</u>

EXPANDED STATEMENT OF INSTITUTIONAL PURPOSE	F <i>Formulate and establish goals/objectives/learning outcomes (LOs) aligned to PCC mission.</i>	A <i>Assess criteria for achievement of goals/objectives/learning outcomes and develop assessment strategy.</i>	M <i>Measure service provider and service receiver's performance/satisfaction using qualitative and quantitative methods via assessment instruments</i>	E <i>Evaluate, analyze review, and interpret results for congruence between expected and actual outcomes. Use result to improve goals/objectives/LOs.</i>	D <i>Develop/improve programs and services based from the results. Strengthen services by continuously evaluating, planning, allocating resources, and implementing new approaches.</i>
Mission Statement: Palau Community College is an accessible public educational institution helping to meet the technical, academic, cultural, social, and economic needs of students and communities by promoting learning opportunities and developing personal excellence.	COURSE INTENDED LEARNING OUTCOMES	MEANS OF COURSE ASSESSMENT AND CRITERIA FOR SUCCESS	EXPECTED STUDENT PERFORMANCE	Summary of data collected	Use of Results / Additional Comments
Institutional Learning Outcomes: 1. Critical Thinking and Problem Solving: Analyze and solve problems by using informed judgment based on evidence, sound reasoning, and/or creativity to differentiate facts from opinions and to specify solutions and their consequences. 2. Communication: Effectively communicate, both orally and in writing, thoughts in a clear, well-organized manner to persuade, inform, and/or convey ideas in academic, work, family and community settings. Program Description: The program is designed to provide	CLO #1 Demonstrate Critical thinking about the proper use and setting of Palauan Grammar. CLO# 2 Understand and articulate how culture, society and diversity shaped the role of language within society and human interactions across the Palauan society. CLO#3 Demonstrate knowledge of how Palauan Language can be employed in: (a) Formal (b)informal (c)familial and community settings, using proper grammar and context. CLO #4 Use appropriate technologies to conduct research on and communicate about Palauan Language and the changes the Language has gone through and to access, evaluate, and manage that information to prepare and present effectively.	Program/Department approved Signature Assignments CLO : Final Research Essay. Use of technology to present essay.	70% of the students assessed will reach the proficiency level in all CLOs. <i>(This is the statement to use. Do not change it. The 70% does not equate to a C grade. It is the number of students that have been assessed.)</i>	Actual results: CLO 1, 2, 3 83% of students reached proficiency level	Additional Comments <i>Short writing exercises using orthography.</i>

students with technical knowledge, skills and proper work attitudes/habits necessary for employment or for pursuit of a higher education in fields such as Pacific Islands Studies, anthropology, art, music, education, urban and regional planning. The program focuses on Palauan society and its dynamic cultural, social, political interactions that link it locally and globally.

Course Description:

The purpose of this course is to teach Palauan orthography and grammar. These concepts will be taught through reading and writing exercises. It is designed for students with insufficient knowledge of the language's orthography and grammar.

Appendix C: Provide Department Learning Outcomes

General Education Program Learning Outcomes (PLO)

Adopted from the Institutional Learning Outcomes (ILO) for Palau Community College, 15 Year Institutional Master Plan 2009-2024, pg. 5

PLO's	PLO Description
PLO 1	<u>Critical Thinking and Problem Solving</u> : Students who complete the General Education Program can analyze and solve problems by using informed judgment based on evidence, sound reasoning and/or creativity to differentiate facts from opinions and to specify solutions and their consequences.
PLO 2	<u>Communication</u> : Students who complete the General Education Program can effectively communicate, both orally and in writing, thoughts in a clear, well organized manner to persuade, inform and/or convey ideas in academic, work, family and community setting.
PLO 3	<u>Quantitative and Technological Competence</u> : Students who complete the General Education Program can use mathematical skills to 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.
PLO 4	<u>Diversity</u> : Students who complete the General Education Program can distinguish and defend differences in cultures and behaviors between oneself and others by demonstrating respect, honesty, fairness, and ethical principals in both personal and professional life.
PLO 5	<u>Civic Responsibility</u> : Students who complete the General Education Program can apply the principles of civility and morality to situations in the contexts of a healthy family, work, community, environment and the world.
PLO 6	<u>Aesthetics</u> : Students who complete the General Education Program can apply numerous means of inquiry to experience and appreciate the values of arts and nature.

Appendix D: Provide department mapping that shows alignment of CLOs – GE/ ILOs

General Education Program – JP/CH/PW Language Department Mapping

Course	GE/ILO 1 <i>Critical Thinking and Problem Solving</i> – Analyze and solve problems by using informed judgment based on evidence, sound reasoning, and/or creativity to differentiate facts from opinions and to specify solutions and their consequences.	GE/ILO 2 <i>Communication</i> – Effectively communicate, both orally and in writing, thoughts in a clear, well-organized manner to persuade, inform, and /or convey ideas in academic, work, family, and community settings	GE/ILO 3 <i>Quantitative and Technological Competence</i> – Use mathematical skills appropriate to our technological society by analyzing and solving problems that are quantitative in nature and use technology for informational, academic, personal and professional needs.	GE/ILO 4 <i>Diversity</i> – Understand and appreciate differences in cultures and behaviors between the self and others by demonstrating respect, honesty, fairness, and ethical principles in both personal and professional life.	GE/ILO 5 <i>Civic Responsibility</i> – Apply the principles of civility and morality to situations in the contexts of a healthy family, work, community, environment, and world.	GE/ILO 6 <i>Aesthetics</i> – Apply numerous means of inquiry to experience and appreciate the values of arts and nature.
CH 109		CLO 1 - 5		CLO 2 – 5		
JP 109	CLO 1- 5	CLO 1- 5				
JP 119	CLO 1 – 6	CLO 1 – 6				
JP 209	CLO 1,3 – 5	CLO 1,3 – 5		CLO 2		
JP 219	CLO 1, 3 - 5	CLO 1, 3 - 5		CLO 2		
PW219	CLO 1-4	CLO 3, 4	CLO 4	CLO 1, 2		

Appendix E: Provide signature assignment form

General Education Program
Other Language Department

Course Number:	Course Title:	Semester Credit:	Signature Assignments:
CH109	Conversational Chinese-Mandarin	3	<ul style="list-style-type: none">• Midterm Exam (CLO 1, 2, 3)• Interview Project (CLO 1, 2, 3, 5)• Final Exam (CLO 1-5)
JP109	Conversational Japanese 1	3	<ul style="list-style-type: none">• Final exam• Oral Test/Presentation
JP119	Conversational Japanese 2	3	<ul style="list-style-type: none">• Final Exam• Oral Test
JP209	Advanced Japanese 1	3	<ul style="list-style-type: none">• Final exam• Oral Test/Presentation
JP219	Advanced Japanese 2	3	<ul style="list-style-type: none">• Final exam• Oral Test/Presentation
PW219	Advanced Palauan Grammar	3	<ul style="list-style-type: none">• Final research Essay written/oral presentation

Note: Submit a hard and electronic copy of the Narrative Report with appendix A – E to the Institutional Research Office. Provide a copy to the CPC Chair and keep a copy for your department.