

“We Strive to Guarantee Quality and Excellence”

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

**T2 - Instructional Departments  
(Academic Departments)  
Three Year Program Review**

**Other Language Department**

**Fall 2015 to Summer 2016  
Fall 2016 to summer 2017  
Fall 2017 to Summer 2018**

Program Review Completed By:

Name	Title	Signature	Date
Reiko Kawamura	Japanese Language instructor	<i>[Signature]</i>	1/31/2019

Program Review Certified By:

Name	Title	Signature	Date
Robert Ramarui	Dean of Academic Affairs	<i>[Signature]</i>	1/31/19

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

Name	Title	Signature	Date
Ligaya T. Sara	Institutional Researcher	<i>[Signature]</i>	1-31-19

## **Purpose:**

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

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



## **Instructions for completing Program Review:**

1. Type your text into the boxes. The text boxes will expand to accommodate the amount of text spaces you need.
2. Individual instructions are included before each section. Examples are in **green**, remove when you start writing.
3. Submit completed and signed Program Review in both hard copy and electronic copy format to the Institutional Research & Evaluation Office.

4. Required supporting documents must be included during submission.

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

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

Appendix C: FAMED grid of all course assessment data within review cycle  
(e-copy in pdf only)

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

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

## **I. Academic Department Purpose and Relationship to the College Mission**

1. State the mission of this academic department below.

The mission of other language department at Palau community college is to enable students to attain the skills necessary to listen, speak, read, and write in a language other than English. Students will also gain an understanding and insight into cultural differences as well as lifelong language skills

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

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), Diversity (ILO4), and Civic responsibility (ILO5) to developing personal excellence for students of the other language courses.  
(Appendix A: department mapping that shows alignment of CLOs – GE/ ILOs)

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

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

The first, the teaching of Japanese language began about 40 years ago, when the college was known as Micronesian Occupational Center (MOC). 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 second, the teaching Palauan language began about 20 years ago. The Palauan language courses provide basic conversation skills, furthermore orthography and grammar. In Fall 2015, Palauan study program has established. Palauan language courses are required for Palauan Study program.

Then, 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.

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

## II. Student and Faculty Data

**Figure 1 – Course Completion Data**

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

FA 2015					FA 2016					FA 2017				
<u>Course</u>	Passed	Failed	Withdraw	Enrolled	<u>Course</u>	Passed	Failed	Withdraw	Enrolled	<u>Course</u>	Passed	Failed	Withdraw	Enrolled
CH109	14	3	1	18	CH109	7	4	0	11	CH109	5	0	0	5
JP109	41	2	9	72	JP109	35	12	8	56	JP109	39	6	3	48

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

SP 2016					SP 2017					SP 2018				
<u>Course</u>	Passed	Failed	Withdraw	Enrolled	<u>Course</u>	Passed	Failed	Withdraw	Enrolled	<u>Course</u>	Passed	Failed	Withdraw	Enrolled
CH109	9	3	6	18	CH109	0	2	0	2	CH109	4	0	0	4
JP119	11	4	2	17	JP119	11	2	1	14	JP119	11	2	2	16

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

SU 2016					SU 2017					SU 2018				
<u>Course</u>	Passed	Failed	Withdraw	Enrolled	<u>Course</u>	Passed	Failed	Withdraw	Enrolled	<u>Course</u>	Passed	Failed	Withdraw	Enrolled
N/A					N/A					N/A				

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

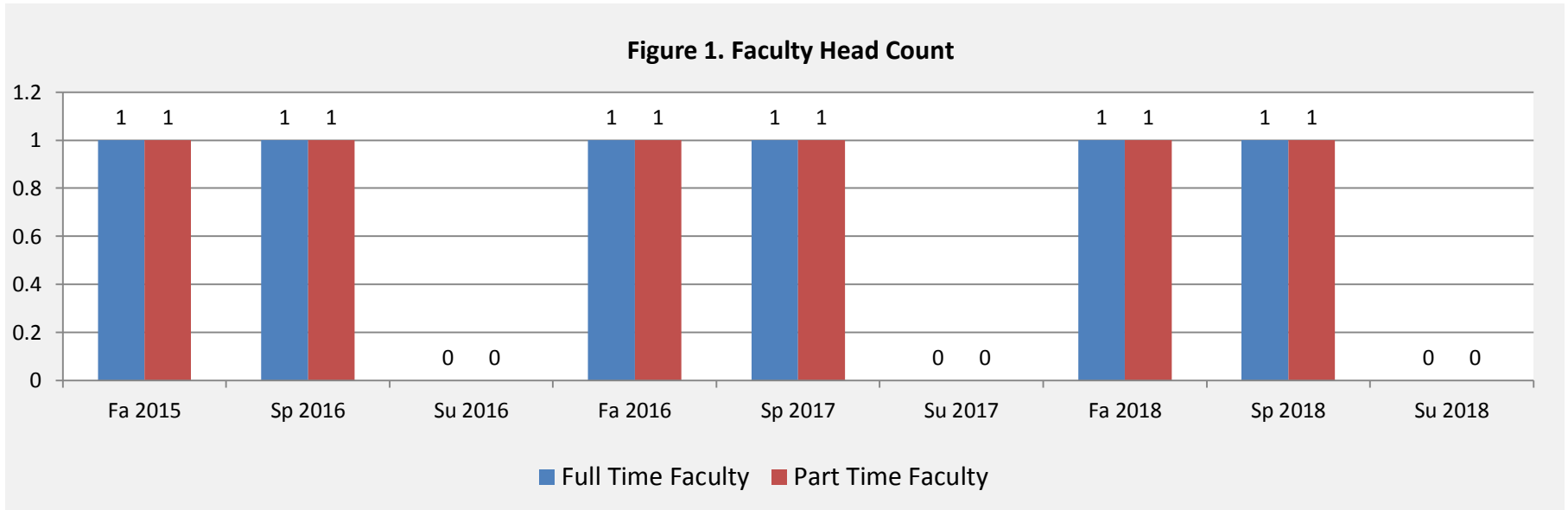
Table 1a show the number of enrolled students is decreasing year by year.

Table 1b shows the number of enrolled students is smaller compared with Table 1a. Table 1a Fall semester has JP109 and Table 1b has JP119 that is continuation course of JP109.

Table 1c shows the other language department has not open in summer semester.

The above all table shows that there was no PW courses. PW101 under the other language department had not opened in this cycle.

**Figure 1 – Faculty Information**



Provide summary of Figure 1 including its trends analysis below.

Other language department has 2 faculties- one in each language. –Chinese (Mandarin), Japanese, and Palauan. Only Japanese language is Full time faculty and other two languages are Part time faculty. For this Cycle, PW101 had not opened. So this Figure 1 shows only Japanese and Chinese (Mandarin) Faculty.

### III. Student Learning and Curriculum

School Year	How many department courses are there? (refer to catalog or most recent approval by CPC)	% of courses with Identified CLOs	List all revised department courses outlines or proposed new courses that received CPC approval within this review cycle	% of CLOs aligned with GE/ILOs
2015-2016	6 (CH109, JP109, JP119, JP209, JP219, PW101)	100%	PW219, JP119	100%
2016-2017	6	100%	CH109, PW101	100%
2017-2018	6	100%		100%

Provide Summary of Student Learning and Curriculum in the box below. Summary should include reasons for course revisions and course proposals. If any course went through the validity process during this cycle, include the information here.

PW219 was changed to PW119 Advanced Palauan Grammar and moved to the Palauan Studies program. The PW program began being offered in fall 2015.

JP119 Conversational Japanese 2 had modified course and approved, started from Spring 2016. Total number of CLOs had changed into 5 from 6. Previous CLO1 (pronunciation) and previous CLO5 (speaking) are combined into one CLO.

CH109 Conversational Chinese (Mandarin) had modified course and approved, started from Spring 2017. Revised and Updated text, SLO/content, CLOs and Method of evaluation.

PW101 Conversational Palauan had modified course and approved, started from Spring 2017. 5 year update new CLOs and description.

JP109, JP209 and JP219 have modified course and submitted to CPC on December 2017, but not yet approved.

#### IV. Course Assessment Data

Year 1: School Year Fall 2015 – Summer 2016

Semester Assessed	Course Assessed	CLO-GE/ILO Mapping	Results of Assessments (Do not combine CLO results; report individual CLO result.)
Fall 2015	CH109	CLO1-5- GE/ILO 2	Mid-Term CLO 1: 100% of students assessed performed at the proficiency level. Final Exam CLO 1: 100% of students assessed performed at the proficiency level.
		CLO1-5- GE/ILO 2 CLO2-5-GE/ILO 4	Mid-Term CLO 2: 100% of students assessed performed at the proficiency level. Final Exam CLO 2: 93% of students assessed performed at the proficiency level.
		CLO1-5- GE/ILO 2 CLO2-5-GE/ILO 4	Mid-Term CLO 3: 94% of students assessed performed at the proficiency level. Final Exam CLO3: 57% of students assessed performed at the proficiency level.
		CLO1-5- GE/ILO 2 CLO2-5-GE/ILO 4	CLO 4: 50% of students assessed performed at the proficiency level.
		CLO1-5- GE/ILO 2 CLO2-5-GE/ILO 4	CLO 5: 64% of students assessed performed at the proficiency level.
	JP109	CLO1-5-GE/ILO 1-2	CLO 1: 100% of students assessed performed at the proficiency level.
		CLO1-5-GE/ILO 1-2	CLO 2: 80% of students assessed performed at the proficiency level.
		CLO1-5-GE/ILO 1-2	CLO 3: 83% of students assessed performed at the proficiency level.
		CLO1-5-GE/ILO 1-2	CLO 4: 78% of students assessed performed at the proficiency level.
		CLO1-5-GE/ILO 1-2	CLO 5: 41% of students assessed performed at the proficiency level.
	Spring 2016	CH109	CLO1-5- GE/ILO 2
CLO1-5- GE/ILO 2 CLO2-5-GE/ILO 4			Mid-Term CLO 2: 100% of students assessed performed at the proficiency level. Final Exam CLO 2: 100% of students assessed performed at the proficiency level.
CLO1-5- GE/ILO 2 CLO2-5-GE/ILO 4			Mid-Term CLO 3: 58% of students assessed performed at the proficiency level. Final Exam CLO3: 90% of students assessed performed at the proficiency level.
CLO1-5- GE/ILO 2 CLO2-5-GE/ILO 4			CLO 4: 90% of students assessed performed at the proficiency level.
CLO1-5- GE/ILO 2 CLO2-5-GE/ILO 4			CLO 5: 70% of students assessed performed at the proficiency level.
JP119		CLO1-6-GE/ILO 1-2	CLO 1: 100% of students assessed performed at the proficiency level.

		CLO1-6-GE/ILO 1-2	CLO 2: 47% of students assessed performed at the proficiency level.
		CLO1-6-GE/ILO 1-2	CLO 3: 73% of students assessed performed at the proficiency level.
		CLO1-6-GE/ILO 1-2	CLO 4: 67% of students assessed performed at the proficiency level.
		CLO1-6-GE/ILO 1-2	CLO 5: 67% of students assessed performed at the proficiency level.
		CLO1-6-GE/ILO 1-2	CLO 6: 20% of students assessed performed at the proficiency level.

Year 2: School Year Fall 2016 – Summer 2017

Semester Assessed	Course Assessed	CLO-GE/ILO Mapping	Results of Assessments (Do not combine CLO results; report individual CLO result.)
Fall 2016	CH109	CLO1-5- GE/ILO 2	Mid-Term CLO 1: 100% of students assessed performed at the proficiency level. Final Exam CLO 1: 100% of students assessed performed at the proficiency level.
		CLO1-5- GE/ILO 2 CLO2-5-GE/ILO 4	Mid-Term CLO 2: 80% of students assessed performed at the proficiency level. Final Exam CLO 2: 100% of students assessed performed at the proficiency level.
		CLO1-5- GE/ILO 2 CLO2-5-GE/ILO 4	Mid-Term CLO 3: 90% of students assessed performed at the proficiency level. Final Exam CLO3: 100% of students assessed performed at the proficiency level.
		CLO1-5- GE/ILO 2 CLO2-5-GE/ILO 4	CLO 4: 100% of students assessed performed at the proficiency level.
		CLO1-5- GE/ILO 2 CLO2-5-GE/ILO 4	CLO 5: 86% of students assessed performed at the proficiency level.
	JP109	CLO1-5-GE/ILO 1-2	CLO 1: 97% of students assessed performed at the proficiency level.
		CLO1-5-GE/ILO 1-2	CLO 2: 79% of students assessed performed at the proficiency level.
		CLO1-5-GE/ILO 1-2	CLO 3: 65% of students assessed performed at the proficiency level.
		CLO1-5-GE/ILO 1-2	CLO 4: 62% of students assessed performed at the proficiency level.
		CLO1-5-GE/ILO 1-2	CLO 5: 30% of students assessed performed at the proficiency level.
Spring 2017	CH109	CLO1-5- GE/ILO 2	Mid-Term CLO 1: 50% of students assessed performed at the proficiency level. Final Exam CLO 1: 100% of students assessed performed at the proficiency level.
		CLO1-5- GE/ILO 2 CLO2-5-GE/ILO 4	Mid-Term CLO 2: 50% of students assessed performed at the proficiency level. Final Exam CLO 2: 0% of students assessed performed at the proficiency level.
		CLO1-5- GE/ILO 2	Mid-Term CLO 3: 0% of students assessed performed at the proficiency level.



		CLO2-5-GE/ILO 4	Final Exam CLO3: 100% of students assessed performed at the proficiency level.
		CLO1-5- GE/ILO 2 CLO2-5-GE/ILO 4	CLO 4: 0% of students assessed performed at the proficiency level.
		CLO1-5- GE/ILO 2 CLO2-5-GE/ILO 4	CLO 5: 100% of students assessed performed at the proficiency level.
	JP119	CLO1-5-GE/ILO 1-2	CLO 1: 55% of students assessed performed at the proficiency level.
		CLO1-5-GE/ILO 1-2	CLO 2: 55% of students assessed performed at the proficiency level.
		CLO1-5-GE/ILO 1-2	CLO 3: 73% of students assessed performed at the proficiency level.
		CLO1-5-GE/ILO 1-2	CLO 4: 73% of students assessed performed at the proficiency level.
		CLO1-5-GE/ILO 1-2	CLO 5: 18% of students assessed performed at the proficiency level.

Year 3: School Year Fall 2017 – Summer 2018

Semester Assessed	Course Assessed	CLO-GE/ILO Mapping	Results of Assessments (Do not combine CLO results; report individual CLO result.)
Fall 2017	CH109	CLO1-5- GE/ILO 2	Mid-Term CLO 1: 80% of students assessed performed at the proficiency level. Final Exam CLO 1: 80% of students assessed performed at the proficiency level.
		CLO1-5- GE/ILO 2 CLO2-5-GE/ILO 4	Mid-Term CLO 2: 80% of students assessed performed at the proficiency level. Final Exam CLO 2: 80% of students assessed performed at the proficiency level.
		CLO1-5- GE/ILO 2 CLO2-5-GE/ILO 4	Mid-Term CLO 3: 80% of students assessed performed at the proficiency level. Final Exam CLO3: 80% of students assessed performed at the proficiency level.
		CLO1-5- GE/ILO 2 CLO2-5-GE/ILO 4	CLO 4: 80% of students assessed performed at the proficiency level.
		CLO1-5- GE/ILO 2 CLO2-5-GE/ILO 4	CLO 5: 80% of students assessed performed at the proficiency level.
	JP109	CLO1-5-GE/ILO 1-2	CLO 1: 100% of students assessed performed at the proficiency level.
		CLO1-5-GE/ILO 1-2	CLO 2: 92% of students assessed performed at the proficiency level.
		CLO1-5-GE/ILO 1-2	CLO 3: 74% of students assessed performed at the proficiency level.
		CLO1-5-GE/ILO 1-2	CLO 4: 74% of students assessed performed at the proficiency level.
		CLO1-5-GE/ILO 1-2	CLO 5: 53% of students assessed performed at the proficiency level.
Spring 2018	CH109	CLO1-5- GE/ILO 2	Mid-Term CLO 1: 75% of students assessed performed at the proficiency level. Final Exam CLO 1: 100% of students assessed performed

			at the proficiency level.
		CLO1-5- GE/ILO 2 CLO2-5-GE/ILO 4	Mid-Term CLO 2: 100% of students assessed performed at the proficiency level. Final Exam CLO 2: 100% of students assessed performed at the proficiency level.
		CLO1-5- GE/ILO 2 CLO2-5-GE/ILO 4	Mid-Term CLO 3: 100% of students assessed performed at the proficiency level. Final Exam CLO3: 100% of students assessed performed at the proficiency level.
		CLO1-5- GE/ILO 2 CLO2-5-GE/ILO 4	CLO 4: 100% of students assessed performed at the proficiency level.
		CLO1-5- GE/ILO 2 CLO2-5-GE/ILO 4	CLO 5: 100% of students assessed performed at the proficiency level.
	JP119	CLO1-5-GE/ILO 1-2	CLO 1: 54.5% of students assessed performed at the proficiency level.
		CLO1-5-GE/ILO 1-2	CLO 2: 63.64% of students assessed performed at the proficiency level.
		CLO1-5-GE/ILO 1-2	CLO 3: 54.55% of students assessed performed at the proficiency level.
		CLO1-5-GE/ILO 1-2	CLO 4: 81.82% of students assessed performed at the proficiency level.
		CLO1-5-GE/ILO 1-2	CLO 5: 36.36% of students assessed performed at the proficiency level.

Provide Summary of Course Assessment Data with analysis results in the box below. Summary should include how assessment results have led to improvement of course and department learning outcomes, and student learning and achievement.

Each CLOs has big range between 0% and 100% of students assessed performed at the proficiency level.

In Spring 17 CH109 has assessed 2 students and both students had failed in the course. The final exam assessment was only 0% or 100% only.

2nd worst of students assessed performed at the proficiency level in this cycle was 18% of CLO5 JP119 in Spring 2017. The CLO is expression in Japanese language, implement more practice and review for it. Same Course Learning Outcomes are JP109 CLO5 41% (Fa15), 30% (Fa16), 53% (Fa17) and 20% (JP119 CLO6 Sp16), 18% (JP119 CLO5 Sp17), 36.36% (Sp18). Compare with other CLOs totally low of students performed at the proficiency level.

## V. General Education / Institutional Learning Outcomes (GE/ILO) Assessment

Year Assessed	List GE/ILOs	Proficiency Level	Result of Assessments (Do not combine GE/ILO results; report individual GE/ILO result.)
2015-2016	GE/ILO 1	68.73%	In Fall 2015, 76.4% of students assessed met the proficiency level and in Spring 2016, 62.33% of students assessed met the proficiency level which ended the school year with 68.73% at proficiency level.
	GE/ILO 2	78.59%	In Fall 2015, 80% of students assessed met the proficiency level and in Spring 2016, 77.29% of students assessed met the proficiency level which ended the school year with 68.73% at proficiency level.
	GE/ILO 4	80.50%	In Fall 2015, 76.33% of students assessed met the proficiency level and in Spring 2016, 84.67% of students assessed met the proficiency level which ended the school year with 68.73% at proficiency level.
2016-2017	GE/ILO 1	60.7%	In Fall 2016, 66.6% of students assessed met the proficiency level and in Spring 2017, 54.8% of students assessed met the proficiency level which ended the school year with 60.7% at proficiency level.
	GE/ILO 2	67.81%	In Fall 2016, 83.77% of students assessed met the proficiency level and in Spring 2017, 51.84% of students assessed met the proficiency level which ended the school year with 68% at proficiency level.
	GE/ILO 4	67.17%	In Fall 2016, 92.67% of students assessed met the proficiency level and in Spring 2017, 41.67% of students assessed met the proficiency level which ended the school year with 67.17% at proficiency level.
2017-2018	GE/ILO 1	68.39%	In Fall 2017, 78.6% of students assessed met the proficiency level and in Spring 2018, 58.17% of students assessed met the proficiency level which ended the school year with 68.39% at proficiency level.
	GE/ILO 2	80.73%	In Fall 2017, 79.46% of students assessed met the proficiency level and in Spring 2018, 81.99% of students assessed met the proficiency level which ended the school year with 80.73% at proficiency level.
	GE/ILO 4	90%	In Fall 2017, 80% of students assessed met the proficiency level and in Spring 2018, 100% of students assessed met the proficiency level which ended the school year with 90% at proficiency level.

Provide Summary of GE/ILOs Assessments and analysis results in the box below. Summary should include analysis of this cycle with previous cycles; how assessment results have led to major decisions made to support the improvement of department's student learning and student achievement.

Each GE/ILO in Other language departments is 60%-90%. GE/ ILO 1 is between 60-68%. GE/ILO2 is 67-80%. GE/ ILO4 67-90%. GE/ILO 1 is critical thinking and problem solving. In learning language, repeating and practicing pattern drill using sentence structure, The students will think and solve the other words making sentences using the basic sentence pattern. GE/ILO 2 is communication. Not only sentence pattern practice, speaking, listening, writing and reading practice will let students to effectively communicate. GE/ILO 4 is diversity. Learning language is part of learning culture also. The students will understand the differences in their own language as well as culture and behaviors between the one self and others.

## VI. Evaluation of Previous Department Review Action Plan (s)

Indicate the status of the previous department review action plans below. (Include all previous action plans.) Indicate the cycle and years of the previous department review.

Cycle: 2nd		Years: Fall 2012-Summer 2015
Action Plan Activity/Objectives	Status Complete/Ongoing/Incomplete	Updates of Action Plan(s) (Report action plans individually.)
Continuous review and update of CLOs and other necessary related documents	Complete and ongoing	Modified course for CH109, JP119, PW101 and PW119
Faculty development	Complete and Ongoing	Participated meeting, workshop and training in professional development for instructors <ul style="list-style-type: none"> <li>• Institutional-Set Standard for Students Achievement (ISSA) Training (August 4, 2015)</li> <li>• Partners for Student Success workshop (December 29, 2015)</li> <li>• Making Student Learning Assessment Useful and Used Institutional Effectiveness workshop (April 13, 2017)</li> <li>• Institutional Effectiveness Workshop Part2 (August 3, 2017)</li> </ul>
Facilities Improvement (JP)	Ongoing	Replaced the Students Partition type Table and Mounting Panel for Tape recorder for LL System with desks and chairs for students. (Spring 2019)
	Complete	<ul style="list-style-type: none"> <li>• Reduced the number of TV sets.</li> <li>• Replaced the White board with a larger one to enhance instruction</li> </ul>
Evaluate and update textbook (JP)	Complete	Researched several textbooks and finalized the current textbook is the best and useful. Using instructor's created documents and photos or movies for supporting.

Provide Summary of the Evaluation of Previous Department Review Action Plans below. Summary should include what measurable outcomes were achieved due to the actions completed; were the completed actions plans led to improvement of student learning and student achievement; and provide detailed explanation of action plans that are ongoing and plans that are incomplete.

All previous department review action plans is completed. Especially Facilities Improvement in room 64 is big worked. It will help developing class activities and works more. Due to improved internet access, we can get more teaching information and resources. Not only documents but visual and audio materials also. This will help to improve teaching methods and faculty development to get updated information.

## VII. Action Plans

Based on current department review results, describe the department action plan(s) for the next three (3) academic years. Include necessary resources.

Action Plan Activity/Objective	How will this action plan improve student learning outcomes? (CLO, GE, ILO)	Needed Resources (if any)	Timeline
Continuous reviews 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	Whenever it needed
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	At any time
Facilities improvement	Continue to assess and make necessary improvement to classrooms to ensure conducive learning environment for both faculties and students.	Funding	Whenever it needed

Provide Summary of Action Plans in the box below. Summary should include department major strengths; department needs and any recommendations for improvements based on assessment results, data and/or other college major plans. The summary needs to indicate overall department needs that may require financial support from the institution.

Continuous the review each courses and updated in the department. Internet environment is improved in this cycle. So It will effectively update teaching materials and methods by the time to time. Considering possibility of Distance Education, Online course in the language for the future.

## IX. Resource Request

Itemize resource request below to include resource requests that will support action plans and are data-driven (e.g. course enrollment, course needs, student needs). This section should provide a clear representation of the department's annual budget request.

Type of Resource	Detailed Description	Estimated Amount Requested	Justification
Personnel			
Facility			
Equipment			
Supplies	Office supplies	\$200 per year	To support teaching: grading, record keeping, and supplemental materials for teaching
Software			
Training	Professional development and training in classroom management and teaching strategies for improvement of student-centered learning environment.		
Other			
Total			

Provide Summary of Resource Request in the box below. Summary should connect the resources requested to course, department and institutional learning outcomes assessment results and/or any other college major plans.

The office supplies of resource request will allow courses to be conducted in an organized manner from class planning and preparation to its assessment at the end of semester. This may relate basic teaching and connect all learning outcomes.