



"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.

Academic Program Three Year Review

Instructional Department

Social Science Department

Period of Three Year Review

Fall 2012 to Summer 2015

Completed By: Loyola Darius
Department Instructor(s)

Date: 1/29/16

Department Chair: Loyola Darius

Date: 1/29/16

Dean of Academic Affairs: Robert Ramarui

Date: 1/29/16

IREO : Ligny a Sara for 02/01/16
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Department Review Narrative Summary

The narrative summary should include the following:

- Summary of the academic department purpose
- The relationship of department to the college Mission Statement
- Summary of Department Data
 - a. Figure 1 – Student Status
 - b. Figure 2 – Class Information
 - c. Figure 3 – Course Offering Information
 - d. Figure 4 – Faculty Information
 - e. Table 1 – Faculty Student Ration Information
- Summary of Student Learning and Curriculum
- Summary of Course Assessment Data
 - a. How has assessment of course-level student learning outcomes led to improvement in course-level student learning?
- Summary of Evaluation of Previous Goals/Activities from Previous Cycle (Figure 5)
 - a. List actions identified in your last department review or any other related plan(s).
 - b. What measurable outcomes were achieved due to the actions completed?
 - c. Evaluate the success of the completed actions. Did the completed actions lead to improvement of student learning?
 - d. What modifications do you plan to make to the department in the future to improve student learning?
 - e. Update major changes/accomplishments since the last review.
- Summary of Department Major Strengths
- Recommendations for Improvements
 - a. Does the student assessment data indicate overall department needs that may require support from the institution? Define these observed needs supported by assessment data.
- Summary of Action Plans
- Summary of Resource Request (if any)

All resource requests should be tied to at least one of the following:

 - A GE/institutional learning outcome
 - A course learning outcome
 - a. What GE/ILO and/or CLO does this resource request address?
 - b. What will be the anticipated outcome if resource request is granted?
 - c. Describe the resource request in detail:

Summary of the academic department purpose

The Social Sciences department serves as one of the Liberal Arts Program's main pillars focusing on such academic fields as history, social sciences, and humanities. Furthermore, the department provides core requirements for other programs that are also offered at Palau Community College. In order to do so, the Social Sciences department covers the academic disciplines of History, Psychology, Sociology, Political Science, Anthropology, and Philosophy. Each course has developed and offers outcomes based on Western standardized theories, concepts, and perspectives while also incorporating various aspects of local concepts and perspectives with specialized areas of study.

Department History:

Palau Community College (PCC) was founded in 1969 as a two-year post-secondary vocational/technical institution and grew out of a trade school that had its beginning in 1927 during the Japanese administration. By 1977, it joined into a single post-secondary educational system as the Micronesian Occupational Center and the Community College of Micronesia and, later, Micronesian Occupational College – a distinct and complementary part of the College of Micronesia. By April of 1993, Micronesian Occupational College officially became Palau Community College. The evolution of the Social Sciences department is reflective of Palau Community College's transition from a vocational/technical institution into an accredited community college.

The said transition can be reflected between the years of 1974 to 1976 when various courses in social studies were offered such as: Micronesian Government, World Geography, World History, and Micronesia in Transition, Comparative Government, and the Labor Movement. From 1976 to 1978, now social science; offer classes consistent with vocational/technical instruction such as: World Geography, Orientation to Employment, World History, Micronesia in Transition, Comparative Government in addition to Industrial Psychology. Throughout 1978 to 1980, the social science department offered the said courses as well as Marriage and Family Planning and Introduction to Social Sciences – Contemporary Micronesia.

Significant developments in the Social Science department occurred throughout the 1980s by the addition of various new courses. From 1983 to 1985, new courses in Human Potential, Exploring Your Inner Space, and Contemporary Social Problems were introduced. Furthermore, from 1985 to 1987, additional courses were offered such as: Survey of Psychology, General Sociology, History of Micronesia, Cultural Anthropology, and Introduction to Political Science, Individual Psychology & Personal Adjustment, and Introduction to Economics. The status quo remained unchanged for the remainder of the decade.

Minor developments occurred in the Social Science department during the 1990s. The most significant of which was the addition of an Educational Psychology class between 1994 and 1996. However, between 1998 and 2000, Economics was eliminated from the department.

The Social Sciences department has developed in accordance with the implementation of a Liberal Arts program concurrent with the transition that Palau Community College has made from a vocational school into an accredited community college. The Social Science department is currently managed by one full time faculty; this is a challenge for the one full time faculty to oversee the department operations at the same time compile reports and address other requirements for the department, as well as teaching and coordinating activities that advocate student success. In order to provide quality in teaching and reporting, hiring another full time faculty is crucial.

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 the Social Sciences department relate to the overall mission of the college in that required courses are offered that meet the various needs of the students; therefore, providing the student with a well-rounded and represented degree for either contributing to the community and/or enrolling into a four-year college/university.

- Summary of Program 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	263	146	77	239	176	49	219	176	38	154
Pass/Credit	88%	80%	97%	90%	81%	90%	88%	79%	89%	87%
Fail/No Credit	7%	14%	2%	6%	11%	8%	9%	16%	11%	9%
Audit	0	0	0	0	0	0	0	0	0	0
Withdraw	5%	6%	2%	4%	8%	2%	3%	5%	0	4%

Figure 1 above shows the total and average enrollment of students in all Social Science courses in a given semester, along with number of students who passed, failed, audited, and withdrew from the courses. The data show the average enrollment of 154 students per semester, with 87% pass the courses, 9% fail and 4% withdrew from the courses. The numbers show that majority of the students who enroll in Social Science courses successfully complete the course.

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	38%	69%	0	31%	18%	50%	23%	31%	50%	34%
10 – 19 Students	25%	8%	50%	31%	45%	25%	46%	54%	50%	37%
20 – 29 Students	12%	23%	50%	23%	27%	25%	31%	15%	0	23%
30 or more Students	25%	0%	0%	15%	9%	0%	0%	0%	0%	5%
TOTAL CLASSES	16	13	4	13	11	4	13	13	4	10

Figure 2 above displays the average class size for Social Science courses. The numbers show that most Social Science courses have more than 10 students, except in spring 2013, where majority of classes had less than 10 students. Social Science courses that had 30 or more student were usually the SS 100 Introductory to College course.

Figure 3 – Class 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	16	13	4	13	11	4	13	13	4	10
Total Lecture ONLY Classes	94%	92%	100%	100%	100%	100%	92%	100%	100%	98%
Total Lab ONLY Classes	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Total Lecture and Lab Classes	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Total Online Classes	6%	8%	0%	0%	0%	0%	8%	0%	0%	2%

Figure 3 above represents number and type of classes offered in a given semester. The data show that majority of Social Science course offered were lecture only. There were no Social Science courses that are lab only classes and lecture and lab classes. There was only one online class offered in Fall 2012, Spring 2013 and Fall 2014.

c. 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	1	1	0	1	1	0	1	1	0
Part Time Faculty	9	8	4	7	7	4	8	7	4
TOTAL FACULTY	10	9	4	8	8	4	9	8	4

Figure 4 above display the number of full time and part time faculty who teaches Social Science courses. The data show that there was only 1 full time faculty from Fall 2012 to Su 2015. The number of part time faculty ranged from 4 to 9 per semester, which shows that there was always a need to hire part time faculty to teach Social Science courses. Currently, there is only one full time faculty who teaches the Social Course courses and is also the department chair.

d. Table 1 – Faculty Student Ratio Information

	Fa 2012	Sp 2013	Su 2013	Fa 2013	Sp 2014	Su 2014	Fa 2014	Sp 2015	Su 2015
Full Time Faculty	1:32	1:46	0:0	1:43	1:54	0:0	1:35	1:48	0:0
Part Time Faculty	9: 24	8:13	4:19	7:28	7:28	4:12	8:23	7:18	4:10
TOTAL FACULTY	10	9	4	8	8	4	9	8	4

Table 1 above displays faculty to student ratio. The data shows that full time faculty had as low as 30 students and as high as 50 students per semester. On the other hand, part time faculty had as low as 10 students and as high as 28 students in a given semester. During the summer session all instructors would be considered part-time.

Summary of Student Learning and Curriculum

Currently, there are a total of 22 courses under the Social Science department, which all of them have course learning outlines (CLOs). The CLOs have been modified and updated and was approved by the CPC in March 2015. Changes included reduction of CLOs ratings from five to four. The changes will be reflected in student learning outcomes, materials and equipment, texts and references, method of evaluation, course learning outcomes, and the rubric used to assess each course.

Furthermore, all course CLOs have been aligned with GE PLOs and ILOs in the Social Science department mapping (see appendix C). Signature assignments used in course assessments also have been identified (see appendix D).

- **Summary of Course Assessment Data**

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

The assessment results has helped the instructor to analyze and improve the curriculum for the course such as improvement in class activities for student to engage in class discussion, posing question to improve critical thinking skills, analyzing articles and make relation to current issues. The course assessments results have impacted significant changes to course-level student learning. The changes include:

- 1) Modified course learning outcomes to the following courses to show a better picture of what students were learning in the classroom.
 - a. HI 159: Intro to World Civilization –After a careful analysis of course assessment results, the CLO 4 language had minor changes. The following table shows the changes. This example is applicable to most SS courses.

Old CLOs	New CLOs
CLO 4: Use appropriate technologies to conduct research on and communicate about social or political history topics relative to World Civilization and to access, evaluate, and manage information to prepare and present their work effectively	CLO 4: Conduct research on topics relative to World Civilization and to access, evaluate, and manage information to prepare and present their work effectively

- b. SS 119: Intro to Psychology- This course had 4 CLO after careful analysis of course assessment results the Instructor recommended to increase the CLO from 4 to 6 CLO

Old CLOs	New CLOs
<p>CLO 1: Demonstrate critical thinking about arguments in the social and behavioral sciences relative to introductory Psychology and evaluate an argument's major assertions, its background assumptions, the evidence used to support its assertions.</p> <p>CLO 2. Understand and articulate how culture, society, and diversity shape the role of the individual within society and human relations across cultures relative to introductory to Psychology.</p> <p>CLO 3. Demonstrate knowledge of how social science relative to introductory Psychology can be employed to: (a) analyze social change, (b) analyze social problems, and (c) analyze and develop social policies.</p>	<p>CLO 1: Identify and discuss factors influencing human behavior by defining what psychology is, its goals, historical approaches, and cultural diversity. In addition, critique psychology and understand why it is a science.</p> <p>CLO 2: Identify and explain the relationships and functions between the brain and nervous system, evaluate how perception and consciousness affect human beings in their environment.</p> <p>CLO 3: Identify and explain various forms of behavioral learning like Classical, Operant and Cognitive approaches list and describe types of memories, impact of remembering and</p>

<p>CLO 4: Conduct research on social and behavioral sciences relative to introductory to Psychology and to access, evaluate, and manage the researched information to prepare and present their work effectively.</p>	<p>forgetting, intelligence, thought and language.</p> <p>CLO 4: Explain stages of developmental growth from infancy, childhood, adolescence and adulthood.</p> <p>CLO 5: Identify and describe various theorists, psychotherapies, defense mechanisms and cognition process.</p> <p>CLO 6: Conduct research on social and behavioral sciences relative to introductory to psychology and to access, evaluate, and manage the researched information to prepare and present.</p>
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- 2) Modified rubric used to assess all SS courses. Initially, the rating scale ranged from 1 to 5, with 1 (Unacceptable), 2 (Below Average), 3 (Average), 4 (Above-Average) and 5 (Excellent). The ratings were changed to only reflect 4 levels of competencies as follows: 1 (Emerging), 2 (Developing) 3 (Proficient) and 4 (Outstanding). Now, all SS courses will be assessed using the new rubric.

Old Rubric	New Rubric
<p>Knowledge Outcome Rating Scale: 5: Excellent</p>	<p>Rating Scale: 4 = Outstanding</p>
<p>4: Above Average</p>	<p>3 = Proficient</p>
<p>3: Average</p>	<p>2 = Developing</p>
<p>2: Below Average</p>	<p>1 = Emerging</p>
<p>1: Unacceptable</p>	

- **Summary of Evaluation of Previous Goals/Activities from Previous Cycle (Figure 5)**
 - a. **List actions identified in your last department review or any other related plan(s).**
 - i. Attend trainings/conferences relevant to Social Science. **Status: Ongoing**
 - ii. Hire one full time SS/Hum instructor. **Status: Incomplete**
 - iii. Obtain instructional resources such as projector, external drive for each department. **Status: ongoing external has been provided.**

- iv. Develop an action plan that will facilitate communication with the other Departments in order to develop more linkage and consistency within the various courses/programs offered. **Status: Ongoing**

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

The listed action plans are still ongoing. SS Instructor has attended several conferences within campus and off-campus that were relevant to the SS courses. The information gained from these conferences did enhance the instructor knowledge at the same time the info was also shared in the classroom. Some of the requested resources have been purchased such as the external-drive, the instructor is now able to store all the important data for the department. SS instructors meet regularly with other instructors to address student issues and also have discussion on how to assist the students to succeed.

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

Although most of the planned actions are still ongoing, it does have contribution to the improvement of student learning. Ongoing dialogue with other faculty regarding student issues such as motivating students, sharing ideas to improve classroom activities, and addressing arising issue of student confusion in two opposing disciplinary/ educational system may lead to student failure or success in higher education.

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

The changes that need to be made to the department to improve student learning will include:

- Hire one qualified full time faculty. A full time/long term committed candidate is very much needed in order to stabilize the long-term development and consistency of the department in an effort to curtail either a possible shortage of instructors and/or a high turnover rate.
- Continue to conduct monthly meetings which will allow for instructors to share any changes/modifications they see fit to improve course learning outcomes. This plan will also ensure constant communication between faculties for improvement of courses and student learning.
- 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.
- Participate in professional development for instructors and assistant instructors. 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. By installing or mounting a projector in the classroom will ensure instructor and student will be able to use this technology to present their work effectively.

e. **Update major changes/accomplishments since the last review.**

- **External drive and laptop has been provided to the SS Department**
- **Continuous communication with other faculty**
- **Reviewed and Updated all the SS courses and were approved by CPC on March 2015**

Summary of Department Major Strengths

- The department offers a variety of courses to choose from in articulation with other colleges and is consistent with U.S. mainland requirements;
 - The variety of courses to choose from allows the college/department the ability and flexibility to fulfill the students' specific needs;
 - The department is small, thereby, providing the ability as instructors and administrators to meet our students' specific needs.
 - The department is diversified and the campus is small; therefore, allowing for the integration and use of various technological resources and/or other learning material as well as potential interaction/communication among instructors.
 - The department also offers a diversified faculty with different cultural/ethnic backgrounds
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- **Recommendations for Improvements**
 - a. **Does the student assessment data indicate overall department needs that may require support from the institution? Define these observed needs supported by assessment data.**

The assessments data identified the need to revise signature assignments used to assess some of the courses. The results also shows there is no consistency in the CLO and signature assignments on the courses assigned to the adjunct faculty, this is one reason the SS Dept. must hire another full-time instructor to avoid discrepancy.

Summary of Action Plans

The Social Science 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:

- i. Hire one qualified full time faculty to teach needed Social Science courses. There is still a need to use adjunct faculties to teach SS courses every semester and so to hire another qualified SS instructor is very much needed in order to stabilize the long-term development and consistency of the department
- ii. Continue to conduct monthly meetings which will allow for instructors to share any changes/modifications they see fit to improve course learning outcomes. This plan will also ensure constant communication between faculties for improvement of courses and student learning.
- iii. 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.
- iv. Participate in professional development for instructors and assistant instructors. The plan will ensure instructors are up-to-date on the latest techniques and relevant information for improvement of student learning.
- v. Continue to assess and make necessary improvement to classrooms to ensure conducive learning environment for both faculties and students

- **Summary of Resource Request (if any)**

All resource requests should be tied to at least one of the following:

- **A GE/institutional learning outcome**
- **A course learning outcome**

d. What GE/ILO and/or CLO does this resource request address?

Type of Resource	Description	Link to GE/ILO and/or CLO
Personnel	<ul style="list-style-type: none"> • 1 full time instructor 	<ul style="list-style-type: none"> • This resource request addresses all SS department CLOs and GE/ILOs.
Facilities	<ul style="list-style-type: none"> • Room 57 	<ul style="list-style-type: none"> • This resource request addresses all department SS CLOs and GE/ILOs.
Equipment	<ul style="list-style-type: none"> • Projector • I pad /Tablet 	<ul style="list-style-type: none"> • These resources requested address all SS courses CLOs and GE/ILOs.
Supplies	<ul style="list-style-type: none"> • Office Supplies 	<ul style="list-style-type: none"> • This resource request addresses all SS department CLOs and GE ILOs.
Training	<ul style="list-style-type: none"> • Trainings/Workshops/Conferences 	<ul style="list-style-type: none"> • This resource request addresses all SS department CLOs and GE ILOs.

e. What will be the anticipated outcome if resource request is granted?

Type of Resource	Description	Anticipated Outcome if Resource Request is Granted
Personnel	<ul style="list-style-type: none"> • 1 full time instructor 	<ul style="list-style-type: none"> • Hiring another qualified SS instructor will ensure that students have other preference of instructor. The college must be willing to make a long-term commitment to fewer instructors in order to stabilize the long-term development and consistency of the department.
Facilities	<ul style="list-style-type: none"> • Room 57 • Office space 	<ul style="list-style-type: none"> • Furnishing/equipped classrooms will provide conducive learning environment for both faculties and students. • Providing individual office space for each department is much needed so that Instructor may prepare courses and work more efficiently.

Equipment	<ul style="list-style-type: none"> • Projector 	<ul style="list-style-type: none"> • Need to mount a projector in the classroom so instructor and students may be able to present their work effectively.
Supplies	<ul style="list-style-type: none"> • Office Supplies 	<ul style="list-style-type: none"> • These resources will allow courses to be conducted in an organized manner from class planning and preparation to its assessment at the end of semester.
Training	<ul style="list-style-type: none"> • Trainings/Workshops /Conferences such 	<ul style="list-style-type: none"> • Participation in professional development for instructors and assistant instructors will provide instructors with up-to-date relevant information such as methodologies and latest issues that can be discussed in the classroom.

Appendix A: Department Review Assessment Data

1.0 Department Data

Figure 1. Student Status

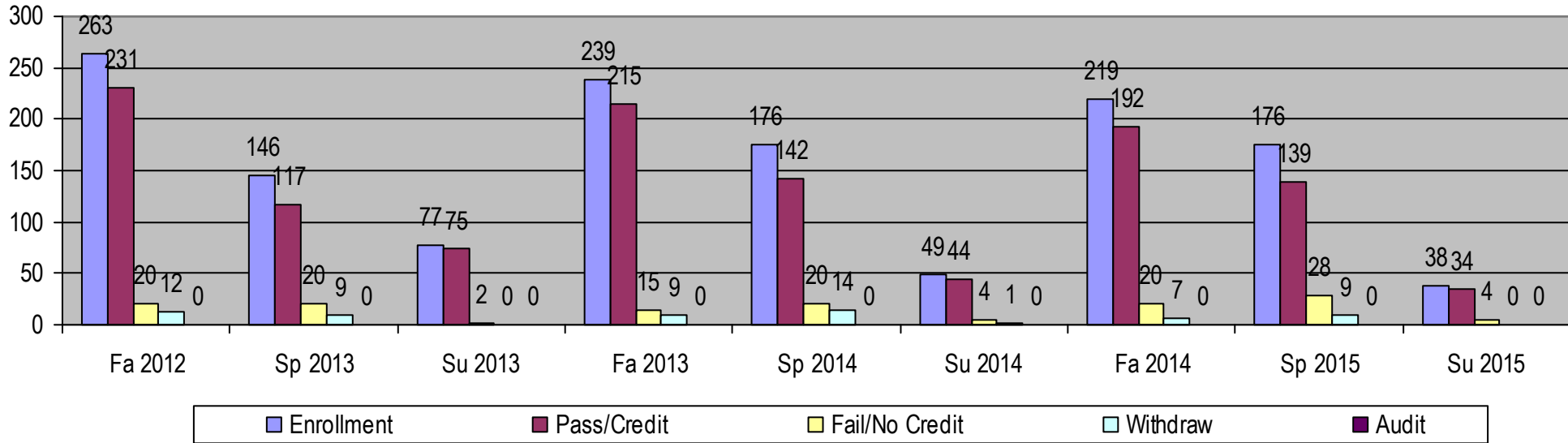


Figure 2. Number Size of Class and Sections Conducted

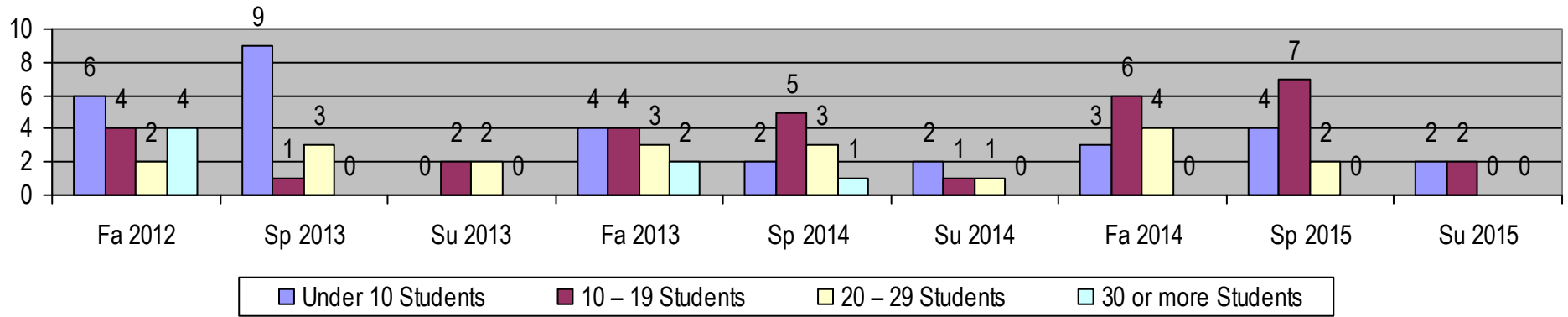


Figure 3. Course Offering

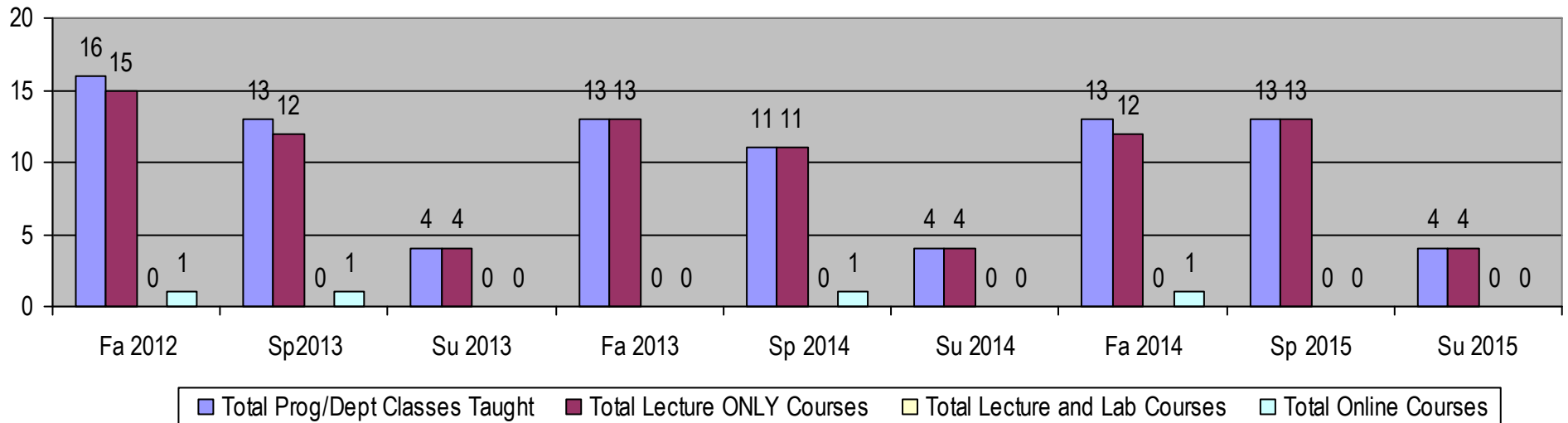


Figure 4. Faculty Head Count

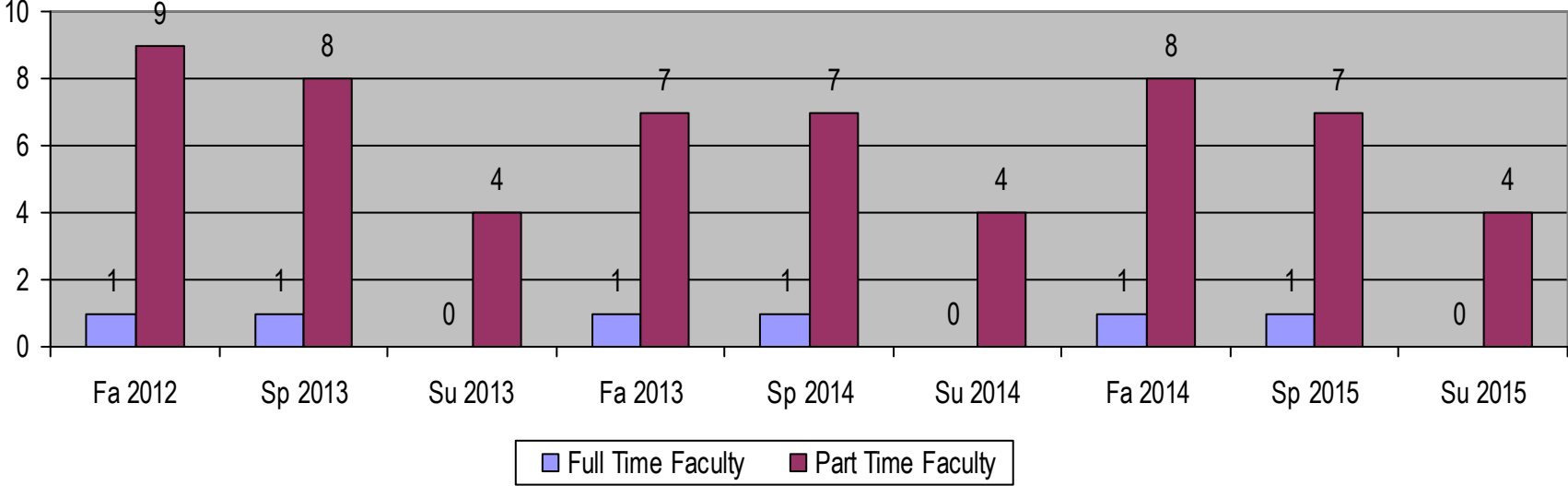


Table 1. Faculty-Class Ratio (program headcount).

	Fa 2012	Sp 2013	Su 2013	Fa 2013	Sp 2014	Su 2014	Fa 2014	Sp 2015	Su 2015
Full Time Faculty	1:32	1:46	0:0	1:43	1:54	0:0	1:35	1:48	0:0
Part Time Faculty	9:24	8:13	4:19	7:28	7:17	4:12	8:23	7:18	4:10
TOTAL FACULTY	10	9	4	8	8	4	9	8	4

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
22	100%	100%	100%	100%

3.0 Course Assessment Data

SAMPLE

Semester Assessed	Course Assessed	CLO – GE/ILO Alignment	Results of Assessments
Fall 2012	EN 189	CLO 1-3 – GE/ILO 1 CLO 1-3 – GE/ILO 2 CLO 1-3 – GE/ILO 6	70% of students performed at proficiency level for all CLOs except CLO 2; therefore, more time is needed to be spent in lecture and discussion of analyzing literary fiction.

Year 1: School Year Fall 2012-Summer 2013

Semester Assessed	Course Assessed	CLO – GE/ILO Alignment	Results of Assessments
Fall 2012	HI 159	CLO 1-4	100% of students did perform at the proficiency level. With the assessment result at proficiency level, there is no need to change anything, continue the course as is and continue the same assessment in Fall 2013
	HI 179	CLO 1 & 2	<u>CLO 1</u> – 13 students were assessed and 53% or (7 of 13) performed at the proficiency level. <u>CLO 2</u> – 13 students were assessed and 53% or (7 of 13) performed at the Less than 70% expected student performance was met for both specified assignments. Two reasons why this occurred.

			<ol style="list-style-type: none"> 1. Typhoon Bopha changed our last week and Final Exam dates and the student who got a D or Incomplete grade where not aware of the new schedule. 2. The communication with students is critical to ensuring they turn in the work needed. <p><u>Recommendations::</u></p> <p>Students will be reminded that there is a deadline and that they need to make an effort to communicate with their instructor or advisor to get the proper information about the class.</p> <p>Final the instructor will communicate with Academic Affairs about any changes with class schedule, work or exams so it can be delivered to students proficiency level</p>
	PH 249		<p>100% of the students reached the proficiency level.</p> <ul style="list-style-type: none"> • Although 100% of the students reached the proficiency level, the instructor will need to create additional tests that can also provide more measureable results that may be utilized to evaluate and assess this course. <p>Instructor will need to add more critical thinking writing assignments and short answers to help strengthen students' critical thinking skills.</p> <p>Prior to writing the Critical Thinking Essay, students will read and be exposed to different aspects of critical thinking issues/concepts and arguments.</p>
	SS 119	CLO 1-4	<ul style="list-style-type: none"> • Out the total 20 students enrolled 35% (7 students) submitted their final research paper. Out of those 7 students 57% (4 students) reached the proficiency level while the remaining 43% (3 students) remained at the emerging level. • Out of 7 students who submitted their final research paper only 29% (2 students) presented at the proficiency level. There were a total of 20 students who enrolled 1 student withdrew, while 30% (6 students) requested for an incomplete. The remaining 30% (6 students) did not submit signature assignment. • Note: Signature assignment and presentation due on the last day of school including presentation. There was an impending typhoon and most students were helping families buckle down for the storm. In addition, it was an

			election year and added holidays shortened preparation time resulting in rescheduling student forum to early Spring semester, including due date for final research paper.
	SS 129		<ul style="list-style-type: none"> • Out the total 13 students enrolled in the course, 62% (8 students) submitted their final research paper in which 63 % (5 students) reached the proficiency level. 12% (1 student) needed some assistance remaining in the developing level. The remaining 25% (2 students) finished papers that were emerging in nature. • 75% (6 students) presented at the proficiency level. The other 2 students did not present. • It is recommended that a hybrid course be developed to address the needs of the older non-traditional students returning back to the classroom. • Continue to work with librarian in the acquisition of reference materials to support research in the humanities.
	SS 149	CLO 1-4	<ul style="list-style-type: none"> • 60% performed at the proficiency level. • Plan of Action • -Stricter Attendance policy to improve student attendance
	SS 179	CLO 1,2, & 4	<ul style="list-style-type: none"> • CLO 1, 2, & 4 – Essays: 6 students were assessed and 83% (5 of 6) performed at the proficiency level. • • CLO 1, 2, 5 & 6 – Final exam: 6 students were assessed and 83% (5 of 6) performed at the proficiency level. • More than 70% expected student performance was met for the specified assessments (essays and final exam). No action needed at this time
	SS 259	CLO 1-4	<ul style="list-style-type: none"> • 100% of students did perform at the proficiency level. • With the assessment result at proficiency level, there is no need to change anything, continue the course as is and continue the same assessment in Fall 2013
	VA 109		<ul style="list-style-type: none"> • Midterm – 100% of the students reached the proficiency level. (15 students) • • Final exam - 100% of the students reached the proficiency level. (15 students) • • Final project – 100% of the students reached the proficiency level. (15 students)

			<ul style="list-style-type: none"> No action needed at this time.
Spring 2013	HI 169	CLO 1-4	100% of students did perform at the proficiency level. With the assessment result at proficiency level, there is no need to change anything, continue the course as is and continue the same assessment in Spring 2014
	HI 259	CLO 1-4	100% of students did perform at the proficiency level. With the assessment result at proficiency level, there is no need to change anything, continue the course as is and continue the same assessment in Spring 2014
	PH 169	CLO 1-3	83% of the students reached the proficiency level. Instructor will need to add more critical thinking writing assignments and short answers to help strengthen students' critical thinking skills. Prior to writing the Critical Thinking Essay, students will read and be exposed to different elements of philosophy and different works of various philosophers. Students will also be expose to different issues/concepts and arguments posed by these philosophers.
	RE 169	CLO 1-4	67% of students did perform at the proficiency level.
	SS 100	CLO 1-4	100% of the students assessed performed at the proficiency level. No action required at this time.
	SS 209	CLO 1-4	100% of students did perform at the proficiency level. With the assessment result at proficiency level, there is no need to change anything, continue the course as is and continue the same assessment in Spring 2014
	SS 229	CLO 1-4	100% or 5 students who submitted the final research paper and presented on their findings reached the proficiency level in all the CLOs. With the assessment result at proficiency level, there is no need to change anything, continue the course as is and continue the same assessment in Spring 2014
Summer 2013			Assessment Data not Available

Year 2: School Year Fall 2013-Summer 2014

Semester Assessed	Course Assessed	CLO – GE/ILO Alignment	Results of Assessments
Fall 2013	SS 100		96% of the students assessed performed at proficiency level.
	SS 179	CLO 1-4	67% of students did perform at the proficiency level.

	PH 249	CLO 1-3	75% of the students reached the proficiency level. There were a total of 9 students who were enrolled in the PH249 course. However one (1) student did not turn in his essays; therefore only eight (8) students were included in this assessment.
	HI 159	CLO 1-4	64% of students did perform at the proficiency level.
	SS 149	CLO 1-4	100% of students did perform at the proficiency level.
	SS 119		
	SS 129		
Spring 2014			
	HI 169	CLO 1-4	<p style="text-align: center;">CLO 1- 60% CLO 2- 80% CLO 3- 60% CLO 4- 100%</p> <p>With the assessment result at proficiency level, there is no need to change anything, continue the course as is and continue the same assessment in Spring 2015.</p>
	HI 189	CLO 1-4	<p>CLO 1 level 3 was achieved by 14 out of 15 students (93%)</p> <p>CLO 2 level 3 was achieved by 12 out of 15 students (80%)</p> <p>CLO 3 level 3 was achieved by 12 out of 15 (80%) of students.</p> <p>CLO 4 level 5 achieved by 8 out of 15 students (53%) of students. (inconsistencies in student attendance and students who do well during early part of semester but drop out in mid-semester must be addressed by college counselors, students and instructor to help student succeed in college Instructor feels she needs to change teaching strategies; give weekly assessment essays) A major weakness is lack of availability of textbook for class. Reliance on lecture notes but if students miss class they usually miss getting the handouts.</p>
	HI 259	CLO 1-4	<p>CLO 1- 57% CLO 2- 57 % CLO 3- 57% CLO 4-62%</p> <p>Plan of action more emphasis on instruction also providing stricter regulations to make them aware and follow.</p>

	SS 109	CLO 1-4	<p>CLO1: 80% CLO2: 80% CLO3: 72% CLO4: 76%</p> <p>CLO3: Noted a weakness in the class knowledge of assertive expression of thoughts. This may be due to two factors:</p> <ol style="list-style-type: none"> 1. Lack of skills in more analytical thinking. 2. Class work often involved cross-cultural discussion taking the context from US to local scenario in Palau. Cultural shyness of not knowing enough to express strong opinions. 3. Area in their life that is not entertained yet, and if already in a relationship-class discussion could challenge self-disclosure. Skill of sorting issues from the start would have been helpful. <p>CLO4: Could tighten the ability to think academically by researching more and not just opinions. This comes from reading and reasoning. Habit of procrastination needs to be addressed more.</p>
	SS 169	CLO 1-4	<p>CLO 1- 78% CLO 2- 78% CLO 3- 78% CLO 4- 100%</p> <p>With the assessment result at proficiency level, there is no need to change anything, continue the course as is and continue the same assessment in Spring 2015.</p>
	SS 189		<p>CLO 1- 85 % CLO 2- 85% CLO 3- 85% CLO 4- 85%</p> <p>85% of students did perform at the proficiency level. With the assessment result at proficiency level, there is no need to change anything, continue the course as is and continue the same assessment in Spring 2015</p>
Summer 2014			Assessment Data not available

Year 3: School Year Fall 2014-Summer 2015

Semester	Course	CLO – GE/ILO Alignment	Results of Assessments
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Assessed	Assessed		
Fall 2014	HI 159	CLO 1-4	10 students scored at the expected proficiency level. Therefore, 75 % of students who were in involved in this assignment are on the proficiency. With the assessment result at proficiency level, there is no need to change anything, continue the course as is and continue the same assessment in Fall 2015
	PH 249	CLO 1-3	88% of the students reached the proficiency level.
	SS 100	CLO 1-4	CLO 1 - 25/122 scored 90-100% for outstanding; 35/122 scored 70-89% for proficiency; 15/122 for developing; and 47/122 for emerging. Scores were based on their average of Section C of the Final Exam. Thus, 60/122 (49%) scored at proficiency or above. CLO 2 – 73/122 scored 90-100% for outstanding; 30/122 scored 70-89% for proficiency; 6/122 for developing; 13/122 for emerging. Scores were based on their average of Section D of the Exam. Thus, 103/122 (84%) scored at proficiency or above. CLO 3 – 86/122 scored 90-100% for outstanding; 22/122 scored 70-89% for proficiency; 08/122 for developing; and 06/122 for the emerging. Scores were based on their average of Section B of the Exam. Thus, 108/122 (89%) scored at proficiency or above. CLO 4 – 77/122 scored 90-100% for outstanding; 27/122 scored 70-89% for proficiency; 0/122 for developing; and 18/122 emerging. Scores were based on their average of Section A of the Exam. Thus, 104/122 (85%) scored at proficiency or above
	SS 119	CLO 1	80% of the student assessed performed at the proficiency level. No action required at this time.
	SS 129	CLO 1-2	80 % of the student assessed performed at the proficiency level.
	SS 149	CLO 1-4	Therefore, 85% of student assessed performed at the proficiency. CLO 2, 3 & 4 no need action plan CLO 1 – require them to LRC.

			Provide more readings and critical thinking questions or examples. One on one consultation
	SS 169	CLO 1-4	62 % of the student assessed performed at the proficiency level. Although more than half of the students assessed performed at the proficiency level it didn't meet the expected proficiency level. Plan of action is to emphasis and be more clear with instructions for this particular project.
	SS 179	CLO 1 -4	90% satisfactory proficiency in critically thinking about issues pertinent to culture and social issues in terms of worldly issues, but particularly in Palau
	SS 203	CLO 1-4	57% of student assessed performed below the proficiency level
	SS 259	CLO 1-4	7 essays were submitted CLO 1- 43 % CLO 2- 29 % CLO 3- 100 % CLO 4- 100% 68 % of students did perform at the proficiency level. Students did not follow instruction. Plan of action more emphasis on instruction also providing stricter regulations to make them aware and follow.
Spring 2015	HI 209	CLO 1-4	66% of the students assessed performed at the below the expected proficiency level.
	HI 169	CLO 1-4	CLO 1- 75% CLO 2- 100% CLO 3- 75% CLO 4- 100 % 87% of students assessed performed at the proficiency level. (No action required at this time.)
	HI 259	CLO 1-4	CLO 1 – 100% CLO 2 - 100% CLO 3 - 100% CLO 4 – 100% 100% of the student assessed performed at the proficiency level.

			100% of the student assessed performed at the proficiency level. No action required at this time.
	PH 169	CLO 1-3	100% of the students assessed performed at the proficiency level. No action required at this time
	RE 169	CLO 1-4	CLO 1 - 100% CLO 2 - 67% CLO 3 - 100% CLO 4- 100% (Although 91% of the student assessed performed at the proficiency level. Action should be taken regarding CLO 2 regarding the historical and chronological change. Most students did not state histories related to the essay topic .they mainly focused on the current issues. Need to emphasize the important of historical events and how it leads to current issues. Plan of action: Remind students to include in their essay a background of the assigned topic.
	SS 209	CLO 1-4	Therefore, 75% of students who were in involved in this assignment are on the proficiency.
	SS 229	CLO 1-4	CLO 1 – 100% CLO 2- 100% CLO 3 - 100% CLO 4 - 100% 100% of the students assessed performed at the proficiency level. No action required at this time
Summer 2015			Assesment Data not available

5.0 Evaluation of Previous Program Review Action Plans

Indicate the status of the previous program review action plans

Action Plan Activity/Objectives	Status Complete/Ongoing/Incomplete	Remarks
Obtain more resources (Technological, etc.)	Ongoing	Have received an external drive, still waiting for the projector if possible to be mounted in the classroom.

Communicating with other Departments/Faculty	Ongoing	Have attended meeting with other adjunct faculty regarding student forum. Collaboration with other departments is ongoing and faculty meet regularly to discuss various issues
More Training /educational opportunities	Incomplete	Need funding
Full-time /Long –term commitments	Incomplete	Need Funding in order to complete this objective.

Summary of Department Major Strengths

6.0 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
Plan to increase student forum, school exchange program	Improve student communication skills in different scenarios; build student confidence, and develop exercise or activities critical thinking skills and how to analyze various issues.		1 Forum every other semester
Obtain more resources (technological)	Enhance learning by creating presentation using various form of technology such as power point, video, or others.	Assigned classroom that is equipped with all necessary equipment such as overhead projector, television with a DVD player, a map.	Every semester final presentation
More training/education opportunities	Participate in professional development for instructors and assistant instructors. The plan will ensure instructors are up-to-date on the latest techniques and relevant information for improvement of student learning.	Need funds for transportation and accommodations for training abroad.	Summer
Collaboration with other departments	By collaborating with other department, instructors are able to discuss issues and other concerns that will help the students succeed.		Every semester have a regular meetings with other departments

7.0 Resource Requests

Type of Resource	Description	Estimated Amount Requested	Justification
Personnel	Additional Instructor	\$ 18,000 per year	<ul style="list-style-type: none"> Hiring another qualified SS instructor will ensure that students have other preference of instructors. The college must be willing to make a long-term commitment to fewer instructors in order to stabilize the long-term development and consistency of the department and its course assessments. <p>Every semester more than 10 SS/humanities course are offered, however there is only one full time instructor. The adjunct instructors are able to teach after working hours which is inconvenient to most of the students.</p>
Facilities	One assigned classroom	\$1,000	The classrooms should be equipped with all the necessity equipment that support and enhance the student learning.
Equipment	Overhead projector, DVD player, Television	\$ 1,500.00	All the equipment is needed to support and enhance student learning.
Supplies	History documentaries	\$300.00	Visual aid is much needed to support Instructor lectures.
Software			
Training		\$5,000	The requested amount can be used by the instructor to attend/participate trainings off-island.
Other			
Total		\$25, 800	

Appendix B: Provide Department Learning Outcomes

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

Appendix D: Provide signature assignment form

Appendix B

PCC Social Science Department Learning Outcome

Philosophy and General Logic Learning Outcomes

Students shall be able to:

- understand and employ a wide range of humanistic, qualitative, quantitative, theoretical, or philosophical methods for recording and explaining human experience;
- identify and assess their own and others values; identify the underlying premises in their own and others arguments; and
- Use appropriate technologies to conduct research on and communicate about language, culture, and/or philosophy and to access, evaluate, and manage information to prepare and present their work effectively.

Social Sciences Learning Outcomes

Students shall be able to:

- demonstrate critical thinking about arguments in the social and behavioral sciences and evaluate an arguments major assertions, its background assumptions, the evidence used to support its assertions;
- understand and articulate how culture, society, and diversity shape the role of the individual within society and human relations across cultures;
- demonstrate knowledge of how social science can be employed to: (a) analyze social change, (b) analyze social problems, and (c) analyze and develop social policies; and
- Conduct research on social and behavioral sciences relative to social science to access, evaluate, and manage the researched information to prepare and present work effectively.

History Learning Outcomes

Students shall be able to:

- demonstrate critical thinking about historical arguments and evaluate an argument's major assertions, its background assumptions, the evidence used to support its assertions;
- understand and articulate historical/chronological change(s) and how culture, society, and diversity shape the role of the individual within society and human relations across cultures from an historical context;
- demonstrate knowledge of how history can be employed to: (a) analyze historical change, (b) analyze historical problems, and (c) analyze and develop historical/social policies; and,

- Conduct research on social and behavioral sciences relative to history and to access, evaluate, and manage the researched information to prepare and present work effectively

Arts and Humanities Learning Outcomes

Students shall be able to:

- analyze, interpret, and reflect critically upon ideas of value, meaning, discourse and expression from a variety of perspectives from the arts and/or humanities;
- use appropriate critical vocabulary to describe and analyze works of artistic expression, literature, philosophy, or religion and a comprehension of the historical context within which a body of work was created or a tradition emerged;
- describe and explain the historical and/or cultural context within which a body of work was created or a tradition emerged;
- Conduct research on social and behavioral sciences relative to Arts and humanities and to access, evaluate, and manage the researched information to prepare and present work effectively.

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

**General Education Curriculum
Introductory, Development, and Mastery Map**

GE Requirement	GE Courses	GE PLO 1 Critical Thinking & Problem Solving	GE PLO 2 Communication	GE PLO 3 Quantitative and Technological Competence	GE PLO 4 Diversity	GE PLO 5 Civic Responsibility	GE PLO 6 Aesthetics
Humanities	HI 149	I,D	I,D		I,D	I,D	
	HI 159	I,D	I,D		I,D	I,D	
	HI 169	I,D	I,D		I,D	I,D	
	HI 179	I,D	I,D		I,D	I,D	
	HI 189	I,D	I,D		I,D	I,D	
	HI 209	I,D	I,D		I,D	I,D	
	HI 259	I,D	I,D		I,D	I,D	
	PH 169	I,D	I,D		I,D	I,D	
	PH 249	I,D	I,D		I,D	I,D	
	RE 169	I,D	I,D		I,D	I,D	I
	VA 109	I,D	I,D		I,D	I,D	I,D

GE Requirement	GE Courses	GE PLO 1 Critical Thinking & Problem Solving	GE PLO 2 Communication	GE PLO 3 Quantitative and Technological Competence	GE PLO 4 Diversity	GE PLO 5 Civic Responsibility	GE PLO 6 Aesthetics
Social Science	SS 100						
	SS 109						
	SS 119	I,D	I,D		I,D	I,D	
	SS 129	I,D	I,D		I,D	I,D	
	SS 149	I,D	I,D		I,D	I,D	
	SS 169	I,D	I,D		I,D	I,D	
	SS 179	I,D	I,D		I,D	I,D	
	SS 189	I,D	I,D		I,D	I,D	
	SS 203	I,D	I,D		I,D	I,D	
	SS 209	I,D	I,D		I,D	I,D	
	SS 229	I,D	I,D		I,D	I,D	
SS 259	I,D	I,D		I,D	I,D		

GE Requirement	GE Courses	GE PLO 1 Critical Thinking & Problem Solving	GE PLO 2 Communication	GE PLO 3 Quantitative and Technological Competence	GE PLO 4 Diversity	GE PLO 5 Civic Responsibility	GE PLO 6 Aesthetics
Humanities	HI 149	CLO 1-3	CLO 1-4		CLO 1-3	CLO 2-3	
	HI 159	CLO 1-3	CLO 1-4		CLO 1-3	CLO 2-3	
	HI 169	CLO 1-3	CLO 1-4		CLO 1-3	CLO 2-3	
	HI 179	CLO 1-3	CLO 1-4		CLO 1-3	CLO 2-3	
	HI 189	CLO 1-3	CLO 1-4		CLO 1-3	CLO 2-3	
	HI 209	CLO 1-3	CLO 1-4		CLO 1-3	CLO 2-3	
	HI 259	CLO 1-3	CLO 1-4		CLO 1-3	CLO 2-3	
	PH 169	CLO 1-2	CLO 3		CLO 1-2		
	PH 249	CLO 1-2	CLO 3		CLO 1-2		
	RE 169	CLO 1-3	CLO1-4		CLO 1-3	CLO 2-3	

GE Requirement	GE Courses	GE PLO 1 Critical Thinking & Problem Solving	GE PLO 2 Communication	GE PLO 3 Quantitative and Technological Competence	GE PLO 4 Diversity	GE PLO 5 Civic Responsibility	GE PLO 6 Aesthetics
Social Science	SS 100	CLO	CLO		CLO	CLO	
	SS 109	CLO 1-3	CLO 1-4		CLO 1-3	CLO 2-3	
	SS 119	CLO 1-5	CLO 6		CLO 5		
	SS 129	CLO 1-3	CLO 1-4		CLO 1-3	CLO 2-3	
	SS 149	CLO 1-3	CLO 1-4		CLO 1-3	CLO 2-3	
	SS 169	CLO 1-3	CLO 1-4		CLO 1-3	CLO 2-3	
	SS 179	CLO 1-3	CLO 1-4		CLO 1-3	CLO 2-3	
	SS 189	CLO1-3	CLO 1-4		CLO 1-3	CLO 2-3	CLO 3
	SS 203	CLO 1-3	CLO 1-4		CLO 1-3	CLO 2-3	
	SS 209	CLO 1-3	CLO 1-4		CLO 1-3	CLO 2-3	
	SS 229	CLO 1-3	CLO 1-4		CLO 1-3	CLO 2-3	
SS 259	CLO 1-3	CLO 1-4		CLO 1-3	CLO 2-3		

Appendix D: Provide signature assignment form

Course Number	Course Name	#of Credits	Signature Assignments
SS 100	Introduction to College	3	Individual Education Plan and Final Exam
SS 109	Marriage and Family	3	Critical Analysis Paper and Final Exam
SS 119	Introduction to Psychology	3	Final Research Paper and Presentation
SS 129	Introduction to Sociology	3	Final Research Paper and Presentation
SS 149	Introduction to Political Science	3	Critical Essay and Final Project
SS 169	Introduction to Archaeology	3	Annotated Bibliography
SS 179	Introduction to Social Anthropology	3	Essays, Quizzes, Journals
SS 189	Introduction to Cultural Anthropology	3	Essay, Final Exam, Journals
SS 203	Comparative Government	3	Critical Essay and Final Project
SS 209	Changes in Micronesia	3	Critical Essay and Final Project
SS 229	Social Problem	3	Final Research Paper and Presentation
SS 259	The American Political System	3	Critical Essay and Final Project
HI 149	History and Culture of FSM: Emphasis Yap State	3	Critical Essay and Final Project
HI 159	World Civilization	3	Critical Essay and Final Project
HI 169	World Civilization II	3	Critical Essay and Final Project
HI 189	Palauan History and Culture	3	Critical Essay and Final Project
HI 209	History of Micronesia II	3	Critical Essay and Final Project
HI 259	American History: Post Civil War to Present	3	Critical Essay and Final Project
PH 169	Introduction to	3	Critical Essay and Final

	Philosophy		Project
PH 249	General Logic	3	Critical Thinking Essay
RE 169	Introduction to World's Major Religion	3	Critical Essay
VA 109	Introduction to Visual Arts	3	Final Project