



“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**


**Social Science and Humanities Department (SS/HUM Dept.)**

**Fall 2015 to Summer 2018**

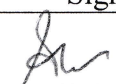
Program Review Completed By:

Name	Title	Signature	Date
Glendalynn N. Ngirmeriil	Department Chair & Instructor		04/17/2019

Program Review Certified By:

Name	Title	Signature	Date
 Marianne Temaungil	Associate Dean, AIT	Mtemaungil	4/17/19

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

Name	Title	Signature	Date
Ligaya Saa	Institutional Researcher		4/17/19

## **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.

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

1. State the mission of this academic department below.

The Social Sciences and Humanities Department serves as one of the Liberal Arts Program's main pillars focusing on academic fields such 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 and Humanities Department covers the academic disciplines of Anthropology, History, Linguistics, Philosophy, Political Science, Psychology, and Sociology. 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.

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

### **Palau Community College 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."

### **Goal of the Social Science Department:**

The goal of the Social Sciences and Humanities Department, in relation to the overall mission of the college, is that required courses, which are offered through the Social Sciences and Humanities Department, meets the various needs of the students; hence, providing them with a well-rounded and represented degree so that each student should be able to either contribute to the community and/or enroll into a four-year college/university.

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

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 and Humanities 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 Sciences and Humanities 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 Sciences and Humanities 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 and Humanities 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 Sciences and Humanities 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.



## II. Student and Faculty Data

**Figure 1 – Course Completion Data**

*You may insert more rows as needed*

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
HI159	8	5	4	17	HI159	5	3	1	9	HI159	6	2	0	8
HI179	6	1	1	8	HI179	2	1	0	3	HI179	2	0	0	2
PH169	7	0	1	8	PH249	13	0	0	13	PH249	13	0	3	16
PH249	8	3	2	13	SS100	103	0	3	106	SS100	113	12	4	129
SS100	192	13	7	212	SS119	21	1	1	23	SS119	22	2	0	24
SS119	18	5	0	23	SS129	11	1	2	14	SS129	16	1	0	17
SS129	18	4	1	23	SS149	1	0	1	2	SS149	8	0	1	9
SS149	0	1	0	1	SS179	2	0	1	3	SS201	8	0	0	8
SS201	12	0	1	13	SS201	10	0	1	11	SS259	13	3	6	22
SS259	9	5	2	16	SS259	15	3	4	22	VA109	18	0	2	20

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
HI189	19	0	2	21	HI169	6	0	4	10	HI189	38	3	4	45
HI259	18	3	1	22	HI189	31	6	2	39	HI209	2	0	1	3
PH169	19	4	0	23	HI259	13	2	1	16	HI259	17	1	0	18
RE169	14	2	1	17	PH169	9	2	6	17	PH169	12	2	3	17
SS100	46	3	0	49	RE169	3	0	0	3	RE169	16	0	5	21
SS129	8	1	0	9	SS100	33	2	0	35	SS100	40	7	1	48
SS169	6	1	0	7	SS169	7	1	1	9	SS109	4	0	1	5
SS189	9	0	2	11	SS189	12	1	2	15	SS169	6	1	4	11
SS229	5	0	1	6	SS201	8	2	1	11	SS189	19	0	2	21

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

SU 2016					SU 2017					SU 2018				
Course	Passed	Failed	Withdraw	Enrolled	Course	Passed	Failed	Withdraw	Enrolled	Course	Passed	Failed	Withdraw	Enrolled
SS100	38	0	1	39	SS100	22	2	0	24	PH169	15	3	1	19
										SS100	35	1	0	36

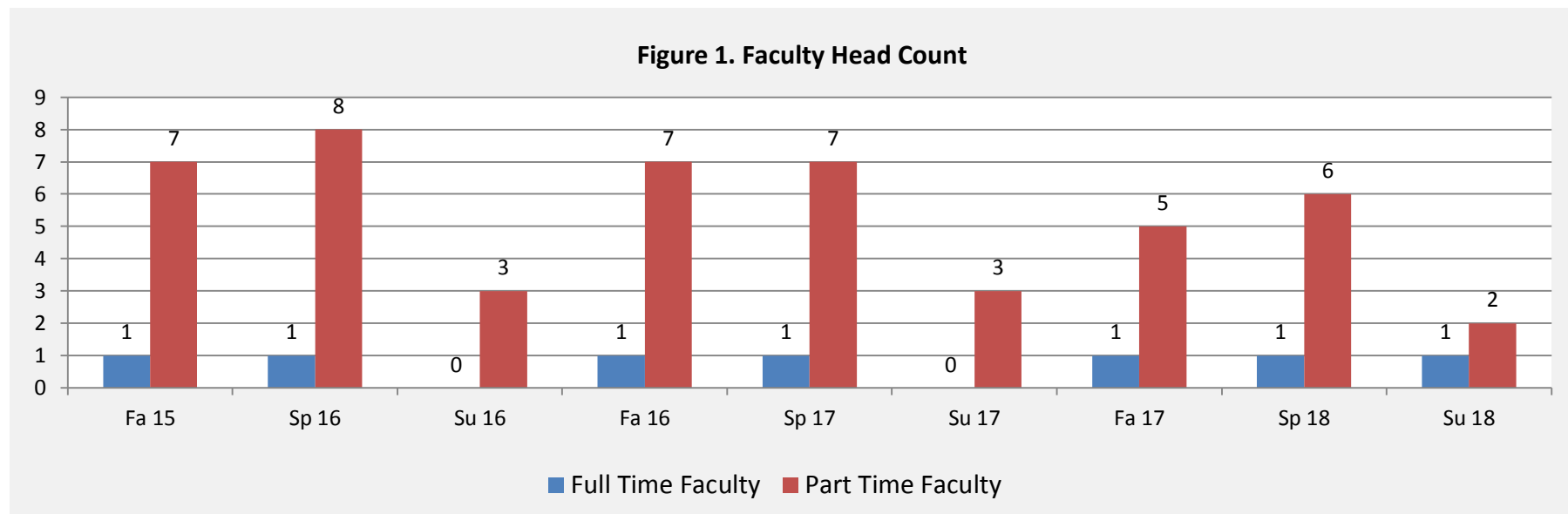
Provide Summary of Tables 1a, 1b & 1c including its trends analysis below.

**Table 1a. Course Completion of Department Courses (Fall)** above shows the enrollment of students in all SS/HUM courses in a given semester, along with number of students who passed, failed, audited, and withdrew from the courses. The data shows the average enrollment of 265 students per semester, with 85.5% passing the courses, 8.3% failing, and 6.1% withdrawing from the courses. The numbers show that majority of the students who enrolled in SS/HUM courses successfully completed the courses.

**Table 1b. Course Completion of Department Courses (Spring)** above shows the enrollment of students in all SS/HUM courses in a given semester, along with number of students who passed, failed, audited, and withdrew from the courses. The data shows the average enrollment of 155.67 students per semester, with 82% passing the courses, 9.4% failing, and 8.1% withdrawing from the courses. The numbers show that majority of the students who enrolled in SS/HUM courses successfully completed the courses.

**Table 1c. Course Completion of Department Courses (Summer)** above shows the enrollment of students in all SS/HUM courses in a given semester, along with number of students who passed, failed, audited, and withdrew from the courses. The data shows the average enrollment of 39.33 students per semester, with 93.2% pass the courses, 5% failing, and 1.7% withdrawing from the courses. The numbers show that majority of the students who enrolled in SS/HUM courses successfully completed the courses.

**Figure 1 – Faculty Information**



Provide summary of Figure 1 including its trends analysis below.

**Figure 1 – Faculty Information** above displays the number of full time and part time faculty who teach SS/HUM courses per semester. The data displays that there was only 1 full time faculty from Fall 2015 to Su 2018. The number of part time faculty ranged from 2 to 8 per semester, which is an average of 5.3 part time faculty per semester. The results of this data indicates that there is always a need to hire part time faculty to assist in teaching SS/HUM courses. Currently, there is only one full time faculty who instructs the SS/HUM courses and who is also the department chair.

### 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	22	100%	100%	100%
2016-2017	22	100%	100%	100%
2017-2018	22	100%	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.

- Currently, there are a total of 22 courses under the SS/HUM Dept., which all of them have course learning outlines (CLOs). The CLOs have been modified and updated and was approved by the CPC in the school year of 2016-2017 (see appendix B).
- All course CLOs have been aligned with GE PLOs and ILOs in the SS/HUM Dept. mapping (see appendix A).
- Signature assignments used in course assessments also have been identified and noted in the FAMED grid (see appendix C).

### IV. Course Assessment Data

Year 1: School Year Fall 2015-Spring 2016

Semester Assessed	Course Assessed	CLO-GE/ILO Mapping	Results of Assessments (Do not combine CLO results; report individual CLO result.)
FALL 2015	HI159	CLO 1-3 – GE/ILO 1	CLO1: 50% of students assessed performed at the proficiency level.
		CLO1-4 –GE/ILO 2	CLO2: 50% of students assessed performed at the proficiency level.
		CLO 1-3 – GE/ILO 4	CLO3: 50% of students assessed performed at the proficiency level.
		CLO 2-3 – GE/ILO 5	CLO4: 50% of students assessed performed at the proficiency level.
	HI179	CLO 1-3 – GE/ILO 1	CLO1: 75% of students performed at the proficient level.
		CLO1-4 –GE/ILO 2	CLO2: 75% of students performed at the proficient level.
		CLO 1-3 – GE/ILO 4	CLO3: 75% of students performed at the proficient level.
		CLO 2-3 – GE/ILO 5	CLO4: 75% of students performed at the proficient level.
	PH169	CLO1-2-GE/ILO 1	PH169 is a Spring course that was offered in Fall 2015. When a course is offered outside of its
		CLO 1-3-GE/ILO 2	



		CLO1-2-GE/ILO 4	regular semester it is not assessed.
	PH249	CLO1-2-GE/ILO 1	CLO1: NO ASSESSMENTS FOUND
		CLO 1-3-GE/ILO 2	CLO2: NO ASSESSMENTS FOUND
		CLO1-2-GE/ILO 4	CLO3: NO ASSESSMENTS FOUND
	SS100	CLO 1, 3, 4 – GE/ILO 1	CLO1: 72% of students performed at the proficient level.
		CLO 2, 3 – GE/ILO 2	CLO2: 85% of students performed at the proficient level.
		CLO 3 – GE/ILO 4	CLO3: 93% of students performed at the proficient level.
		CLO 3 – GE/ILO 5	CLO4: 88% of students performed at the proficient level.
	SS119	CLO1-4 – GE/ILO 1	CLO1: 100% of students performed at the proficient level.
		CLO 3 – GE/ILO 2	CLO2: 100% of students performed at the proficient level.
		CLO 4– GE/ILO 4	CLO3: 100% of students performed at the proficient level.
			CLO4: 100% of students performed at the proficient level.
	SS129	CLO 1-4 – GE/ILO 1	CLO1: 100% of students performed at the proficient level.
		CLO 1-4 – GE/ILO 2	CLO2: 100% of students performed at the proficient level.
		CLO 1-4 GE/ILO 4	CLO3: 100% of students performed at the proficient level.
		CLO 2-3 – GE/ILO 5	CLO4: 100% of students performed at the proficient level.
	SS149	CLO1-3 – GE/ILO 1	CLO1: 0% of students performed at the proficient level.
		CLO 1-4 – GE/ILO 2	CLO2: 0% of students performed at the proficient level.
		CLO1-3 – GE/ILO 4	CLO3: 0% of students performed at the proficient level.
		CLO 2-3 – GE/ILO 5	CLO4: 0% of students performed at the proficient level.
	SS201	CLO 1-4 – GE/ILO 1	Course Modification changed identification of ED201 Human Growth and Development to SS201 Human Growth and Development; approved by the CPC May 2016. Therefore, there are no assessments for SS201 in Fall 2015.
		CLO 1-4 – GE/ILO 2	
		CLO1-4 - GE/ILO 5	
	SS259	CLO1-3 – GE/ILO 1	CLO1: 83% of students performed at the proficient level.
		CLO 1-4 – GE/ILO 2	CLO2: 83% of students performed at the proficient level.
		CLO1-3 – GE/ILO 4	CLO3: 83% of students performed at the proficient level.

		CLO 2-3 – GE/ILO 5	CLO4: 83% of students performed at the proficient level.
SPRING 2016	HI189	CLO 1-3 – GE/ILO 1	CLO1: 80% of students performed at the proficient level.
		CLO1-4 –GE/ILO 2	CLO2: 80% of students performed at the proficient level.
		CLO 1-3 – GE/ILO 4	CLO3: 100% of students performed at the proficient level.
		CLO 2-3 – GE/ILO 5	CLO4: 100% of students performed at the proficient level.
	HI259	CLO 1-3 – GE/ILO 1	CLO1: 50% of students performed at the proficient level.
		CLO1-4 –GE/ILO 2	CLO2: 45% of students performed at the proficient level.
		CLO 1-3 – GE/ILO 4	CLO3: 45% of students performed at the proficient level.
		CLO 2-3 – GE/ILO 5	CLO4: 90% of students performed at the proficient level.
	PH169	CLO1-2 - GE/ILO 1	CLO1: 85% of students performed at the proficient level.
		CLO 1-3 - GE/ILO 2	CLO2: 85% of students performed at the proficient level.
		CLO1-2 - GE/ILO 4	CLO3: 90% of students performed at the proficient level.
	RE169	CLO 1-3 – GE/ILO 1	CLO1: 100% of students performed at the proficient level.
		CLO1-4 –GE/ILO 2	CLO2: 86% of students performed at the proficient level.
		CLO 1-3 – GE/ILO 4	CLO3: 71% of students performed at the proficient level.
		CLO 2-3 – GE/ILO 5	CLO4: 100% of students performed at the proficient level.
	SS100	CLO 1, 3, 4 – GE/ILO 1	SS100 is not assessed in Spring semesters. It is only assessed in Fall semesters.
		CLO 2, 3 – GE/ILO 2	
		CLO 3 – GE/ILO 4	
		CLO 3 – GE/ILO 5	
	SS129	CLO 1-4 – GE/ILO 1	SS129 is a Fall course and was offered Spring 2016. When a course is offered outside of its regular semester it is not assessed.
		CLO 1-4 – GE/ILO 2	
		CLO 1-4 – GE/ILO 4	
		CLO 2-3 – GE/ILO 1	
	SS169	CLO 1-4 – GE/ILO 1	CLO1: 100% of students performed at the proficient level.
		CLO 1-4 – GE/ILO 2	CLO2: 75% of students performed at the proficient level.
		CLO 1-4 – GE/ILO 4	CLO3: 50% of students performed at the proficient level.

		CLO 2-3 – GE/ILO 1	CLO4: 100% of students performed at the proficient level.
	SS189	CLO 1-4 – GE/ILO 1	CLO1: 100% of students performed at the proficient level.
		CLO 1-4 – GE/ILO 2	CLO2: 100% of students performed at the proficient level.
		CLO 1-4 – GE/ILO 4	CLO3: 100% of students performed at the proficient level.
		CLO 2-3 – GE/ILO 1	CLO4: 80% of students performed at the proficient level.
	SS229	CLO 1-4 – GE/ILO 1	CLO1: 100% of students performed at the proficient level.
		CLO 1-4 – GE/ILO 2	CLO2: 100% of students performed at the proficient level.
		CLO 1-4 – GE/ILO 4	CLO3: 100% of students performed at the proficient level.
		CLO 2-3 – GE/ILO 1	CLO4: 100% of students performed at the proficient level.

Year 2: School Year Fall 2016-Spring 2017

Semester Assessed	Course Assessed	CLO-GE/ILO Mapping	Results of Assessments (Do not combine CLO results; report individual CLO result.)
Fall 2016	HI159	CLO 1-3 – GE/ILO 1	CLO1: 50% of students performed at the proficient level.
		CLO1-4 –GE/ILO 2	CLO2: 75% of students performed at the proficient level.
		CLO 1-3 – GE/ILO 4	CLO3: 75% of students performed at the proficient level.
		CLO 2-3 – GE/ILO 5	CLO4: 75% of students performed at the proficient level.
	HI179	CLO 1-3 – GE/ILO 1	CLO1: 100% of students performed at the proficient level.
		CLO1-4 –GE/ILO 2	CLO2: 100% of students performed at the proficient level.
		CLO 1-3 – GE/ILO 4	CLO3: 100% of students performed at the proficient level.
		CLO 2-3 – GE/ILO 5	CLO4: 100% of students performed at the proficient level.
	PH249	CLO1-2-GE/ILO 1	CLO1: 100% of students performed at the proficient level.
		CLO 1-3-GE/ILO 2	CLO2: 100% of students performed at the proficient level.
		CLO1-2-GE/ILO 4	CLO3: 100% of students performed at the proficient level.
	SS100	CLO 1, 3, 4 – GE/ILO	CLO1: 84% of students performed at the proficient

		1	level.
		CLO 2, 3 – GE/ILO 2	CLO2: 84% of students performed at the proficient level.
		CLO 3 – GE/ILO 4	CLO3: 92% of students performed at the proficient level.
		CLO 3 – GE/ILO 5	CLO4: 88% of students performed at the proficient level.
	SS119	CLO1-5 – GE/ILO 1	CLO1: 100% of students performed at the proficient level.
		CLO 6 – GE/ILO 2	CLO2: 100% of students performed at the proficient level.
		CLO 5 – GE/ILO 4	CLO3: 100% of students performed at the proficient level.
			CLO4: 100% of students performed at the proficient level.
			CLO5: 100% of students performed at the proficient level.
	SS129	CLO 1-4 – GE/ILO 1	CLO1: 100% of students performed at the proficient level.
		CLO 1-4 – GE/ILO 2	CLO2: 100% of students performed at the proficient level.
		CLO 1-4 – GE/ILO 4	CLO3: 100% of students performed at the proficient level.
		CLO 2-3 – GE/ILO 1	CLO4: 100% of students performed at the proficient level.
	SS149	CLO1-3 – GE/ILO 1	CLO1: 100% of students performed at the proficient level.
		CLO 1-4 – GE/ILO 2	CLO2: 100% of students performed at the proficient level.
		CLO1-3 – GE/ILO 4	CLO3: 100% of students performed at the proficient level.
		CLO 2-3 – GE/ILO 5	CLO4: 50% of students performed at the proficient level.
	SS179	CLO1-3 – GE/ILO 1	CLO1: 67% of students performed at the proficient level.
		CLO 1-4 – GE/ILO 2	CLO2: 67% of students performed at the proficient level.
		CLO1-3 – GE/ILO 4	CLO3: 100% of students performed at the proficient level.
		CLO 2-3 – GE/ILO 5	CLO4: 100% of students performed at the proficient level.
	SS201	CLO 1-4 – GE/ILO 1	CLO1: NO ASSESSMENTS FOUND
		CLO 1-4 – GE/ILO 2	CLO2: NO ASSESSMENTS FOUND
		CLO1-4 - GE/ILO 5	CLO3: NO ASSESSMENTS FOUND
			CLO4: NO ASSESSMENTS FOUND
	SS259	CLO1-3 – GE/ILO 1	CLO1: 67% of students performed at the proficient level.

		CLO 1-4 – GE/ILO 2	CLO2: 67% of students performed at the proficient level.
		CLO1-3 – GE/ILO 4	CLO3: 67% of students performed at the proficient level.
		CLO 2-3 – GE/ILO 5	CLO4: 85% of students performed at the proficient level.
Spring 2017		CLO 1-3 – GE/ILO 1	CLO1: 100% of students performed at the proficient level.
		CLO1-4 –GE/ILO 2	CLO2: 100% of students performed at the proficient level.
	HI169	CLO 1-3 – GE/ILO 4	CLO3: 100% of students performed at the proficient level.
		CLO 2-3 – GE/ILO 5	CLO4: 100% of students performed at the proficient level.
		CLO 1-3 – GE/ILO 1	CLO1: 90% of students performed at the proficient level.
		CLO1-4 –GE/ILO 2	CLO2: 82.5% of students performed at the proficient level.
	HI189	CLO 1-3 – GE/ILO 4	CLO3: 83% of students performed at the proficient level.
		CLO 2-3 – GE/ILO 5	CLO4: 90.75% of students performed at the proficient level.
		CLO 1-3 – GE/ILO 1	CLO1: 75% of students performed at the proficient level.
		CLO1-4 –GE/ILO 2	CLO2: 83% of students performed at the proficient level.
	HI259	CLO 1-3 – GE/ILO 4	CLO3: 83% of students performed at the proficient level.
		CLO 2-3 – GE/ILO 5	CLO4: 100% of students performed at the proficient level.
		CLO1-2 - GE/ILO 1	CLO1: 90% of students performed at the proficient level.
		CLO 1-3 - GE/ILO 2	CLO2: 90% of students performed at the proficient level.
	PH169	CLO1-2 - GE/ILO 4	CLO3: 100% of students performed at the proficient level.
		CLO 1-3 – GE/ILO 1	CLO1: 100% of students performed at the proficient level.
		CLO1-4 –GE/ILO 2	CLO2: 100% of students performed at the proficient level.
	RE169	CLO 1-3 – GE/ILO 4	CLO3: 100% of students performed at the proficient level.
		CLO 2-3 – GE/ILO 5	CLO4: 100% of students performed at the proficient level.
		CLO 1, 3, 4 – GE/ILO 1	SS100 is not assessed in Spring semesters. It is only assessed in Fall semesters.
	SS100	CLO 2, 3 – GE/ILO 2	

		CLO 3 – GE/ILO 4	
		CLO 3 – GE/ILO 5	
	SS169	CLO 1-4 – GE/ILO 1	CLO1: 100% of students performed at the proficient level.
		CLO 1-4 – GE/ILO 2	CLO2: 100% of students performed at the proficient level.
		CLO 1-4 – GE/ILO 4	CLO3: 100% of students performed at the proficient level.
		CLO 2-3 – GE/ILO 1	CLO4: 100% of students performed at the proficient level.
	SS189	CLO 1-4 – GE/ILO 1	CLO1: 90% of students performed at the proficient level.
		CLO 1-4 – GE/ILO 2	CLO2: 90% of students performed at the proficient level.
		CLO 1-4 – GE/ILO 4	CLO3: 90% of students performed at the proficient level.
		CLO 2-3 – GE/ILO 1	CLO4: 100% of students performed at the proficient level.
	SS201	CLO 1-4 – GE/ILO 1	CLO1: 78% of students performed at the proficient level.
		CLO 1-4 – GE/ILO 2	CLO2: 80% of students performed at the proficient level.
		CLO1-4 - GE/ILO 5	CLO3: 89% of students performed at the proficient level.
			CLO4: 75% of students performed at the proficient level.

Year 3: School Year Fall 2017-Spring 2018

Semester Assessed	Course Assessed	CLO-GE/ILO Mapping	Results of Assessments (Do not combine CLO results; report individual CLO result.)
Fall 2017	HI159	CLO 1-3 – GE/ILO 1	CLO1: 100% of students performed at the proficient level.
		CLO1-4 –GE/ILO 2	CLO2: 100% of students performed at the proficient level.
		CLO 1-3 – GE/ILO 4	CLO3: 100% of students performed at the proficient level.
		CLO 2-3 – GE/ILO 5	CLO4: 100% of students performed at the proficient level.
	HI179	CLO 1-3 – GE/ILO 1	CLO1: 100% of students performed at the proficient level.
		CLO1-4 –GE/ILO 2	CLO2: 100% of students performed at the proficient level.
		CLO 1-3 – GE/ILO 4	CLO3: 100% of students performed at the

			proficient level.
		CLO 2-3 – GE/ILO 5	CLO4: 100% of students performed at the proficient level.
	PH249	CLO1-2-GE/ILO 1	CLO1: 84.62% of students performed at the proficient level.
		CLO 1-3-GE/ILO 2	CLO2: 92.31% of students performed at the proficient level.
		CLO1-2-GE/ILO 4	CLO3: 100% of students performed at the proficient level.
	SS100	CLO 1, 3, 4 – GE/ILO 1	CLO1: 83.52% of students performed at the proficient level.
		CLO 2, 3 – GE/ILO 2	CLO2: 90.81% of students performed at the proficient level.
		CLO 3 – GE/ILO 4	CLO3: 91.69% of students performed at the proficient level.
		CLO 3 – GE/ILO 5	CLO4: 78.03% of students performed at the proficient level.
	SS119	CLO1-5 – GE/ILO 1	CLO1: 91.7% of students performed at the proficient level.
		CLO 6 – GE/ILO 2	CLO2: 100% of students performed at the proficient level.
		CLO 5 – GE/ILO 4	CLO3: 100% of students performed at the proficient level.
			CLO4: 100% of students performed at the proficient level.
			CLO5: 100% of students performed at the proficient level.
			CLO6: 100% of students performed at the proficient level.
	SS129	CLO 1-4 – GE/ILO 1	CLO1: 100% of students performed at the proficient level.
		CLO 1-4 – GE/ILO 2	CLO2: 100% of students performed at the proficient level.
		CLO 1-4 – GE/ILO 4	CLO3: 100% of students performed at the proficient level.
		CLO 2-3 – GE/ILO 1	CLO4: 100% of students performed at the proficient level.
	SS149	CLO1-3 – GE/ILO 1	CLO1: 100% of students performed at the proficient level.
		CLO 1-4 – GE/ILO 2	CLO2: 100% of students performed at the proficient level.
		CLO1-3 – GE/ILO 4	CLO3: 100% of students performed at the proficient level.
		CLO 2-3 – GE/ILO 5	CLO4: 100% of students performed at the proficient level.
	SS201	CLO 1-4 – GE/ILO 1	CLO1: NO ASSESSMENTS FOUND
		CLO 1-4 – GE/ILO 2	CLO2: NO ASSESSMENTS FOUND

		CLO1-4 - GE/ILO 5	CLO3: NO ASSESSMENTS FOUND
			CLO4: NO ASSESSMENTS FOUND
	SS259	CLO1-3 – GE/ILO 1	CLO1: 100% of students performed at the proficient level.
		CLO 1-4 – GE/ILO 2	CLO2: 100% of students performed at the proficient level.
		CLO1-3 – GE/ILO 4	CLO3: 100% of students performed at the proficient level.
		CLO 2-3 – GE/ILO 5	CLO4: 100% of students performed at the proficient level.
Spring 2018	HI189	CLO 1-3 – GE/ILO 1	CLO1: 82.93% of students performed at the proficient level.
		CLO1-4 –GE/ILO 2	CLO2: 85.37% of students performed at the proficient level.
		CLO 1-3 – GE/ILO 4	CLO3: 87.8% of students performed at the proficient level.
		CLO 2-3 – GE/ILO 5	CLO4: 85.37% of students performed at the proficient level.
	HI209	CLO 1-3 – GE/ILO 1	CLO1: 100% of students performed at the proficient level.
		CLO1-4 –GE/ILO 2	CLO2: 100% of students performed at the proficient level.
		CLO 1-3 – GE/ILO 4	CLO3: 100% of students performed at the proficient level.
		CLO 2-3 – GE/ILO 5	CLO4: 100% of students performed at the proficient level.
	HI259	CLO 1-3 – GE/ILO 1	CLO1: 72.22% of students performed at the proficient level.
		CLO1-4 –GE/ILO 2	CLO2: 94.44% of students performed at the proficient level.
		CLO 1-3 – GE/ILO 4	CLO3: 72.22% of students performed at the proficient level.
		CLO 2-3 – GE/ILO 5	CLO4: 77.78% of students performed at the proficient level.
	PH169	CLO1-2 - GE/ILO 1	CLO1: 100% of students performed at the proficient level.
		CLO 1-3 - GE/ILO 2	CLO2: 100% of students performed at the proficient level.
		CLO1-2 - GE/ILO 4	CLO3: 100% of students performed at the proficient level.
	RE169	CLO 1-3 – GE/ILO 1	CLO1: 100% of students performed at the proficient level.
		CLO1-4 –GE/ILO 2	CLO2: 100% of students performed at the proficient level.
		CLO 1-3 – GE/ILO 4	CLO3: 100% of students performed at the proficient level.
		CLO 2-3 – GE/ILO 5	CLO4: 100% of students performed at the



			proficient level.
	SS100	CLO 1, 3, 4 – GE/ILO 1	SS100 is not assessed in Spring semesters. It is only assessed in Fall semesters.
		CLO 2, 3 – GE/ILO 2	
		CLO 3 – GE/ILO 4	
		CLO 3 – GE/ILO 5	
	SS109	CLO 1-4 – GE/ILO 1	CLO1: 100% of students performed at the proficient level.
		CLO 1-4 – GE/ILO 2	CLO2: 100% of students performed at the proficient level.
		CLO 1-4 GE/ILO 4	CLO3: 100% of students performed at the proficient level.
		CLO 2-3 – GE/ILO 5	CLO4: 100% of students performed at the proficient level.
	SS169	CLO 1-4 – GE/ILO 1	CLO1: 71.43% of students performed at the proficient level.
		CLO 1-4 – GE/ILO 2	CLO2: 71.43% of students performed at the proficient level.
		CLO 1-4 – GE/ILO 4	CLO3: 71.43% of students performed at the proficient level.
		CLO 2-3 – GE/ILO 1	CLO4: 85.71% of students performed at the proficient level.
	SS189	CLO 1-4 – GE/ILO 1	CLO1: 94.74% of students performed at the proficient level.
		CLO 1-4 – GE/ILO 2	CLO2: 94.74% of students performed at the proficient level.
		CLO 1-4 – GE/ILO 4	CLO3: 78.95% of students performed at the proficient level.
		CLO 2-3 – GE/ILO 1	CLO4: 100% of students performed at the proficient 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.

- The assessment results has assisted the instructor in analyzing and improving the curriculum for the courses, such as improve and increase class activities for students in order for them to engage in class discussions, pose questions to improve critical thinking and problem skills, and analyze literature (articles, books, journals etc) to make relevant with current issues.
- The course assessment results have made an impact on course curriculums thus causing significant and positive changes for student learning.

#### 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/ILO1	80.43%	• In Fall 2015, 68.57% of the students assessed did

			<p>not meet the proficiency level. Students were unfamiliar with critical thinking and problem solving techniques; therefore, were unable to meet the proficiency level expected.</p> <ul style="list-style-type: none"> <li>• In Spring of 2016, 92.3% of the students assessed met the proficiency level which exceeded the expected students' performance of 70%. During this second semester of the school year, students demonstrated a greater familiarity with critical thinking and problem solving techniques. Therefore, they were able to meet the proficiency level expected.</li> <li>• Overall for the school year 2015-2106, 80.43% of students assessed met the proficiency level.</li> </ul>
	GE/ILO2	76%	<ul style="list-style-type: none"> <li>• In Fall 2015, 70.43% of the students assessed met the expected proficiency level. Students' communication skills was efficient.</li> <li>• In Spring 2016, 81.57% of the students assessed exceeded the proficiency level due to communication skills learned in the fall.</li> <li>• Overall for the school year 2015-2016, 76% of the students assessed met the proficiency level.</li> </ul>
	GE/ILO4	75.48%	<ul style="list-style-type: none"> <li>• In Fall 2015, 71.57% of the students assessed met the expected proficiency level. Students' skills in comprehension of diversity was demonstrated efficiently.</li> <li>• In Spring 2016, 79.4% of the students assessed met the proficiency level due to an improvement in their comprehension of diversity most likely learned from Fall 2015.</li> <li>• Over all for the school year 2015-2016, 75.48% of the students assessed met the proficiency level.</li> </ul>
	GE/ILO5	81.33%	<ul style="list-style-type: none"> <li>• In Fall 2015, 66% of the students assessed met the expected proficiency level; however, this percentage falls short of the expected students' performance of 70%. Students were unfamiliar with their civic responsibilities; therefore, were unable to meet the proficiency level expected.</li> <li>• In Spring 2016, 96.67% of the students assessed met the expected proficiency level due to a better understanding of their civic responsibilities as learned in Fall 2015.</li> <li>• Over all for the school year 2015-2016, 81.33% of the students assessed met the proficiency level.</li> </ul>
2016-2017	GE/ILO1	87.4%	<ul style="list-style-type: none"> <li>• In Fall 2016, 83.5% of the students assessed met the expected proficiency level. Students demonstrated a greater awareness of critical</li> </ul>

			<p>thinking and problem solving techniques.</p> <ul style="list-style-type: none"> <li>• In Spring 2017, 91.44% of the students assessed met the expected proficiency level. Students' critical thinking and problem solving techniques improved tremendously since the fall.</li> <li>• Over all for the school year 2016-2017, 87.47% of the students assessed met the proficiency level.</li> </ul>
	GE/ILO2	84.35%	<ul style="list-style-type: none"> <li>• In Fall 2016, 88.1% of the students assessed exceeded the expected proficiency level. They were efficient in their communication skills.</li> <li>• In Spring 2017, 80.61% of the students assessed exceeded the expected proficiency level. Although there was a slight decrease from the Fall semester, students' were still able to demonstrate efficient communication skills.</li> <li>• Over all for the school year 2016-2017, 84.35% of the students assessed met the proficiency level.</li> </ul>
	GE/ILO4	93.16%	<ul style="list-style-type: none"> <li>• In Fall 2016, 92.6% of the students assessed exceeded the expected proficiency level. Students' skills in comprehension of diversity was demonstrated efficiently.</li> <li>• In Spring 2017, 93.7% of the students assessed exceeded the expected proficiency level. Students' skills in comprehension of diversity was demonstrated efficiently.</li> <li>• Over all for the school year 2016-2017, 93.16% of the students assessed met the proficiency level.</li> </ul>
	GE/ILO5	89.47%	<ul style="list-style-type: none"> <li>• In Fall 2016, 83% of the students assessed exceeded the expected proficiency level. Students effectively demonstrated their understanding of civic responsibility.</li> <li>• In Spring 2017, 95.95% of the students assessed exceeded the expected proficiency level. Students' understanding of their civic responsibility improved tremendously since the fall.</li> <li>• Over all for the school year 2016-2017, 89.47% of the students assessed met the proficiency level.</li> </ul>
2017-2018	GE/ILO1	93.35%	<ul style="list-style-type: none"> <li>• In Fall 2017, 97.04% of the students assessed met the expected proficiency level. Students demonstrated a greater awareness of critical thinking and problem solving techniques.</li> <li>• In Spring 2018, 89.67% of the students assessed exceeded the expected proficiency level. Although there was a slight decrease in proficiency level, students' critical thinking and problem solving techniques were still effective.</li> <li>• Over all for the school year 2017-2018, 93.35% of</li> </ul>

			the students assessed met the proficiency level.
	GE/ILO2	95.57%	<ul style="list-style-type: none"> <li>• In Fall 2017, 97.89% of the students assessed exceeded the expected proficiency level. Students' communication skills were demonstrated efficiently.</li> <li>• In Spring 2018, 93.25% of the students assessed exceeded the expected proficiency level. Although there was a slight decrease from the Fall semester, students' were still able to demonstrate efficient communication skills.</li> <li>• Over all for the school year 2017-2018, 95.57% of the students assessed met the proficiency level.</li> </ul>
	GE/ILO4	93.88%	<ul style="list-style-type: none"> <li>• In Fall 2017, 98.96% of the students assessed exceeded the expected proficiency level. Students' skills in comprehension of diversity was demonstrated efficiently.</li> <li>• In Spring 2018, 88.8% of the students assessed exceeded the expected proficiency level. Although there was a slight decrease, students' skills in comprehension of diversity was demonstrated efficiently.</li> <li>• Over all for the school year 2017-2018, 93.88% of the students assessed met the proficiency level.</li> </ul>
	GE/ILO5	94.12%	<ul style="list-style-type: none"> <li>• In Fall 2017, 95.60% of the students assessed exceeded the expected proficiency level. Students effectively demonstrated their understanding of civic responsibility.</li> <li>• In Spring 2018, 92.63% of the students assessed exceeded the expected proficiency level. Although the proficiency level dropped slightly from the Fall, students' understanding of their civic responsibility still exceeded the expected proficiency level of 70%.</li> <li>• Over all for the school year 2017-2018, 94.12% of the students assessed met the proficiency level.</li> </ul>

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.

A. The assessment results illustrate that between school year 2015-2016 and school year 2017-2018, there has been a steady increase in the proficiency level for the students' understanding of each ILO per semester, as well as, overall school years (2015-2016, 2016-2017, & 2017-2018).

- B. The assessment results have assisted the instructor in analyzing and improving the curriculum for the courses by continuously creating and improving class assignments and activities for the students. The continuous improvements in class assignments and activities has boosted the students' ability to do the following: 1) Proficiently demonstrate their ability to comprehend and practice critical thinking skills and problem solving techniques; 2) Exhibit efficiently and effectively their communication skills; 3) Competently demonstrate their comprehension of diversity; and 4) Adeptly validate their understanding of civic responsibility.
- C. The course assessment results have made positive impacts on course curriculums causing significant and progressive changes for student learning as demonstrated through the annual increase in proficiency level from school year 2015-2016 to school year 2017-2018.

## 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.

<b>Cycle:</b>	Years: Fall 2012 to Summer 2015
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Action Plan Activity/Objectives	Status Complete/Ongoing/Incomplete	Updates of Action Plan(s) (Report action plans individually.)
Hire one qualified full time faculty to teach needed Social Science and Humanities courses. There is still a need to use adjunct faculties to teach SS/HUM courses every semester and so to hire another qualified SS/HUM instructor is very much needed in order to stabilize the long-term development and consistency of the department	INCOMPLETE	SS/HUM Dept. has only 1 full time faculty. There has not been any hiring of a 2 <sup>nd</sup> faculty member for the department. Full time instructor has requested for a 2 <sup>nd</sup> instructor to be hired by the Fall of 2019 in order to assist with the work load for the SS/HUM Dept..
Continue to conduct monthly meetings which will allow for instructors to share any changes/modifications they see fit to improve course learning	ONGOING	Because there is only 1 full time faculty member for the SS/HUM Dept., there has not been any meetings with any full time faculty aside from meeting with the part time instructors to show them the course work that needs to be completed for a course within that semester. The full time instructor

outcomes. This plan will also ensure constant communication between faculties for improvement of courses and student learning.		cannot meet with the part time instructor to conduct meetings regularly. Since the part time instructors change every semester and do not have full understanding of what is needed, it is difficult for them to assess what may need to be improved. However, full time instructor does ask part time instructors for constructive criticism and accepts their input if they are able to devote the time to review what could be improved in the course.
Continue to review and update course learning outlines to ensure better alignment between what is taught in the classroom and what is evaluated by the student. The plan will also make sure consistent and updated alignment of CLOs to GE PLOs to ILOs.	ONGOING	Full time instructor reviews the course learning outlines as well as the results of the FAMED Assessment every end of the semester. If there is a decrease in the proficiency level, instructor revises assignments and/or activities in order for the next batch of students to reach the expected proficiency level. Since the updates to the course learning outlines in 2016, the outcomes have been steadily surpassing the expected proficiency level. At this time, there is no need to update any of the course learning outlines.
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.	ONGOING	Instructor for SS/HUM Dept. has participated in professional development and is 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	ONGOING	Instructor for SS/HUM Dept. continues to assess and make necessary improvements to ensure conducive learning environment for both faculty and students.

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.

### **Summary of Evaluation of Previous Goals/Activities from Previous Cycle**

1. Attend trainings/conferences relevant to Social Science and Humanities. Status: **ONGOING**
2. Hire one full time SS/Hum instructor. Status: **INCOMPLETE**
3. Obtain instructional resources such as projector, external drive for each department. Status: **ONGOING**
4. 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**

### **What measurable outcomes were achieved due to the actions completed?**

The listed action plans are still ongoing:

- ✓ SS/HUM Instructor has attended several conferences within campus and off-campus that were relevant to the Social Science and Humanities 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. Also, a laptop has been provided for the instructor.
- ✓ SS instructors meets with part time instructors to address student issues and also have discussion on how to assist the students to succeed.

### **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.

### **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 include:

- a. 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.

- b. 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.
- c. 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.
- d. 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.
- e. 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.

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

- 1. External drive and laptop has been provided to the SS/HUM Dept.
- 2. Continuous communication with other faculty
- 3. Reviewed and Updated all the SS/HUM courses and were approved by CPC on March 2015

**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
Hire additional SS/HUM Instructor	The hiring of another instructor would stabilize the long-term development and consistency of the department and its course assessments. Thus ensuring that there would be another personnel assisting in the continuous improvement of the department's objectives and meeting those	Funding	Must have additional instructor by Fall 2019



	objectives. Lastly, having another instructor will curtail either a possible shortage of instructors and/or a high turnover rate.		
Enhance student learning through additional resources	All equipment requested are needed to support and enhance student learning of the CLO, GE, ILO for each SS/HUM Courses. Each item requested is to assist in improving lectures through audio & visual enhancement when presenting lectures, documentaries as supplementary to lecture, software to assist students in research activities, and for student presentations.	A projector, portable speakers, SPSS Software, and documentaries on DVD	Must have requested items by Fall 2019
Attend conferences regarding Social Sciences, Humanities, and Education	It would be ideal that an SS/HUM instructor receives current knowledge in the field of social science at a conference/training seminar in order to enhance and update what the students are learning to better meet the CLO, GE, & ILOs for PCC. Although instructor may have a graduate degree, instructor must be updated within his/her field of expertise to supplement the knowledge gained from the books & supplementary learning tools provided to the students.	Funding	Request by Spring of 2020

Review and update course learning outlines	To ensure better alignment between what is taught in the classroom and what is student evaluated. The plan will also make sure consistent and updated alignment of CLOs to GE PLOs to ILOs.		Continuous
Conduct monthly meetings	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 in order to meet the expected proficiency for CLO, GE, & ILO.	Hire additional SS/HUM Instructor for Social Science and Humanities Department	Must have additional instructor by Fall 2019
Continue to assess and make necessary improvement to classrooms	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. By maintaining the classroom daily and maintain the AC Unit so students are comfortable and able to learn the course content and meet the CLO, GE, ILO expected proficiency.	Maintain the classroom daily, and install projector.	Continuous maintenance, and need projector installed by Fall 2019

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.

### **Summary of Department Major Strengths**

- A. The department offers a variety of courses to choose from in articulation with other colleges and is consistent with U.S. mainland requirements;
- B. The variety of courses to choose from allows the college/department the ability and flexibility to fulfill the students' specific needs;
- C. The department is small, thereby, providing the ability as instructors and administrators to meet students' specific needs.
- D. 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.

### **Recommendations for Improvements**

The assessment data identified the need to revise signature assignments used to assess some of the courses. Although results show improvement in students meeting the expected proficiency, for the courses taught by adjunct faculty show there is no consistency in the CLO and signature assignments and this is one reason the SS/HUM Dept. must hire another full-time instructor to avoid discrepancy. Concurrently, having another SS/HUM Dept. instructor ensures that there is another instructor to assist in the contribution of ideas to improve the department's objectives; thus enhancing and improve the students' learning.

Secondly, to improve the delivery of lectures, SS/HUM Dept. must be fully equipped with its own projector, portable speaker, and SPSS software. Although overall, students are meeting the expected proficiency level, SS/HUM instructor must be well equipped with tools that could better enhance students' learning rather than having to wait for a projector and speakers to be provided daily for each lecture session. Concurrently, research in social science requires proper software such as the SPSS software to demonstrate to the students how to properly conduct research in the field of social science.

Lastly, to supplement the students' learning, SS/HUM instructors must keep updated within their field of expertise by attending conferences, seminars, and training in their field, which is not provided in Palau. It is integral for a SS/HUM instructor to supplement their students' learning by remaining updated in his/her field of expertise in order to better enhance & improve students' understanding of the social science and humanities context.

### **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	Additional fulltime	\$19,000.00	1. Hiring another qualified

	instructor for SS/HUM Dept.		<p>SS/HUM instructor will ensure that students have other preference of instructors. The college must be willing to make a long-term commitment to hire another instructor in order to stabilize the long-term development and consistency of the department and its course assessments.</p> <p>2. Every semester more than 10 SS/HUM courses are offered (some with more than 1 section); 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. Having another dedicated full time instructor will ensure that some sections of the courses are offered between 8am and 4pm for the regular students.</p> <p>3. Having another fulltime SS/HUM instructor will also assure that reports such as the Department Review could be completed thoroughly and not dependent on the ideas of solely one instructor.</p>
Facility	One assigned classroom for SS/HUM Department: RM57	\$1,000.00	<p>1 The classroom should be equipped with all the necessary equipment that support and enhance the student learning. Therefore, the room and all equipment in the room should be maintained regularly as well as the furniture and air conditioning system.</p> <p>2 Currently, the classroom is provided and SS/HUM</p>

			Dept. request that it remains the main classroom for all SS/HUM Dept. Courses. Should the need arise for a 2 <sup>nd</sup> classroom, instructor will request. At this time, SS/HUM Dept. is satisfied with RM57.
Equipment	<p>1 Epson PowerLite 1915 Business Projector (XGA Resolution 1024x768) (V11H313020) – mounted into the ceiling of RM57</p> <p>2 Logitech Z313 Speaker System</p>	<p>\$410.84</p> <p>\$34.48</p>	<p>All equipment requested are needed to support and enhance student learning.</p> <ol style="list-style-type: none"> <li>1. Academic Affairs does not have enough up to date projectors. SS/HUM Dept. is requesting for a projector for solely for the department in order to ensure that there is always a projector readily available for the instructor to utilize.</li> <li>2. Academic Affairs does not have any portable speakers available for instructors' use. SS/HUM Dept. is requesting for portable speakers to improve lectures that require audio enhancement when presenting lectures, documentaries, and for student presentations.</li> </ol>
Supplies	Documentaries in DVD format	\$1,000.00	Visual aid is needed to support lectures. SS/HUM Dept. requires visually enhancing lectures through various documentaries. Although it is possible to acquire some documentaries via the internet, the internet in Palau is not reliable; therefore, having a DVD readily available reduces the chance of not being able to show such documentaries for student learning. Lastly, some documentaries are not available on the internet due to copyright laws. Having the DVD available ensures the

			enhancement of student learning.
Software	SPSS: Statistical Package for the Social Sciences	\$199.00	SS/HUM Dept. is requesting the purchasing of the software SPSS: Statistical Package for the Social Sciences in order to enhance the learning outcome for several social science courses that require research techniques such as interviewing and conducting surveys. SPSS is a widely used program for statistical analysis in social sciences, particularly in education and research. Aside from statistical analysis, the software also features data management, which allows the user to do case selection, create derived data and perform file reshaping. Another feature is data documentation, which stores a metadata dictionary along with the data file.
Training	Attend conferences regarding Social Sciences, Humanities, and Education	\$7,000.00	The requested amount would be utilized by the SS/HUM Dept. to send instructor/(s) to participate in educational enrichment/training in the field of social science off-island. One such conference is the International Conference on Social Science, Humanities and Education (ICSHE) has been designed to facilitate learning and networking in an engaging environment. The participants of this leading academic conference will have a chance to learn about the latest trends, discuss common challenges, and brainstorm creative solutions. With seminars facilitated by industry's top thought leaders and influencers, this social sciences conference is packed with oral and poster presentations that

			will provide you a dose of inspiration. ICSHE is supported and has been endorsed by many universities, organizations, and scientific communities throughout the world.
Other			
Total		\$28,644.32	

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.

**SS Department requests the following:**

1. Personnel: Additional SS/HUM Instructor
  - Hiring a qualified instructor ensures that students have other preference of instructor. The college must be willing to make a long-term commitment to hire another instructor in order to stabilize the long-term development and consistency of the department and its course assessments.
  - Every semester more than 10 SS/HUM course are offered (some with more than 1 section); however, there is only one full time instructor. The adjunct instructors are able to teach after working their fulltime employment hours, which is inconvenient to most of the regular students who attend between 9am and 4pm. Having another dedicated full time SS/HUM instructor will ensure that some sections of the courses are offered between 9am and 4pm for the regular students.
  - Having another fulltime SS/HUM instructor will also ensure that reports such as the Department Review could be completed thoroughly, timely, and not solely dependent on the ideas of one instructor.
2. Facility: Continuous use of RM57 as the SS/HUM classroom.
  - The classroom should be well equipped with all the necessary tools that support and enhance the student learning. Therefore, the room and all equipment in the room should be maintained regularly, as well as the furniture and air conditioning system.
    - Currently, the classroom is provided and SS/HUM Dept. requests that it remains the main classroom for all Social Science and Humanities Department Courses.
    - At this time, SS/HUM Dept. is satisfied with RM57.
3. Equipment: Projector mounted in RM57 and portable speakers
  - a. Academic Affairs does not have enough up to date projectors. SS/HUM Dept. is requesting for a projector solely for the department in order to ensure that there is always a projector readily available for the instructor to utilize. Also, SS/HUM Dept. requests that the projector be mounted in the classroom and remain in that classroom. It is difficult for instructor to carry lecture material, the projector and its accessories to the classroom daily and then take time prior to lecture to set up the projector. The added task of setting up the projector cuts into the instructor's lecture prep time for. Having the projector mounted and remain in the classroom would ensure that instructor will always have a projector at hand for lectures as well as sufficient time to prep for course without the hassle of carrying projector and setting it up in class.

- b. Academic Affairs does not have any speakers available for instructors' use. SS/HUM Dept. is requesting for portable speakers to improve lectures that require audio enhancement when presenting lectures, documentaries, and for student presentations.
- 4. Supplies: Documentaries on DVDs
  - a. SS/HUM Dept. requires visually enhancing and supplementing lectures through various documentaries. Although it is possible to acquire some documentaries via the internet, the internet in Palau is not reliable; therefore, having a DVD readily available reduces the chance of not being able to show such documentaries for student supplemental learning.
  - b. Some documentaries are not available on the internet due to copyright laws. Having the DVD available ensures the enhancement of student learning and meets copy right laws reducing any chances of violating infringement policies.
- 5. Software: **Statistical Package for the Social Sciences (SPSS)**
  - a. SS/HUM Dept. is requesting the purchasing of the software SPSS: Statistical Package for the Social Sciences in order to enhance the learning outcome for SS/HUM courses that require research techniques such as interviewing and conducting surveys. SPSS is a widely used program for statistical analysis in social sciences, particularly in education and research.
    - o Aside from statistical analysis, the software also features data management, which allows the user to do case selection, create derived data and perform file reshaping. Another feature is data documentation, which stores a metadata dictionary along with the data file. Again, the software will enhance the learning outcome for social science courses that require research that is based on techniques such as interviewing and conducting surveys.
- 6. Training: Attend conferences regarding Social Sciences, Humanities, and Education
 

Instructor/(s) for SS/HUM Dept. are unable to acquire training in social sciences in the Republic of Palau. It would be ideal that SS/HUM instructor/(s) receive current knowledge in the field of Social Science and Humanities at a conference/training seminar in order to enhance what the students are learning to meet the CLO, GE, & ILOs for PCC. Although instructor may have a graduate degree, instructor must be kept updated within his/her field.

  - a. The Center for Innovation in Research and Teaching (CIRT) state that "faculty should attend academic conferences. Gaining knowledge, presenting their research results and staying current in the field." Additionally, CIRT emphasizes that faculty should attend conferences and training for the following reasons: "1) Practice communication skills through presentations and individual interactions; 2) Feel integrated into academic community by networking and finding collaborators; 3) Learn new ideas through networking and new approaches to problems; 4) Stay current in the field by acquiring latest findings, theories, and research results; and 5) MOTIVATION – be excited about progress in the field."
 

([https://cirt.gcu.edu/research/developmentresources/research\\_ready/presentationready/prof\\_develop](https://cirt.gcu.edu/research/developmentresources/research_ready/presentationready/prof_develop))

    - o One such conference is the International Conference on Social Science, Humanities and Education (ICSHE). ICSHE has been designed to facilitate learning and networking in an engaging environment. The participants of this leading academic conference will have a chance to learn about the latest trends, discuss common challenges, and brainstorm creative solutions. With seminars facilitated by industry's top thought leaders and influencers, this social sciences conference is packed with oral and poster presentations that will provide you a dose of inspiration.



ICSHE is supported and has been endorsed by many universities, organizations, and scientific communities throughout the world.