



# CURRICULUM HANDBOOK

Revised 2015



Accredited by the Accrediting Commission for Community and Junior Colleges  
of the Western Association of Schools and Colleges



# CURRICULUM HANDBOOK

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*A Guide to  
Curriculum Development, Implementation,  
And  
Assessment*

*Prepared by:*

The Committee on Programs & Curricula (CPC)

Revised 2015

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Accredited by the Accrediting Commission for Community and Junior Colleges  
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## Table of Contents

Introduction .....	1
Vision Statement .....	1
Mission Statement .....	1
Institutional Learning Outcomes .....	1
Organization of Curriculum and Program Committee (CPC).....	2
Functions of Curriculum and Program Committee (CPC) .....	2-3
Placements and Standardized Tests Validity .....	3
Course and Program Validity Policy .....	3
Process and Procedures .....	3
A. New Course .....	3
B. New Program.....	4-5
C. Course Modification.....	5
D. Program Modification .....	5
E. Course Deletion .....	6
F. Program Deletion.....	6-7
G. Textbook Adoption/Approval.....	7
H. Workshop Credit .....	7
I. Credit Equivalency .....	7
J. Course Numbering System.....	7-8
K. Credit Requirements.....	8
L. Grading System.....	8
M. Articulation with High School.....	8
Format NP (New Program Proposal).....	9
Form NP - 1 (New Program Proposal Cover Page).....	10
Format PM (Program Modification Proposal) .....	11
Form PM - 1 (Program Modification Proposal Cover Page).....	12
Format NC (New Course Proposal).....	13
Form NC - 1 (New Course Proposal Cover Page) .....	14
Form CD - 1 (Course Deletion Cover Page) .....	15
Form CD - 2 (Course Deletion Form).....	16
Form CM - 1 (Course Modification Proposal Cover Page).....	17
Format CO (Course Outline).....	18
Form NC - 2 (Task Listing Sheet).....	19
Course Learning Outcomes (CLO).....	20
Sample Syllabus Template .....	21-22
FAMED Cycle.....	23
FAMED Guidelines.....	24
Course Assessment Grid .....	25
Department Review Template.....	26-31
Program Review Template .....	32-38
Appendices:	
Appendix A (Program Review Sample).....	39-65
Appendix B (Course Outline Sample) .....	66-75
(Internship Course Outline Format) .....	76-80
(Sample CLO with Rubric).....	81
Appendix C (Program/Department Three Year Review Calendar).....	82-84
Appendix D (Bloom's Six Levels of Learning) .....	85

Note: *Samples of other proposals, e.g., new program, may be examined by contacting the Academic Affairs Office or CPC Office.*

## INTRODUCTION

Curriculum development and evaluation is a continuous process. It is the foundation for conducting reform and restructuring programs and curricula. It is a process that focuses on what is best for students to succeed in school and later in life. Therefore, the purpose of this Handbook is to assist instructors, administrators, staff and interested individuals/groups in the development, evaluation, revision, or deletion of programs and courses that are not responsive to the needs of students and the communities. Each section of the handbook is designed to be comprehensive, yet practical, enabling an author to provide information and complete forms required for a particular curricular action.

This Curriculum Handbook was developed by the Palau Community College's Committee on Programs and Curricula (CPC). Each curriculum developer **must** follow guidelines outlined in the handbook. For more information or assistance, please contact the Academic Affairs Office or CPC.

### PCC'S VISION STATEMENT:

**“WE STRIVE TO GUARANTEE QUALITY AND EXCELLENCE”**

### PCC'S 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.

### INSTITUTIONAL LEARNING OUTCOMES (ILO)

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

## ORGANIZATION OF CPC

The Committee on Programs and Curricula is composed of ten members including a chairperson. The members consist of:

1. Four faculty representatives (1 from each school program and 1 from General Ed. department)
2. Curriculum Coordinator (chairperson)
3. A representative from Associated Students of Palau Community College (ASPCC).
4. Accreditation Liaison Officer
5. Dean of Academic Affairs (Ex-Officio)
6. Dean of Students
7. PCC Director of Library Services

Appointed members **cannot** be represented in a meeting. A minimum of 6 members shall constitute a quorum. A regular meeting schedule will be established at the beginning of each semester. Special meetings will be called by the chairperson when the need arises.

## CPC FUNCTIONS

To ensure meaningful curricula that is consistent with the college mission statement and its strategic directions as well as to meet accreditation requirements. The committee's functions are as follows:

1. Review and make recommendations to the Vice President of Education & Training regarding but not limited to the approval/disapproval of:
  - a. new course/program
  - b. course/program modification
  - c. course/program deletion
  - d. programs clustering
  - e. course substitution
  - f. course waiver
  - g. proposed changes in formats, policies, forms, etc., regarding curriculum development/implementation/assessment
  - h. courses that may be challenged
  - i. tests developed for credit by examination/placement
  - j. required textbooks
2. Ensure appropriateness of any commercial test before its adoption
3. Ensure course outlines' five year validity

4. Ensure and assist in programs' assessment after/within three years
5. Ensure acceptability of articulated courses/programs from high schools
6. Ensure implementation of approved modifications
7. File copies of approved documents
8. Have on file copies of articulation agreements with other colleges/universities
9. Validate and approve/disapprove transfer credits

### **Placement and Standardized Tests Validity**

Placement and standardized tests are reviewed, assessed and/or revised at least once every three (3) years. However, when a need arises, a test may be assessed within three (3) years.

### **Course and/or Program Validity Policy**

All courses are reviewed every five years and assessed at least once a year. Programs are reviewed, assessed and revised, if necessary, at least once every three years. Revision of courses and/or programs require updating course outlines which include course learning outcomes with rubrics, textbooks, and any other changes which reflect changes made in courses and/or programs. However, when a need arises, a course and/or program may be assessed within the review/assessment period cycle (refer to program/department review and semester by semester course offering). *Any changes/revisions of courses or programs must be data driven and reflected through assessment.*

### **Process and Procedures**

A proposal for a new course/program and/or a course/program modification may be initiated by a student, staff, faculty, administrator or a concerned individual/group. Any new course proposed and approved must be on an experimental basis in the first semester it is offered. Any new program proposed and approved must be assessed after the first year of implementation.

#### **A. New Course**

1. Initiator, department members, and/or the Dean of Academic Affairs discuss/review the proposed idea.
2. If the proposed idea is agreed upon, the initiator with the help of department members writes the proposal (consult attached Formats NC and CO; and Forms NC-1 and/or NC-2. Form NC-2 is required only for courses with laboratory.)
3. Proposal is submitted to CPC for review. If approved, it is forwarded for further approval (see Form NC-1 for the required levels of approval).
4. Upon final approval, the original is filed in the CPC Office; a copy is sent to the initiator.

**Note: Faculty, academic advisors, and other concerned personnel are notified by the Dean of Academic Affairs of said implementation.**

## B. New Program

### 1. Criteria

The creation of a program is an administrative decision subject to the Board of Trustees' (BOT) approval; however, before the Education & Training Department recommends creating a new program, the following criteria must be considered and weighed. **(No single criterion is sufficient to create a program.)**

- a. Justification based on community needs:
  - (1) Infrastructure
  - (2) Laws & regulations
  - (3) Medium Term Development Strategies
  - (4) Survey business needs
  - (5) Where applicable, considered request from Ministries
  - (6) Labor Department projections
  - (7) Involvement/support from business community
  - (8) Assessment of community's interest/needs
- b. Provision for financial, facility, and human resource support for a program
- c. Assessment of interest at high school level
- d. Size of potential applicant pool

### 2. Processes/Steps

- a. Initiator, department members, and the Dean of Academic Affairs discuss/review the proposed idea.
- b. If the proposed idea is agreed upon, the initiator with the help of department members writes the proposal. (See format NP and Form NP-1).
- c. Initiator obtains endorsement(s) from a person(s) representing groups, agencies or institutions.
- d. Proposal is submitted to CPC for review.

If the proposal is approved, it is forwarded for further approval (See Form NP-1 for the required levels of approval). A new program's final approval for degrees rests with BOT and the certificates rest with the President.

- e. Before implementation, each of the program courses must undergo the standard review process for a new course. (See Process and Procedures for more information)

**In the event that a new program is disapproved, reasons must be put in writing by the disproving party and returned with the proposal to the initiator for possible modification and resubmission for review and approval.**

- f. After the first year, the Academic Affairs office, with program faculty input, assess the program.

A report on assessment results is submitted to the Vice President of Education & Training for review/action.

**Note: In the event that a new program is approved, the copies of the approved program will be submitted to the college Accreditation Liaison Officer (ALO) for proper processing with the Accreditation Commission, the PCC Director of Admissions and Financial Aid for proper financial aid processing, and the Registrar for official record keeping.**

**Any initial modification shall be implemented within the second year of the program. All affected persons are notified of all modifications and implementation by the Dean of Academic Affairs.**

### **C. Course Modification**

1. Initiator discusses the idea with department members and writes the proposal (use Format CO and Form CM-1; Form NC-2 is required only for courses with laboratory).
2. Initiator obtains proposal endorsement (use Form CM-1) from the appropriate people.
3. Proposal is submitted to CPC for review.  

If approved by CPC, it is forwarded for further approval (see Form CM-1 for the required levels of approval).
4. Upon final approval for implementation, original is filed in the CPC Office and a copy is sent to the initiators.

**Note: Faculty and other concerned persons are notified of the implementation by the Dean of Academic Affairs.**

**If the proposal is disapproved, reasons are put in writing by the disapproving party and returned with the proposal to the initiator. Proposal may be revised and resubmitted for review and approval.**

### **D. Program Modification**

1. Initiator discusses the idea with affected faculty and the Dean of Academic Affairs.
2. If the idea is agreed upon, the initiator with the help of affected faculty writes the proposal (see Format PM and Form PM-1).
3. Initiator obtains proposal endorsement (use Form PM-1) from appropriate person(s) representing groups, agencies and/or institutions.
4. Proposal is submitted to CPC for review.

If approved by CPC, it is forwarded for further approval. (see Form PM-1 for the required levels of approval)

5. Upon final approval for implementation, original is filed in the CPC Office and a copy is sent to the initiator.

Note: All affected persons are notified of the implementation by the Dean of Academic Affairs.

**If the proposal is disapproved, reasons are put in writing by the disapproving party and returned with the proposal to the initiator. Proposal may be revised and resubmitted for review and approval.**



## E. Course Deletion

Courses are reviewed every five years or whenever a need arises. During that time, recommendations for course deletions are addressed. A recommendation to delete a course may be initiated by a faculty, staff or administrator. The following guidelines must be adhered to for all course deletions:

1. Initiator discusses the idea with department members and the Dean of Academic Affairs.
2. Initiator obtains endorsement (use Forms CD-1 and CD-2) from appropriate people.
3. Proposal is submitted to CPC for review. If approved, it is forwarded for further approval (see Form CD-1 for the required levels of approval).
4. Upon final approval, original is filed in the CPC Office and a copy is sent to the initiator.

**Note: All affected persons are notified of the deletion by the Dean of Academic Affairs.**

If the proposal is disapproved, reasons are put in writing by the disapproving party and returned with the proposal to the initiator. Proposal may be revised/re-justified and resubmitted for review and approval.

## F. Program Deletion

### 1. Criteria

The deletion of a program is an administrative decision subject to the Board of Trustees' approval; however, before the Education and Training Department recommends to eliminate a program, concerned persons (faculty, advisors, etc.) must be involved in the dialog/decision-making process. The following criteria must be considered and weighed. **(No single criterion is sufficient to eliminate a program.)**

#### a. Enrollment

- (1) Three consecutive years with fewer than five (5) students entering the program
- (2) Continuous enrollment (Freshman & Sophomore program majors) of fewer than five (5) students

#### b. Lack of community need for program based on changing requirements of the country

- (1) Infrastructure
- (2) Laws & Regulations
- (3) Medium Term Development Strategies
- (4) Survey of business needs
- (5) Where applicable, considering request from the ministries
- (6) Labor Department projections
- (7) Lack of involvement/support from the business community
- (8) High schools' and/or community's interest

#### c. Lack of financial resources at the college to sustain a program including personnel costs

#### d. Results of program reviews

**Note: Before eliminating a program, a need to redesign it into a short-term training or certificate program may be considered.**

**When the decision to delete is finalized, an announcement is made by the Dean of Academic Affairs to the college community.**

### **G. Textbook Adoption/Approval**

All textbook adoptions must be reviewed by CPC. Thus, the course outline modification review/approval should precede the initiation of textbook adoptions for a given course. Textbooks should be used for at least five years before changes are considered unless textbook or edition of textbook goes out of print.

### **H. Workshop Credit**

A workshop credit is awarded to a short-term course that does not meet prerequisite requirements. The workshop credit **WILL NOT** be used to fulfill program major requirements. It will be counted as an elective credit only. Before a credit is awarded, the following must be accomplished:

1. An approved course outline that includes the Formats NC, CO and the Form NC-1 to the Academic Affairs Office/CPC has been completed.
2. A schedule/plan that includes time and activities for each day has been approved.
3. Copies of assessment instruments (tests, etc.) have been submitted and approved.
4. Each participant has registered and paid required fees.

When the course is completed, the following must be submitted:

- a. Graded assessments/tests/etc.
- b. Attendance sheets
- c. Grades (follow PCC Grading System for credit courses)

**Note: A course must have at least 20 contact hours plus an estimated 25 non-contact hours of assignments/projects.**

### **I. Credit Equivalency**

1. Lecture: A lecture course of a semester duration which meets three hours a week is assigned three credits.
2. Laboratory: One credit lab requires three contact hours of laboratory per week, i.e., one credit lab = 3 hours/week x 16 weeks/semester = 48 contact hours per semester.
3. Workshop Credit: One workshop credit (1w) requires 20 contact hours plus an estimated 25 non-contact hours of assignments/projects

### **J. Course Numbering System**

All courses must be assigned departmental code, course number, and course title.

1. Courses numbered from 01 - 99 are credit/no credit courses that are developmental in nature.
2. Courses numbered from 001 - 099 are workshop credit courses that may be counted as electives only.

3. Courses numbered from 100 - 199 are first-year courses.
4. Courses numbered from 200 – 299 are second year courses.

**Note: A course numbered 100 or above is a letter-graded course (In some cases, a student may elect to have CR/NC or Audit grade option. Refer to grading system in the General Catalog.)**

### **K. Credit Requirements**

1. Associate of Applied Science (AAS),  
Associate of Technical Studies (ATS),  
Associate of Arts & Associate of Science (AA&AS)- - at least 60
2. Certificate of Competence (CC) - - - 12 - 15
3. Certificate of Completion (CTC) - - - 16 – 24
4. Academic Subject Certificate  
(ASC) - - - at least 12

### **L. Grading System**

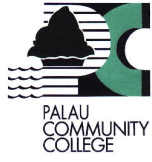
1. 90 - 100% - - - A
2. 80 - 89% - - - B
3. 70 - 79% - - - C
4. 65 - 69% - - - D
5. 0 - 64% - - - F

### **M. Articulation With High Schools**

#### **1. Process and Procedures**

The same processes and procedures for *Curriculum Change* at Palau Community College and a high school apply. However, a proposal to add, modify or delete a course and/or program must receive endorsements from a respective articulation working group from PCC and a high school. In addition, an approval for implementation must go through the required approval from PCC and a high school.

- a. When a proposal is disapproved by PCC or a high school, reasons and/or recommendations must be put in writing and returned with the proposal to the school's respective curriculum committee for further review and action.
- b. When a proposal is approved by both articulating schools, a copy of approved proposal from each school accompanied by an articulation agreement is sent to both schools for implementation.
- c. Each school's curriculum committee keeps its own file of approved courses, programs and articulation agreements.



## Format NP NEW PROGRAM PROPOSAL

### I. Table of Contents

### II. Introduction

- A. Background information
- B. Program description
- C. Program Learning Outcomes

### III. Program Scope

- A. Rationale
- B. Goal(s)
- C. Objectives
  - 1. Short-term
  - 2. Long-term
- D. Target group(s)

### IV. Curricular Content

- A. Courses and credits for AA/AS degree, Associate of Applied Science (AAS) and Associate of Technical Studies (ATS)
- B. Course descriptions

### V. Program Requirements

- A. Admissions
- B. Faculty/staff qualifications
- C. Instructional delivery system
- D. Others

### VI. Budget/Financial Impact (how much/many)

- A. Total budget estimate
- B. Budget breakdown
  - 1. Additional Personnel
  - 2. Additional Facilities
  - 3. Additional Tools/equipment
  - 4. Additional Materials
  - 5. Additional Library resources (consult with PCC librarian)
  - 6. Others

### VII. Supporting Documents

- A. Attach copies of recommendations, surveys, etc.
- B. Submit course outlines for all program courses (use Format CO and Form NC-1); outlines for courses with laboratory must be accompanied with a task listing sheet (use Form NC-2).
- C. All course outlines must have rubrics (refer to CLO).



**Form NP-1  
NEW PROGRAM PROPOSAL COVER PAGE**

Program Name: \_\_\_\_\_

Proposed first offering: \_\_\_\_\_  
Semester
School Year

Proposed by: \_\_\_\_\_  
Print Name, Title & Initial
Date: \_\_\_\_\_

Endorsed by: \_\_\_\_\_  
Print Name, Title & Initial
Date: \_\_\_\_\_

\_\_\_\_\_  
Print Name, Title & Initial
Date: \_\_\_\_\_

\_\_\_\_\_  
Print Name, Title & Initial
Date: \_\_\_\_\_

**Note:** *An endorser should be a member of a respective advisory committee or has expertise in the field*

=====

Approvals:

\_\_\_\_\_  
Chairperson
Date  
Committee on Programs & Curricula

\_\_\_\_\_  
Dean of Academic Affairs
Date

\_\_\_\_\_  
Vice President
Date  
Education & Training

\_\_\_\_\_  
President
Date  
Palau Community College

\_\_\_\_\_  
Chairperson
Date  
Board of Trustees



## Format PM PROGRAM MODIFICATION PROPOSAL

I. Rationale

II. Program Learning Outcomes

III. Curricular Content

IV. Budget/Financial Impact (how much/many)

A. Total budget estimate

B. Budget breakdown

1. Personnel
2. Facilities
3. Tools/equipment
4. Materials
5. Library resources
6. Others

IV. Course Outline (s)

A. Attach standard course outline(s). Use Format CO; Forms CM-1 and NC-2. **Form NC-2 is required only for courses with labs**. All course outlines must have Course Learning Outcomes and rubrics (refer to CLO).



**Form PM-1**  
**PROGRAM MODIFICATION PROPOSAL COVER PAGE**

Program Name: \_\_\_\_\_

	AAS	ATS/ AA/AS
1. Current number of credits		
number of credits for major courses	_____	_____
number of credits for electives	_____	_____
number of credits for general ed. courses	_____	_____
2. Proposed name of program: _____		
number of credits	_____	_____
number of credits for major courses	_____	_____
number of credits for electives	_____	_____
number of credits for general ed. courses	_____	_____
name of new/additional course(s) _____		
_____		
_____		
_____		

Proposed first offering: \_\_\_\_\_  
Semester School Year

Proposed by: \_\_\_\_\_ Date: \_\_\_\_\_  
Print Name, Title & Initial

Endorsed by: \_\_\_\_\_ Date: \_\_\_\_\_  
Print Name, Title & Initial

**Note:** *An endorser should be a member of a respective advisory committee or has expertise in the field.*

Approvals:

Chairperson Committee on Programs & Curricula	Date
Dean of Academic Affairs	Date
Vice President Education and Training	Date



## Format NC NEW COURSE PROPOSAL

### I. Introduction

- A. Rationale
- B. Relationship to other courses and/or programs
- C. Course description
- D. Target group/class size

### II. Budget/Financial Impact (how many/much)

- A. Estimate for:
  - 1. Tools/equipment
  - 2. Materials
  - 3. Library resources (consult PCC librarian)
  - 4. Others

### III. Course Outline

- A. Cover Page (Form NC-1)
- B. Attach standard course outline (use format CO)
- C. For courses with laboratory, attach task listing sheet (Form NC-2)
- D. Rubrics (refer to CLO)

### IV. Supporting Documents (optional)





**Form NC-1  
NEW COURSE PROPOSAL COVER PAGE**

\_\_\_\_\_ Course Title \_\_\_\_\_ Dept. & Course No.

Contact Hours Per Week: \_\_\_\_\_  
Lecture Lab Total

Total Course Hours: \_\_\_\_\_

Course Description As It Will Appear in the Catalog:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Proposed first offering: \_\_\_\_\_  
Semester School Year

Proposed by: \_\_\_\_\_ Date: \_\_\_\_\_  
Print Name, Title & Initial

Endorsed by: \_\_\_\_\_ Date: \_\_\_\_\_  
Print Name, Title & Initial

**Note:** *An endorser should be a member of a respective advisory committee or has expertise in the field.*

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Approvals:

\_\_\_\_\_ Date  
Chairperson  
Committee on Programs & Curricula

\_\_\_\_\_ Date  
Dean of Academic Affairs

\_\_\_\_\_ Date  
Vice President  
Education & Training



**Form CD-1  
COURSE DELETION COVER PAGE**

\_\_\_\_\_ Course Title \_\_\_\_\_ Dept. & Course No. \_\_\_\_\_

Contact Hours Per Week: \_\_\_\_\_  
Lecture \_\_\_\_\_ Lab \_\_\_\_\_ Total \_\_\_\_\_

Total Course Hours: \_\_\_\_\_

Course Description As It Appears in the Catalog:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Proposed Deletion Date: \_\_\_\_\_  
Semester \_\_\_\_\_ School Year \_\_\_\_\_

Proposed by: \_\_\_\_\_ Date: \_\_\_\_\_  
Print Name, Title & Initial

Endorsed by: \_\_\_\_\_ Date: \_\_\_\_\_  
Print Name, Title & Initial

**Note:** *An endorser should be a member of a respective advisory committee or has expertise in the field.*

Approvals:

\_\_\_\_\_  
Chairperson \_\_\_\_\_ Date \_\_\_\_\_  
Committee on Programs & Curricula

\_\_\_\_\_  
Dean of Academic Affairs \_\_\_\_\_ Date \_\_\_\_\_

\_\_\_\_\_  
Vice President \_\_\_\_\_ Date \_\_\_\_\_  
Education & Training



**Form CD-2**  
**COURSE DELETION FORM**

\_\_\_\_\_

Course Title

\_\_\_\_\_

Dept. & Course No.

A. Course Function/Impact (Check all that apply):

1.  One or more programs will be affected by the deletion of this course. If this item is checked, list the program(s) below:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2.  This course is a certificate requirement for the programs identified in A.1 above.
3.  This course is a degree requirement for the program identified in A.1 above.
4.  This course is a core for the program(s) identified in A.1 above.
5.  This course is an elective for the program(s) identified in A.1 above.
6.  This course is a prerequisite to \_\_\_\_\_  
Course # & Title
7.  There is no impact to any program.

B. Recommended replacement(s) for the affected program(s):

1. Course: \_\_\_\_\_ for Program: \_\_\_\_\_
2. Course: \_\_\_\_\_ for Program: \_\_\_\_\_

C. State rationale for course deletion in the space provided below.



**Form CM-1**  
**COURSE MODIFICATION PROPOSAL COVER PAGE**

-----  
TYPE OF ACTION (Circle all that apply)

Revision in/of:      1. Credits                      2. Title   3. Number   4. Text  
   5. Prerequisite                      6. SLO/Content  
   7. Other (specify) \_\_\_\_\_

-----  
OLD Identification

Course Number & Title: \_\_\_\_\_

Semester Credits: \_\_\_\_\_

NEW Identification

Course Number & Title: \_\_\_\_\_

Semester Credits: \_\_\_\_\_

Contact Hours Per Week: \_\_\_\_\_  
  Lecture                      Lab                      Total

Total Course Hours: \_\_\_\_\_

Course Description As It Will Appear in the Catalog:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Proposed first offering: \_\_\_\_\_  
  Semester    School Year

Proposed by: \_\_\_\_\_ Date: \_\_\_\_\_  
  Print Name, Title & Initial

Endorsed by: \_\_\_\_\_ Date: \_\_\_\_\_  
  Print Name, Title & Initial

**Note: An endorser should be a member of a respective advisory committee or has expertise in the field.**

-----  
Approvals:

\_\_\_\_\_  
  Chairperson    Date  
  Committee on Programs & Curricula

\_\_\_\_\_  
  Dean of Academic Affairs    Date

\_\_\_\_\_  
  Vice President    Date  
  Education & Training



## Format CO COURSE OUTLINE (\*)

Course Title	Dept. & Course No.
I. COURSE DESCRIPTION (same as in catalog)	
II. SEMESTER CREDITS: _____	
III. CONTACT HOURS PER WEEK:	
_____	_____
Lecture	Lab (**)
Total	
IV. PREREQUISITE: _____	
V. STUDENT LEARNING OUTCOMES (***): (State minimum performance criterion here)	VI. COURSE CONTENT:
1. (SLO and its content must be parallel)	A. 1. 2.
2.	B. 1. 2. a. b.
VII. MATERIALS AND EQUIPMENT: (list all materials and equipment that the course needs.)	
A. B.	
VIII. TEXTS:	
Required Text(s): Author's last name, first. <i>Book title italicized</i> Edition, Place of Publication: Publisher, Copyright Year.	
IX. METHOD OF INSTRUCTION: (List teaching strategies/course activities)	
A. Lecture B. Small group discussion C. Field trips D. Etc.	
X. METHOD OF EVALUATION:	
A. (Grading scheme clearly stated with breakdown in % or points) B. (Transmutation of percent/points to letter grade)	

(\*) All courses should have CLO rubrics with outlines (See CLO template)

(\*\*) Course outlines that have laboratory should have Task Listing Sheet (See Form NC-2)

(\*\*\*) Student Learning Outcomes must use measurable/observable verbs and may either be cognitive, affective or psychomotor; or combination of two or all three (See Appendix D)



## Form NC-2 TASK LISTING SHEET

\_\_\_\_\_ Credits: \_\_\_\_\_  
 Course No. & Title                      Lec.    Lab    Total Lab Hrs.

Identify each laboratory SLO only (from course outline) and list its accompanying tasks. Use numbers for SLO and small letters for tasks.	Total hours for each SLO
1. (SLO #) a. (task) b. (task)	____ hrs.
2. (SLO #) a. (task) b. (task) c. etc.	____ hrs.
5. (SLO #) a. (task) b. (task) c. (task) d. (task)	____ hrs.
etc.	

**Note:** One (1) credit lab = three (3) contact hours; therefore, the formula for finding total lab hours for one (1) credit lab is: 3hr x 16 wk = 48hr. A course with lab must have tasks that could be accomplished in the total lab hours given.



**PALAU COMMUNITY COLLEGE**  
**Dept. & Course No. - Course Title**  
**COURSE LEARNING OUTCOMES**

During the course experience, the *course learning outcomes* (CLOs) will be assessed through the use of signature assignments. A rating scale will be used to determine the students' proficiency level of each CLO using specifically aligned assignments. The numerical ratings of 4, 3, 2 and 1 are not intended to represent the traditional school grading system of A, B, C, D and F. The descriptions associated with each of the numbers focus on the level of student performance for each of the course learning outcomes listed below.

- Rating Scale:** 4----- **Outstanding**  
 3----- **Proficient**  
 2----- **Developing**  
 1----- **Emerging**

CLO# 1:

Numerical Value	Statement that indicates the course learning outcome that students are expected to possess after completing the course.
4	Rubric statement that encompasses all the performance criteria outcomes students are expected to possess at the Outstanding level.
3	Rubric statement that encompasses all the performance criteria outcomes students are expected to possess at the Proficient level.
2	Rubric statement that encompasses all the performance criteria outcomes students are expected to possess at the Developing level.
1	Rubric statement that encompasses all the performance criteria outcomes students are expected to possess at the Emerging level.

**Note:** It is recommended to have between 5-7 rubrics to adequately assess the general concepts of each course

The terms “Outstanding, Proficient, Developing, and Emerging” are examples only. Programs/departments may use similar terms but all courses within the program should be consistent with terms.

Each CLO should begin with the following: Students will be able to .....

**Example:** Students will be able to write an effective essay.

**Students will be able to troubleshoot and identify starter problem.**

PALAU COMMUNITY COLLEGE  
**Suggested Course Syllabus Template with sample course**

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

**Course Name:** CO 259 Principles of Effective Speaking

**Course Description:** This course is designed to introduce students to rhetorical theory and criticism and to guide students in the preparation and presentation of speeches in the various rhetorical modes.

**Course Prerequisites:** Grade of B or better in EN 112

**Course Contact Hours Per Week:** 3 (lecture)      0(lab)      3(total)

**Course Required Text(s):** Osborn, Michael & Suzanne Osborn. *Public Speaking*, 6<sup>th</sup> Edition. Boston: Houghton Mifflin, 2003.

**Course Objectives:** (main concepts of course that students will learn)

- ✓ To introduce students to rhetorical theory and criticism
- ✓ To guide students in the preparation and presentation of speeches in the various rhetorical modes.

**Course Learning Outcomes (CLOs):**

- CLO 1 (write CLO 1 here)
- CLO 2 (write CLO 2 here)
- CLO 3 etc.

**Instructor and Class Information:**

Instructor: Jane Doe  
Section: 5  
Contact Information: [janedoe@palau.edu](mailto:janedoe@palau.edu)  
488-2470/2471 Ext. 240/270

Lecture Room: Rm. 59  
Meeting Times: M/W 1:00 – 2:20 pm  
Office Hours: Faculty Office Mon – Fri/2–4pm

**Method of Instruction:**

1. Reading assignments
2. Unit projects
3. Chapter quizzes
4. Participation
5. Midterm & Final exams
6. In-Class activities

**Evaluation Criteria:**

Class Participation	-	10%
Assignments & Quizzes	-	20%
Oral Presentations	-	40%
Tests	-	20%
Critiques of Outside Speakers	-	10%
Total	-	100%

**Grading Scale:**

A = 90 – 100%
B = 80 – 89%
C = 70 – 79%
D = 65 – 69%
F = 64% and below



**Attendance Requirements:** Explain your attendance requirements clearly.

**Statement of Conduct:** Explain the late work, student conduct, academic conduct (cheating, plagiarism), and other class rules such as cell phone use, chewing, eating and drinking.

**American Disability Act:** Please let me know during the first week of class if you have a disability or special need that I as your instructor should know; this will allow me as an instructor to make specific arrangements for your success in this class. (use this or similar statement)

**Disclaimer Statement:** Students will be notified ahead of time when and if any changes are made to the course requirements or policies. (use this or similar statement)

**Semester Course Outline (Subject to Change)**

Week 1 – Introduction to Ethical Responsibilities for Public Communication.

01/13	In-class lecture – Introduction to Traditional models of rhetorical responsibility. Assigned work – students will apply theories of rhetoric in various public speaking situations.
01/15	In-class discussion – Examine different means of communication and interference. Assigned work –students will demonstrate knowledge of theories of speech and the communication process.

Week 2 -

01/20	Quiz 1 – traditional models of rhetorical responsibilities (first 15 minutes of class period) In-class lecture – nonverbal communication and how it affects speech performance

Week 3 -


Week 4 -

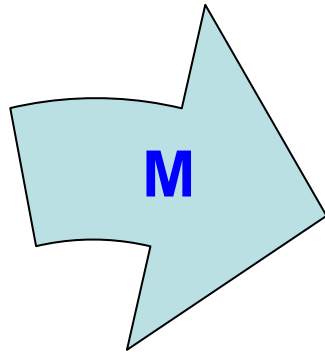

Week 5 -


**Note – Provide the 16 weeks course outline.**

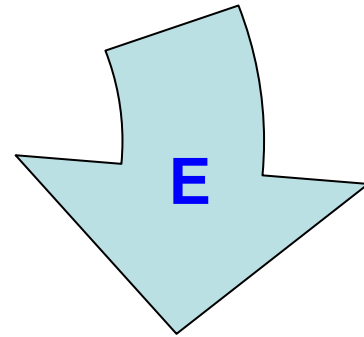
**A syllabus should not be a copy of the course outline! It should include all of the above components.**

# FAMED Cycle

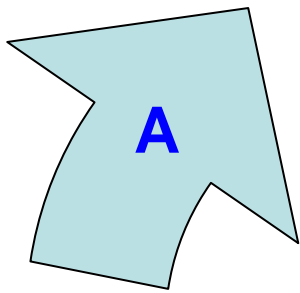
**Assess** – Create or revise assessment tools and implement to gather data for standards/learning outcomes/goals/objectives.



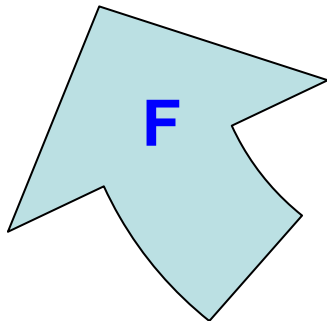
**Measure** – Collect measurement data for standards/learning outcomes/goals/objectives using qualitative and quantitative methods.



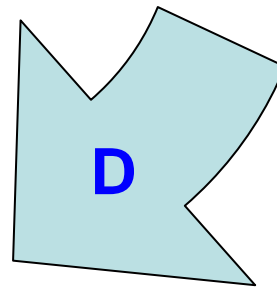
**Evaluate** – Analyze and interpret standards/learning outcomes/goals/objectives collected data for congruence between expected and actual outcomes.



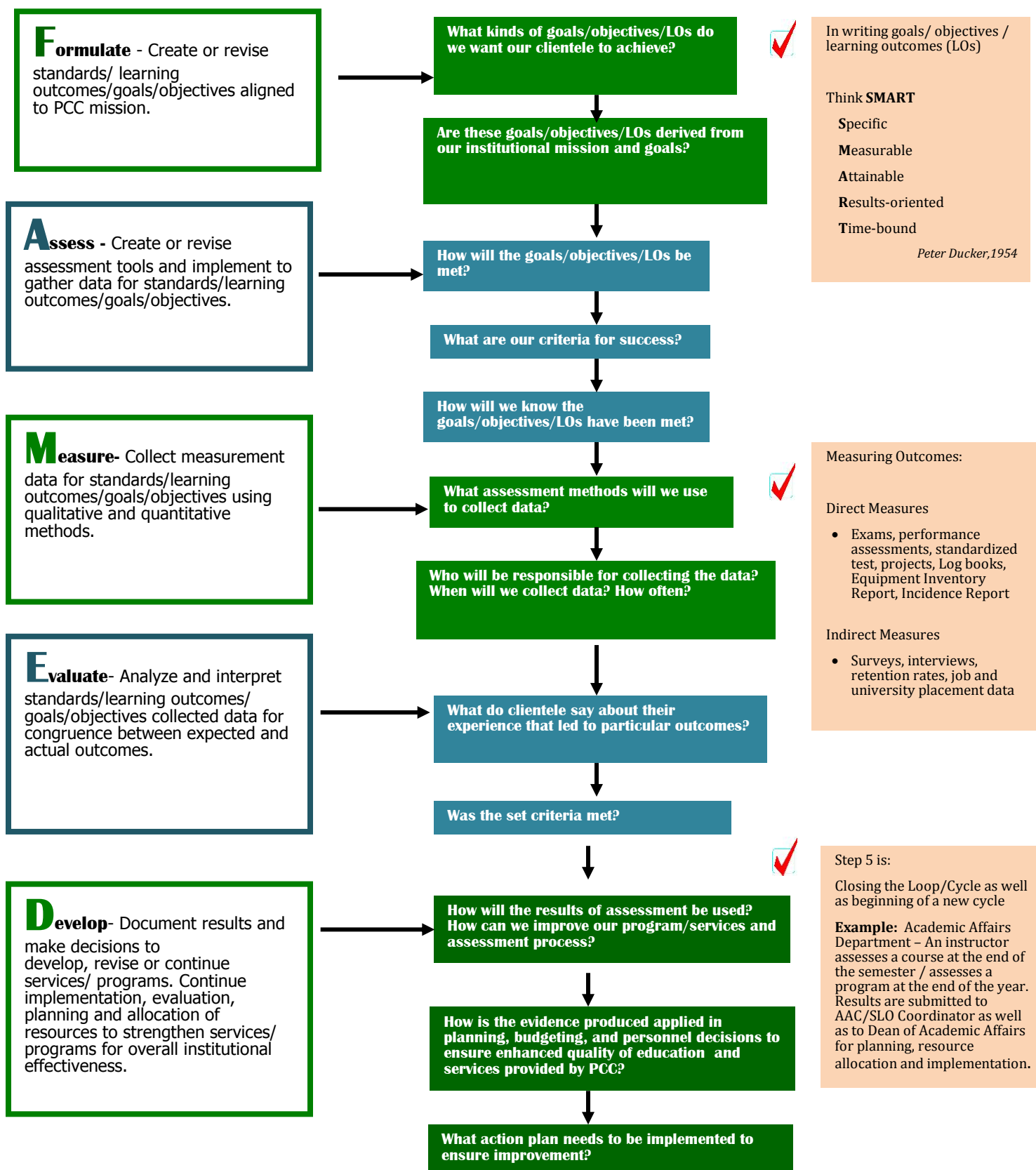
**Formulate** - Create or revise standards/ learning outcomes/goals/objectives aligned to PCC mission.



**Develop** – Document results and make decisions to develop, revise or continue services/programs. Continue implementation, evaluation, planning and allocation of resources to strengthen services/programs for overall institutional effectiveness.



# The "FAMED" Guidelines



**PALAU COMMUNITY COLLEGE COURSE ASSESSMENT GRID**

Course Name: Enter Here      Course:#/Section: Enter Here      Sem./ Yr.: Enter Here      Prep. by: Enter Here

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

How many students were enrolled in this course? \_\_\_\_\_

How many students were included in this assessment? \_\_\_\_\_ List each CLO separately

<p><b>ILOs:</b>  <b>Checkmark those that apply</b>  <input type="checkbox"/> ILO 1 – Critical Thinking and Problem Solving  <input type="checkbox"/> ILO 2 – Communication  <input type="checkbox"/> ILO 3 – Quantitative and Technological Competence</p>	<p align="center"><b>F</b>  <b>Formulate</b> – Create or revise standards/learning outcomes/goals/objectives aligned to the PCC mission.</p>	<p align="center"><b>A</b>  <b>Assess</b> - Create or revise assessment tools and implement to gather data for standards/learning outcomes/goals/objectives.</p>	<p align="center"><b>M</b>  <b>Measure</b> – Collect measurement data for standards/learning outcomes/goals/objectives using qualitative and quantitative methods.</p>	<p align="center"><b>E</b>  <b>Evaluate</b> – Analyze and interpret standards/learning outcomes/ goals/objectives collected data for congruence between expected and actual outcomes.</p>	<p align="center"><b>D</b>  <b>Develop</b> – Document results and make decisions to develop, revise or continue services/ programs. Continue implementation, evaluation, planning and allocation of resources to strengthen services/ programs for overall institutional effectiveness.</p>
<p><input type="checkbox"/> ILO 4 – Diversity  <input type="checkbox"/> ILO 5 – Civic Responsibility</p>	<p align="center"><b>COURSE LEARNING OUTCOMES</b></p>	<p align="center"><b>MEANS OF COURSE ASSESSMENT</b></p>	<p align="center"><b>EXPECTED STUDENT PERFORMANCE</b></p>	<p align="center"><b>Summary of data collected</b></p>	<p align="center"><b>Analyzed Results / Action Plans based on Results</b></p>
<p><input type="checkbox"/> ILO 6 – Aesthetics</p> <hr/> <p>Program Learning Outcomes:</p> <p><b>State Program Learning Outcomes that apply to the assessed course only with full description.</b></p>	<p>CLO numbers and exact descriptions taken from CPC approved course outline.</p>	<p>Program/Department approved Signature Assignments</p> <p><b>List CLO and assignment separately.</b>            CLO 1: midterm            CLO 2: project            CLO 3: midterm</p>	<p>70% of the students assessed will perform at the proficiency level.</p> <p><i>(The 70% is the approved expected student performance by Academic Affairs; the statement above is not to be changed or removed. The 70% does not equate to a C grade. It is 70% of the group of students who will do the actual assessment and will be performing at the proficiency level.)</i></p> <p><b>Any level above proficient is considered reaching the proficiency level.</b></p>	<p>Actual results</p> <p><i>(report actual results of CLO assessments)</i></p> <p><b>Report the CLOs separately. Do not average the percentages into one average.</b></p>	<p><i>(Analyzed data and include analyzed results here if course has been assessed in prior semesters. Action plans must be based upon the results. Any action plan given must be implemented the next time course is offered. Action plans must be data driven. If data does not relate to the plan do not include on this assessment column. There should be action plans for improvement for <u>ALL</u> course assessments which do not reach 100%.)</i></p> <p><b>List CLO action plan separately if more than one for different CLOs.</b></p>



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## **Academic Program Three Year Review**

### **Instructional Department**

**insert department name**

### **Period of Three Year Review**

**insert from month/year to month/year**

Completed By: \_\_\_\_\_ Date: \_\_\_\_\_  
Department Instructor(s)

Department Chair: \_\_\_\_\_ Date: \_\_\_\_\_

Dean of Academic Affairs: \_\_\_\_\_ Date: \_\_\_\_\_

## 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)

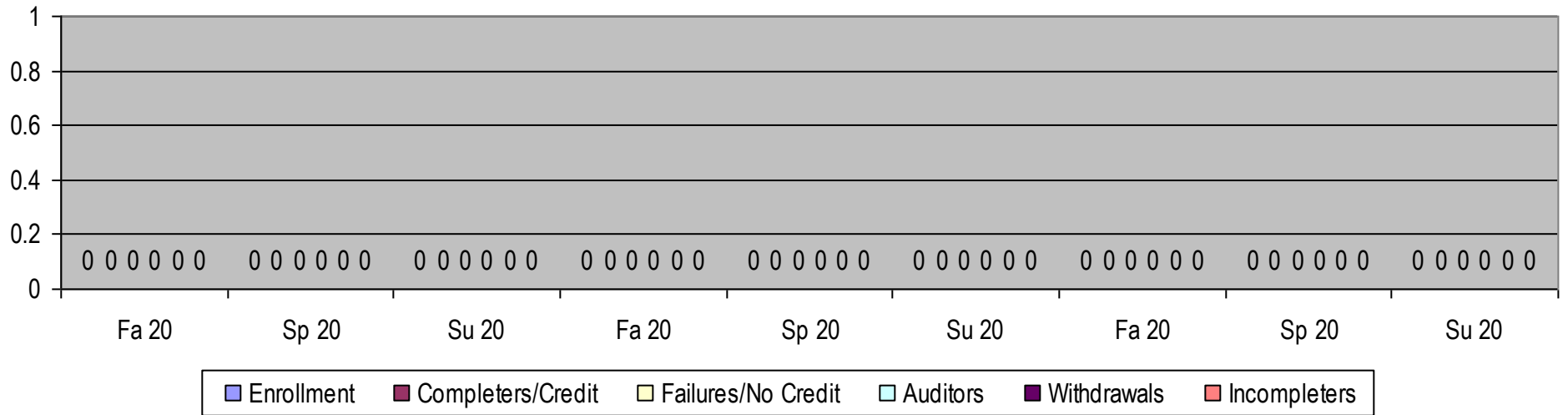
All resource requests should be tied to at least one of the following:

  - 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.

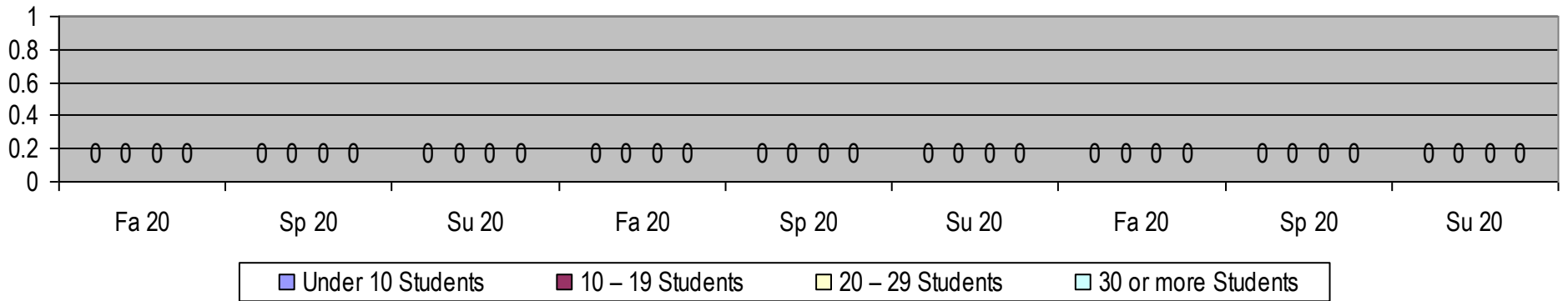
## Appendix A: Department Review Assessment Data

### 1.0 Department Data

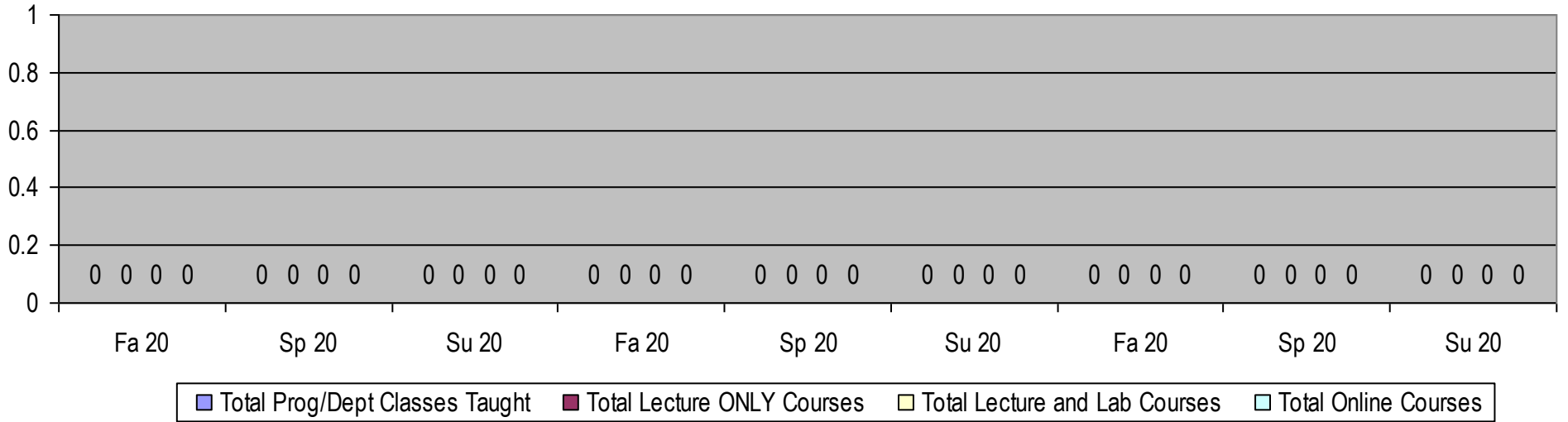
**Figure 1. Number of Students enrolled, completers, failures, auditors, withdrawals, challenge testers and incompleters**



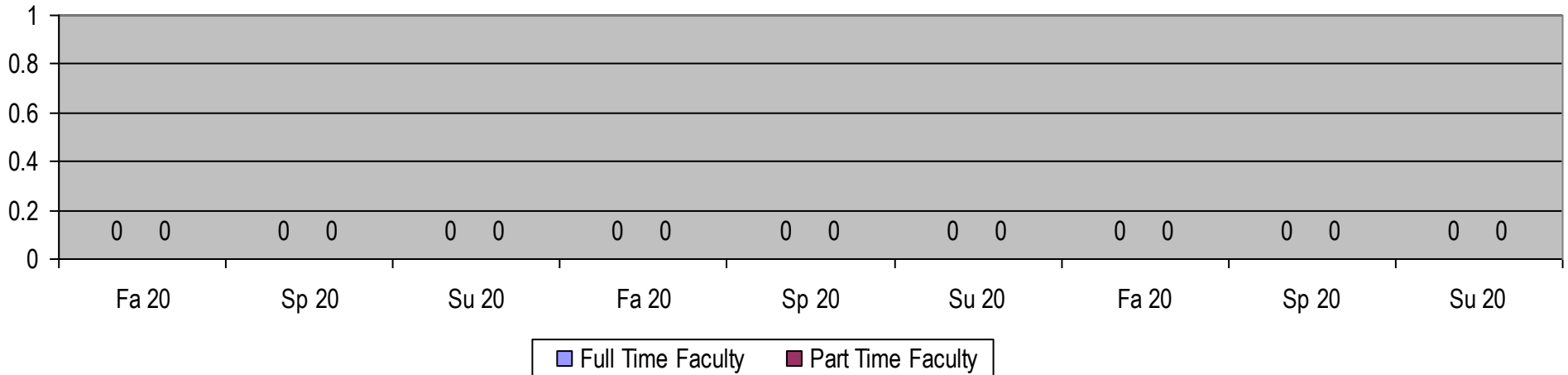
**Figure 2. Number Size of Class and Sections Conducted**



**Figure 3. Course Offering**



**Figure 4. Faculty Head Count**



***NOTE: Full Time Faculty refers to full time faculty in the program/department. A Part Time Faculty includes adjuncts as well as Full Time Faculty that are teaching courses not within their program/department. These Full Time Faculty are assisting other programs outside of their own; therefore, they are considered Part Time Faculty.***



Ratio	Summer 20__	Fall 20__	Spring 20__	Summer 20__	Fall 20__	Spring 20__	Summer 20__	Fall 20__	Spring 20__
Full Time Faculty (F : S)	—:—	—:—	—:—	—:—	—:—	—:—	—:—	—:—	—:—
Part Time Faculty (F : S)	—:—	—:—	—:—	—:—	—:—	—:—	—:—	—:—	—:—

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

**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

**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** \_\_\_\_\_

Semester Assessed	Course Assessed	CLO – GE/ILO Alignment	Results of Assessments

**Year 2: School Year** \_\_\_\_\_

Semester Assessed	Course Assessed	CLO – GE/ILO Alignment	Results of Assessments

**Year 3: School Year** \_\_\_\_\_

Semester Assessed	Course Assessed	CLO – GE/ILO Alignment	Results of Assessments

**4.0 Program Learning Outcomes (PLOs) Assessment**

*SAMPLE*

List PLOs	Proficiency Levels	Results of Assessments
GE PLO #6	EN189- CLO 1-3- 82% EN202- CLO 1-3 76%	79% of the students reached the proficiency level for GE PLO #6. Need to include more hands on activity work.

List PLOs	Proficiency Level	Results of Assessments

**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

**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

**7.0 Resource Requests**

Type of Resource	Description	Estimated Amount Requested	Justification
Personnel			
Facilities			
Equipment			
Supplies			
Software			
Training			
Other			
Total			

**Appendix B: Provide Department Learning Outcomes**

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

**Appendix D: Provide means of assessment form**



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## **Academic Program Three Year Review**

### **Instructional Program**

**insert program name**

### **Period of Three Year Review**

**insert from month/year to month/year**

Completed By: \_\_\_\_\_  
Program Instructor(s)

Date: \_\_\_\_\_

Program/Department Chair: \_\_\_\_\_

Date: \_\_\_\_\_

Dean of Academic Affairs: \_\_\_\_\_

Date: \_\_\_\_\_

## Program Review Narrative Summary

The narrative summary should include the following:

- Summary of the academic program purpose
- The relationship of program to the college Mission Statement
- Summary of Program Data
  - a. Figure 1 – Student Status
  - b. Figure 2 – Number of Graduates
  - c. Figure 3 – Class Information
  - d. Figure 4 – Course Offering Information
  - e. Figure 5 – Faculty Information
  - f. 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 program-level student learning?
  - b. How has assessment of program-level student learning outcomes led to certificate/degree program improvements?
- Summary of Evaluation of Previous Goals/Activities from Previous Cycle (Figure 5)
  - a. List actions identified in your last program 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 program in the future to improve student learning?
  - e. Update major changes/accomplishments since the last review.
- Summary of Program Major Strengths
- Recommendations for Improvements
  - b. Does the student assessment data indicate overall program 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)

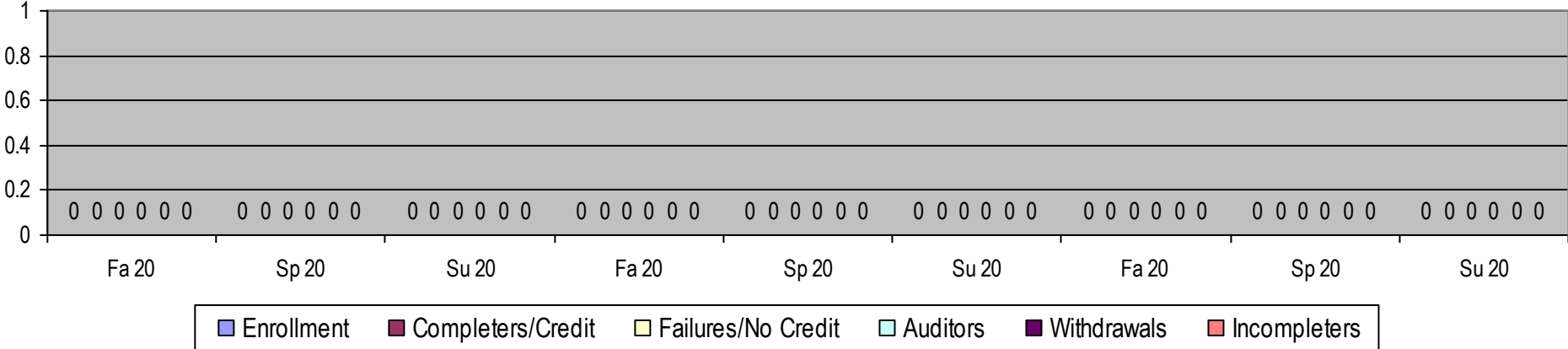
All resource requests should be tied to at least one of the following:

  - An institutional learning outcome
  - A program learning outcome
  - A course learning outcome
  - a. What ILO, PLO 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.

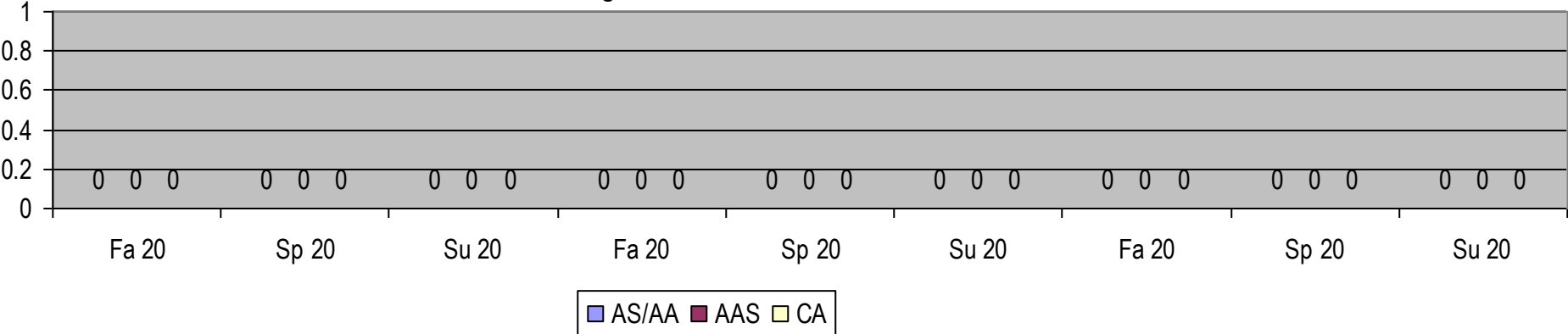
**Appendix A: Program Review Assessment Data**

**3.0 Program Data**

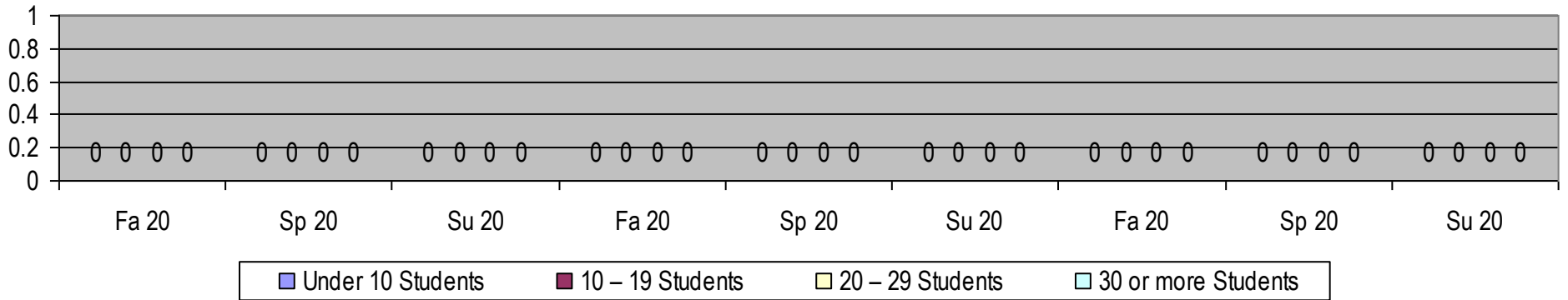
**Figure 1. Number of Students enrolled, completers, failures, auditors, withdrawals, challenge testers and incompleters**



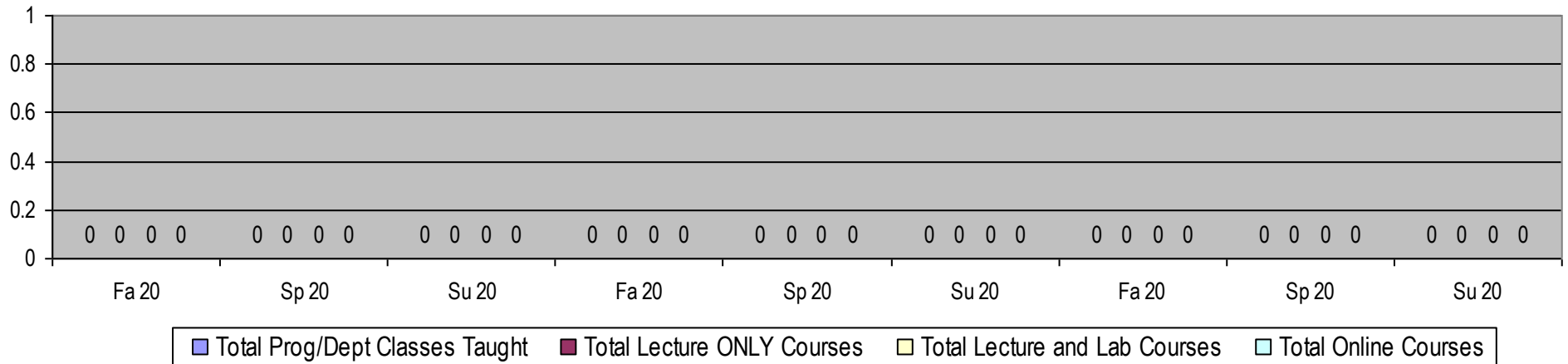
**Figure 2. Number of Graduates**



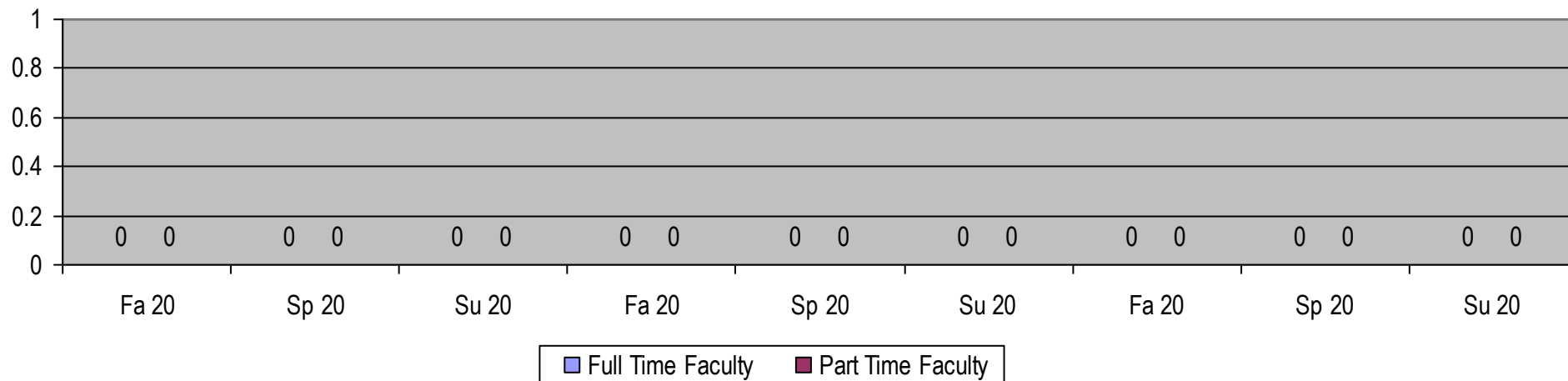
**Figure 3. Number Size of Class and Sections Conducted**



**Figure 4. Course Offering**



**Figure 5. Faculty Head Count**



**NOTE:** Full Time Faculty refers to full time faculty in the program/department. A Part Time Faculty includes adjuncts as well as Full Time Faculty that are teaching courses not within their program/department. These Full Time Faculty are assisting other programs outside of their own; therefore, they are considered Part Time Faculty.

**Table 1. Faculty to Class Size Ratio (program headcount).**

Ratio	Summer 20__	Fall 20__	Spring 20__	Summer 20__	Fall 20__	Spring 20__	Summer 20__	Fall 20__	Spring 20__
Full Time Faculty (F : S)	—:—	—:—	—:—	—:—	—:—	—:—	—:—	—:—	—:—
Part Time Faculty (F : S)	—:—	—:—	—:—	—:—	—:—	—:—	—:—	—:—	—:—

## 2.0 Student Learning and Curriculum

How many program 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 PLOs aligned with ILOs

## 3.0 Course Assessment Data

*SAMPLE*

Semester Assessed	Course Assessed	CLO - PLO Alignment	Results of Assessments
Fall 2012	ED 110	CLO 4 – PLO 1 CLO 2,3,5 – PLO 2 CLO 1,4 – PLO 4 CLO 4 – PLO 5	70% of students performed at proficiency level for all CLOs except CLO 4; therefore, more time is needed to be spent in discussion of ethics of teaching.

### Year 1: School Year \_\_\_\_\_

Semester Assessed	Course Assessed	CLO - PLO Alignment	Results of Assessments

### Year 2: School Year \_\_\_\_\_

Semester Assessed	Course Assessed	CLO - PLO Alignment	Results of Assessments

### Year 3: School Year \_\_\_\_\_

Semester Assessed	Course Assessed	CLO - PLO Alignment	Results of Assessments

## 4.0 Program Learning Outcomes (PLOs) Assessment

*SAMPLE*

List PLOs	Proficiency Levels	Results of Assessments
ED PLO #1	ED110- PLO#4-75% ED120- PLO#1 -77% ED151- PLO#1,2,3- 88% ED200- PLO#1,2 -84% ED204- PLO#1 – 92%	83% of the students reached the proficiency level for ED PLO #1. More hands on activity work will be assigned to continue to increase proficiency.
ED PLO #2		

List PLOs	Proficiency Level	Results of Assessments



**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

**6.0 Action Plans**

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

Action Plan Activity/Objectives	How will this action plan improve student learning outcomes? (CLO, PLO, ILO)	Needed Resources (if any)	Timeline

**7.0 Resource Requests**

Type of Resource	Description	Estimated Amount Requested	Justification
Personnel			
Facilities			
Equipment			
Supplies			
Software			
Training			
Other			
Total			

**Appendix B: Provide Program Learning Outcomes (PLOs)**

**Appendix C: Provide program mapping that shows alignment of CLOs – PLOs – ILOs**

**Appendix D: Provide means of assessment form**

**Appendix E: Provide all supporting evidence for this review**



## **APPENDIX A**



*“We Guarantee Quality and Excellence”*

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## **Academic Program Three Year Review**

### **Instructional Program**

**Information Technology**

### **Period of Three Year Review**

**Fall 2009 to Summer 2012**

Completed By: Johvanna Yaoch Date: 2/4/2013  
Program Instructor(s)

Program/Department Chair: Johvanna Yaoch Date: 2/4/2013

Dean of Academic Affairs: Tutii Chilton Date: \_\_\_\_\_

## Program Review Narrative Summary

The narrative summary should include the following:

- **Summary of the academic program purpose**

The Information Technology (IT) program is designed for individuals interested in professional careers in the information technology field. The program provides basic knowledge and skills needed for employment or for the pursuit of a higher education in the field of information technology.

The IT program is intended to present to students with a general overview of information technology. Students will have the opportunity to learn different facets of the field ranging from advanced office application use to designing and developing websites and computer programs. The program will introduce students to the following areas:

- Office Applications
- Operating Systems
- Network Administration
- Database Management and Design
- Computer Programming
- Website Management and Design
- Troubleshooting Computer Systems

The IT courses are designed to help expose students to different aspects of computing. This will enable students to utilize the acquired education and training in finding employment after graduation or pursue higher education in the field.

- **The relationship of program 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 IT program supports the PCC Mission statement as it helps to meet the technical, academic, cultural, social, and economic needs of students and communities by promoting learning opportunities and developing personal excellence. The IT program helps meet the **technical and academic** needs of students by providing computer technology, software, and other related tools to help student gain the experience and skills in the field. Additionally, qualified faculty oversee IT courses geared specifically for program majors ensuring that students receive the necessary skills and experience to enable them to find employment after graduation or pursue higher education in the field. The IT program helps meet the **cultural** needs of students in the field by exposing them to the culture of information technology. Students are given the opportunity to learn the history of different technologies as well as different theories, methods, and techniques used by professionals in the field. As a result, students learn to appreciate the evolution and culture of technology as well as have the opportunity to apply what they learn in activities and projects assigned during their course as IT majors. The IT program helps meet the **social** needs of students by giving them the opportunity to work with clients on course and field related projects. Throughout their study as IT majors, students are paired with clients to plan, design, develop, or assist in various field related projects such as website development, software development, and database development. Such exposure not only helps improve students' social and communication skills but also helps them become more confident in their skills as well as build connections with individuals and organizations that may help them when they begin to seek employment. The IT program helps meet the **economic** needs of students by providing them the opportunity to learn necessary skills and obtain experiences needed to find employment after graduation or pursue higher education in the field. The IT program **promotes learning opportunities for students and communities and developing personal excellence** by hiring qualified faculty to teach courses and oversee the entire IT program. Additionally, as part of IT courses specifically for IT majors, students are given the opportunity to work with clients in the community. Such activities promote learning opportunities for students and communities as well as develop personal excellence

- **Summary of Program Data**

**g. Figure 1 – Student Status**

	Fa 2009	Sp 2010	Su 2010	Fa 2010	Sp 2011	Su 2011	Fa 2011	Sp 2012	Su 2012	Average
<b>Enrollment</b>	91	116	20	75	91	4	67	108	0	64
<b>Pass/Credit</b>	70%	84%	100%	91%	80%	100%	82%	86%	0%	77%
<b>Fail/No Credit</b>	25%	5%	0%	7%	10%	0%	9%	5%	0%	7%
<b>Audit</b>	0%	1%	0%	1%	3%	0%	0%	0%	0%	1%
<b>Withdraw</b>	4%	10%	0%	1%	7%	0%	9%	9%	0%	5%

The table above (tabular view of Figure 1) represents the total and average student enrollments in all IT courses as well as the number of students who passed, failed, audited, and withdrew from the courses. The difference between the passing and failing rates of students indicate that more students successfully pass IT courses. A very few number of students enrolled in the courses as auditing students for the purpose of gaining experience and training in specific areas while a handful withdrew for various reasons.

Summer 2012 indicates 0 enrollment because IT courses are rarely offered in the summer. If they are, then it is usually either internship for graduating IT students. Other IT courses such as IT105: PC Office Applications and IT200: Intermediate PC Office Applications may be offered when there is a need as the courses are required by other programs.

Overall, the data indicates that majority of the students enrolled in IT courses successfully complete the courses.

**h. Figure 2 – Number of Graduates**

	Fa 2009	Sp 2010	Su 2010	Fa 2010	Sp 2011	Su 2011	Fa 2011	Sp 2012	Su 2012
<b>AS/AA</b>	7	0	0	0	1	4	0	1	0
<b>AAS</b>	0	0	0	0	0	0	0	0	0
<b>CA</b>	0	0	0	0	0	0	0	0	0

The table above (tabular view of Figure 2) illustrates the number of students who have successfully completed and received an Associate of Science degree in the IT. In fall of 2009, we had the highest number of graduates. After that, the program has managed to graduate a handful of students. It is imperative to understand that the data under (a) indicates the total enrollment in all IT courses. Other programs require their students to take IT105: PC Office Applications and IT200: Intermediate PC Office Applications, which increases the total enrollment for IT courses. However, very few students choose to be IT majors. The reasons behind this are still unknown, however, it is predicted that many students try to steer away from fields which require a number of math, science, and English courses.

Though the number of students who have graduated from the program is very low, the need to have the program not only locally and regionally but also worldwide is evident. As a result, it is strongly recommended that the College continue to support and encourage students to pursue an Associate of Science degree in IT.

**i. Figure 3 – Class Information**

	Fa 2009	Sp 2010	Su 2010	Fa 2010	Sp 2011	Su 2011	Fa 2011	Sp 2012	Su 2012	Average
<b>Under 10 Students</b>	60%	56%	0%	50%	56%	100%	57%	45%	0%	47%
<b>10 – 19 Students</b>	30%	44%	0%	50%	44%	0%	43%	36%	0%	28%
<b>20 – 29 Students</b>	10%	0%	100%	0%	0%	0%	0%	18%	0%	14%
<b>30 or more Students</b>	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
<b>TOTAL CLASSES</b>	10	9	1	8	9	1	7	11	0	6

The table above (tabular view of Figure 3) shows the average class size for IT classes. It is evident that majority of the classes have under 10 students. This is largely due to the fact that the total number of IT majors is very low. As a result, courses for IT majors only usually has anywhere between 1 to 7 students. Classes with 10 to 20 students are usually courses which are required for other majors and, as a result, the enrollment increases.

Summer 2012 indicates that there were no IT classes offered and this is because the course scheduling proposed as part of the IT program does not list any summer IT courses. Courses offered in the summer are usually either internship for graduating information technology students or IT105: PC Office Applications and IT200: Intermediate PC Office Applications which are required by students in other programs to graduate.

**j. Figure 4 – Class Offering Information**

	Fa 2009	Sp 2010	Su 2010	Fa 2010	Sp 2011	Su 2011	Fa 2011	Sp 2012	Su 2012	Average
<b>Total Prog/Dept Classes Taught</b>	10	9	1	8	9	1	7	11	0	6
<b>Total Lecture ONLY Classes</b>	10%	22%	0%	25%	22%	0%	29%	18%	0%	14%
<b>Total Lab ONLY Classes</b>	20%	0%	0%	0%	11%	100%	0%	9%	0%	16%
<b>Total Lecture and Lab Classes</b>	70%	78%	100%	75%	67%	0%	71%	73%	0%	59%
<b>Total Online Classes</b>	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%

The table above (tabular view of Figure 4) illustrates the number and type of IT classes offered. Majority of the IT classes offered were lecture and lab courses. Such courses enable students to not only learn the terminologies, concepts, and theories in relation to the courses but also be able to apply the skills acquired in the form of activities, exercise, and/or projects.

IT courses that are lecture only includes IT110: Introduction to Programming, IT115: Operating System and Networks, IT120: Database Management Systems, and IT220: Troubleshooting Microcomputer Systems. Such courses require ample time for students to familiarize themselves in the computer jargons and terminologies used as well as the concepts, theories, techniques, and methodologies used in the field in relation to the course. Students also have the opportunity to apply or practice the knowledge and skills acquired in the form of hands on activities, exercises, and/or projects.

IT courses that are lab only courses include IT222: Instructor Directed Practicum (formerly titled Service Learning) and IT223: Internship. These courses provide students the opportunity to apply or practice the knowledge, skills, and training acquired through all the in IT courses. With the internship, students are assigned to an organization in which they will practice their skills as well as acquire more knowledge and training in the field. In the Instructor Directed Practicum, students are given the opportunity to work on various projects for the College,

community, and private and public organizations with the supervision of a program faculty. The students can begin working on projects as early as their first semester as an IT major. However, in order to successfully complete IT222 and graduate from the program, students must successfully complete the same number of hours required for the internship.

**k. Figure 5 – Faculty Information**

	Fa 2009	Sp 2010	Su 2010	Fa 2010	Sp 2011	Su 2011	Fa 2011	Sp 2012	Su 2012
<b>Full Time Faculty</b>	1	1	0	1	1	0	1	1	0
<b>Part Time Faculty</b>	3	3	1	3	4	1	2	2	0
<b>TOTAL FACULTY</b>	4	4	1	4	5	1	3	3	0

The table above (tabular view of Figure 5) represents the number of full time and part time faculty that teaches IT classes. Currently, there is only one full time IT faculty. This faculty heads the Information Technology Program as well as teaches all IT courses for IT majors only. However, because there are some IT courses that are required for students in other areas, the college hires or assigns part time faculty to help teach those courses.

**l. Table 1 – Faculty Student Ration Information**

Ratio	Fa 2009	Sp 2010	Su 2010	Fa 2010	Sp 2011	Su 2011	Fa 2011	Sp 2012	Su 2012
<b>Full Time Faculty (F : S)</b>	1:25	1:32	0:0	1:16	1:14	0:0	1:30	1:28	0:0
<b>Part Time Faculty (F : S)</b>	1:22	1:28	1:20	1:9.67	1:19.25	1:4	1:18.5	1:40	0:0

The table above (same as Table 1) shows the ratio of faculty to student. Ratio of faculty to student ranges from as low as 1 faculty to 4 students (1:4) to as high as 1 faculty to 30 students (1:30). However, it is important to note that some numbers may not accurately represent the ratio of faculty to students as some students are enrolled in more than one IT courses. As a result, the numbers may be higher than they really are. For example, the table indicates that in fall 2011, the full time faculty to student ratio was 1:30. If John is enrolled in 2 IT courses then John is counted twice. As a result, the number of students in the ratio of faculty to student is actually higher than it really is as there is redundancy.

- **Summary of Student Learning and Curriculum**

There are a total of 12 IT courses offered here at the College. All 12 courses have CLOs. The course outlines and documentations for all 12 courses are currently undergoing updates. Such updates will include changes to student learning outcomes, materials and equipment, texts and references, task lists, and CLOs. Tentatively, the course outlines and all other modification documentations will be submitted to CPC in January 2013 for final approval and will begin implementation in Spring of 2013.

Additionally, all course CLOs have been aligned with PLOs and ILOs in the mapping template. Signature assignments used in course assessments have also been identified. The program mapping and signature assignment documents have been submitted to the ALO and the AALO (see appendices C and D).

- **Summary of Course Assessment Data**

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

Initially, the IT program had 4 PLOs. The 4 PLOs covered the area of computer programming, utilizing office applications, designing and developing web sites, computer networking, and troubleshooting both software and hardware problems. Below were the initial PLOs of the program:

1. Student will plan, design, and develop a **computer program** demonstrating an understanding in the following: process of flowcharting programs, process of pseudocoding and documenting programs, process of writing computer programs using a programming language and applications, and the process of compiling and debugging programs.
2. Students will create various documents and files demonstrating a thorough understanding in using various **office applications** such as utilizing advance features of word-processing, presentation, spreadsheet, and database applications.
3. Students will propose, plan/design, and create a **web-based** project to demonstrate an understating in the process of writing project proposals, process of planning and designing web-based applications, different web supported programming languages, process of uploading and managing web applications, and an understanding in computer networking and protocols.
4. Students will propose, plan/design, and create a computer network to demonstrate an understating in the process of identifying different hardware, determining hardware compatibility, process of planning and designing computer **networks**, and the process of **troubleshooting** networking and other computer related problems.

After careful review and continuous evaluation of program courses, it was determined that the area of database design and management was not covered in the PLOs. As a result, this led to the modification of the IT program documentation to include PLO 5 which addresses database design and management. Tentatively, the program modification to include PLO5 will be submitted to CPC in January 2013 for approval and will begin implementation in spring 2013. Below are the new PLOs for the IT program:

1. Student will plan, design, and develop a **computer program** demonstrating an understanding in the following: process of flowcharting programs, process of pseudocoding and documenting programs, process of writing computer programs using a programming language and applications, and the process of compiling and debugging programs.
2. Students will create various documents and files demonstrating a thorough understanding in using various **office applications** such as utilizing advance features of word-processing, presentation, spreadsheet, and database applications.
3. Students will propose, plan/design, and create a **web-based** project to demonstrate an understating in the process of writing project proposals, process of planning and designing web-based applications, different web supported programming languages, process of uploading and managing web applications, and an understanding in computer networking and protocols.
4. Students will propose, plan/design, and create a computer network to demonstrate an understating in the process of identifying different hardware, determining hardware compatibility, process of planning and designing computer **networks**, and the process of **troubleshooting** networking and other computer related problems.
5. Students will propose, plan/design, and create a **database** to demonstrate an understating in the basic principles of database design including the development of data models, establishment of entity relationships, determine appropriate degree of normalization, identify and define special keys, and addressing access and security concerns.

The addition of PLO 5 will not have a drastic impact to the IT program in any way. There will be no changes to the number of credit requirements for graduates nor will there be any increase in cost for offering program courses. PLO 5 is necessary to ensure that all IT program courses are covered in the PLOs.

**d. How has assessment of program-level student learning outcomes led to certificate/degree program improvements?**

Even though the IT program has set its PLOs, the PLOs themselves are not assessed independently. The program's PLOs identify the focus or goals of the program whereas such learning outcomes are assessed at the course level. For example, the courses that satisfy PLO 1, upon their assessment, PLO 1 will have been assessed. This set up or assessment model ensures that the PLOs are continuously being assessed when program courses are offered and assessed. Necessary changes are made based on assessment results as well as reviews of program and course documentations. Such changes that have been made are:



1. Modification of the IT program PLOs to include PLO 5 which addresses database design and management. The program modification was submitted to CPC in January 2013 and was approved the same month. Implementation begins this semester, spring 2013.
2. Update of all IT program course documentations including SLOs, CLOs, tasks lists, and other pertinent sections. All course modifications were submitted to CPC in January 2013 and were approved the same month. Implementation begins this semester, spring 2013.
3. Renaming of IT222 from Service Learning to Instructor Directed Practicum. Such change was necessary as the move to remove Service Learning as a course offering for most majors was adopted by CPC. Because most program graduates preferred Service Learning and student performance based on grades were high in the course as opposed to Internship, there was a need to keep the course. Course modification was submitted and approved by CPC in January 2013. Implementation begins this semester, spring 2013.

From Fall 2009 to Summer 2012, the IT program has graduated a total of 13 students. A few decided to continue their studies in either IT or a related field at other institutions of higher learning. A number of graduates of the program joined the U.S. Military while others are currently employed locally in IT related fields.

- **Summary of Evaluation of Previous Goals/Activities from Previous Cycle (Figure 5)**

- m. List actions identified in your last program review or any other related plan(s).**

- a. Search for grants to help finance the program's equipment needs. **Status: Ongoing**
- b. Hire another qualified fulltime IT faculty to assist in teaching the IT courses. **Status: Incomplete**
- c. Ensure that the IT computer laboratory classroom is properly wired and has the electrical capacity to support program equipment. **Status: Complete**
- d. Relocate the IT computer laboratory classroom to a more secured and easy to maintain/manage location on campus. **Status: Complete**
- e. Support continuous professional development to allow IT faculty and teaching assistants to keep up to date with the latest technology. **Status: Ongoing**

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

Only two of the identified action plans in the last program review were completed (Refer to previous list items identified by Status: Complete):

- a. Ensure that the IT computer laboratory classroom is properly wired and has the electrical capacity to support program equipment.
  - The IT computer laboratory classroom was relocated to Btaches building room 68 in Ffall 2011. Prior to the relocation, room 68 was renovated to ensure proper wiring and electrical support. Proper wiring and electrical support is evident in that now students and faculty are no longer experiencing electrical problems that may cause fire, computer malfunctions, or sudden power shutdowns. Additionally, the new lab no longer use extension cords which were used in the previous lab to try and power all computers as sufficient electrical outlets were put in place before the relocation. The use of extension cords as a result of limited electrical outlets was not only a fire hazard but also a safety issue.

- b. Relocate the IT computer laboratory classroom to a more secured and easy to maintain/manage location on campus.

- The IT computer laboratory classroom was relocated to Btaches building room 68 in fall 2011. Prior to relocation, renovation work done in room 68 included a permanent wall separating room 68 and 69. Such wall was necessary to ensure the security of the lab's equipment. Additionally, due to the location Btaches building, the IT computer laboratory classroom is now located in an area that is frequently monitored by campus security guards.
- After relocation, the lab was furnished with new computers and software to support ongoing IT program courses. Because the lab is currently located right above the IT faculty's office, it is now easier for the faculty to monitor, maintain, and manage the lab and equipment.

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

The relocation of the IT computer laboratory classroom to Btaches building as well as the installation of proper wiring and electrical support in lab improved student learning by allowing for uninterrupted teaching and learning.

- p. What modifications do you plan to make to the program in the future to improve student learning?**

The plans that need to take place to ensure continuous support of student learning includes:

- Continue to review and update course outlines, CLOs, and other documentations
  - This plan ensures that all course outlines are up to date and that they are aligned with the CLOs, PLOs, and ILOs.
- Continue to review and update program documentations
  - This plan ensures that all program documentations are up to date including the PLOs and that they are aligned with the ILOs.
- Continue to search for grants to help support the IT program
  - This plan supports the College's effort to provide the necessary hardware and software to support the IT program.
- Hire an additional qualified fulltime IT faculty to assist in teaching program courses
  - This plan ensures that qualified faculty teaches IT courses whereas ensuring that students are receiving quality instruction.
  - There is a need to hire another qualified fulltime IT faculty to assist in teaching the IT courses. The faculty needs to have at least a bachelor's degree in IT or a related field. Such need is evident as the College struggles to find qualified instructors to teach IT courses offered every semester.
- Support professional development for IT faculty and teaching assistant
  - This plan ensures that IT faculty and teaching assistant are up to date with the latest in the IT field, and in turn, students are exposed to such knowledge and skills.
  - Professional development such as workshops, conferences, and trainings in computer related topics is necessary to allow IT faculty and teaching assistant to keep up with the fast paced and constantly changing technological world. Professional developments needed are in the areas of:

- Computer Programming, Database, and Web Languages such as Visual Studio, PHP, Java, HTML, CSS, and SQL.
  - Database Management Systems, Database Design, and Database Administration
  - Computer Networking, Network Design, and Network Administration
  - Troubleshooting Computer Problems in the areas of both software and hardware
  - Web Design
  - Moodle and other Learning Management Systems
  - Content Management Systems such as Drupal, Joomla, and WordPress
  - Open Source Software
  - Teaching Methods
- Upgrade IT computer laboratory classroom computer and necessary hardware
    - This ensures that adequate computers and necessary hardware are available for students and faculty teaching IT courses.
  - Upgrade IT computer laboratory classroom software
    - This ensures that necessary software are available for students and faculty teaching IT courses.
  - Continue to research and experiment with open source software
    - This provides other alternative software for IT faculty and students to use. This plan promotes student learning.

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

- a. Ensuring that the IT computer laboratory classroom is properly wired and has the electrical capacity to support program equipment.
- b. Relocating the IT computer laboratory classroom to Btaches building.
- c. Purchasing new computers to equip the lab.
- d. Purchasing new software to support ongoing IT courses.
- e. Hiring a new Teaching Assistant to assist in course instruction as well as maintaining and managing the IT computer laboratory classroom as well as other computer labs.
  - i. NOTE: Currently, the IT Teaching Assistant is not able to fulfill his duties as a teaching assistant as he is overwhelmed with other Academic Affairs duties and responsibilities.
- f. Renaming the IT222 course from Service Learning to Instructor Directed Practicum.
- g. Adding PLO 5 to the IT Program PLOs.
- h. Updating the CLOs for Instructor Directed Practicum and Internship to allow students to focus on their area of interest in the IT field.
- i. Assessing 100% of IT courses, however, continuous assessments need to be done to ensure that all CLOs are being met.
- j. The IT program began course assessment using established CLO in Spring 2008. The assessment form or template used then did not really identify the signature assignments used for assessment, therefore, no evidence of student work were collected and kept. Fall 2010 was the first semester in which assessments were done using a form or template similar to the one that is currently being used. This was the first semester in which signature assignments were identified and collected as evidence for CLO assessments.

- **Summary of Program Major Strengths**

The IT program is designed to allow students to explore various specialties in the IT field. Such approach gives students the opportunity to work on projects in various areas in the field and hopefully be able to choose their area of interest. Identifying their area of interest will allow students to build upon knowledge that they acquire in the classroom during Internship or Instructor Directed Practicum.

The IT program is unique in that students majoring in IT have the option of either enrolling in an Internship or Instructor Directed Practicum (formerly titled service learning) course to fulfill graduation requirements. Because program courses introduce students to an array of specialties in IT, students have the opportunity, either through Internship or Instructor Directed Practicum, to focus more on their area of interest in IT.

Students who have the capabilities to work on projects with minimal supervision and have demonstrated qualities that ensure projects assigned to them are completed in a timely manner and with the desired qualities are advised to enroll in the Instructor Directed Practicum. The course is designed to allow students to learn through active participation in organized services or projects that meet the needs of the community. The course is integrated into and enhances the academic curriculum. Unlike the Internship, the Instructor Directed Practicum is entirely supervised by program instructors, therefore, encourages active student involvement in the learning process.

Students who require more supervision and are somewhat lax in motivation and commitment are instructed to enroll in the Internship. In the Internship course, students are assigned to work under a supervisor in a government department or a private business firm in order to learn through actual work experience. This provides students the opportunity to receive practical training in IT related areas or expertise with the constant supervision of professionals who are already in the field.

- **Recommendations for Improvements**

- r. **Does the student assessment data indicate overall program needs that may require support from the institution? Define these observed needs supported by assessment data.**

Based on my assessments, at this time, there are no needs. However, because adjunct faculty consistently fail to assess the IT courses they teach, there may be needs that have not been identified.

- **Summary of Action Plans**

The IT program's action plans for the next three (3) academic years include the action plans that were set in the last program review but were not completed, the ongoing plans identified in the last review, and new plans that were identified in this review. Following are the plans:

- Review and update course outlines, CLOs, and other documentations.
  - This plan ensures that all course outlines are up to date and that they are aligned with the CLOs, PLOs, and ILOs. This plan does not require any additional resources.
    - Note: All IT outlines were submitted and approved by CPC in January 2013. Course outlines and other documentations will continue to be reviewed and revised, if necessary, therefore this plan is **ongoing**.
- Review and update program documentations.
  - This plan ensures that all program documentations are up to date including the PLOs and that they are aligned with the ILOs. This plan does not require any additional resources.
    - Note: IT program modification to include PLO5 was submitted and approved by CPC in January 2013. Program documentations will continue to be reviewed and revised, if necessary, therefore this plan is **ongoing**.
- Search for grants to help support the IT program.
  - This plan was identified in the previous review and carried over to this review. It supports the College's effort to provide the necessary hardware and software to support the IT program. This is an **ongoing** plan and does not require any additional resources.

- Hire an additional qualified fulltime IT faculty.
  - This plan ensures that qualified faculty teaches IT courses whereas ensuring that students are receiving quality instruction. This is a critical program need. Such need is evident as the College struggles to find qualified instructors to teach IT courses offered every semester.
  - This plan was identified in the last program review but was never addressed; therefore, it was carried over into this review. The implementation of this plan will require funding to compensate the hired faculty. The timeline set for this plan is **Fall 2013**.
- Professional development.
  - This plan ensures that IT faculty and teaching assistant are up to date with the latest in the IT field, and in turn, students are exposed to such knowledge and skills. This plan was carried over from the last program review. Implementation will require some funding and the timeline remains **ongoing**.
- Upgrade IT computer laboratory classroom computer and necessary hardware.
  - This ensures that adequate computers and necessary hardware are available for students and faculty teaching IT courses. Refer to the **Technology Plan** for replacement timeline and consult **Technology Resource Committee** for replacement funding.
- Upgrade IT computer laboratory classroom software.
  - This ensures that necessary software are available for students and faculty teaching IT courses. When the need to upgrade software arises, the **Technology Resource Committee** will be consulted to identify sources of funding.
- Research and experiment with open source software.
  - This provides other alternative software for IT faculty and students to use. This plan promotes student learning. This plan is **ongoing** and does not require any additional resources.
- Recruitment of students into the IT program.
  - It is evident that the number of students choosing to go in to the IT field is very low. The program will continue to identify activities that can be used as recruitment tools to encourage students to go in to the field. This plan is **ongoing** and may require some resources to help support such activities.

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

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

- **An institutional learning outcome**
- **A program learning outcome**
- **A course learning outcome**

**d. What ILO, PLO and/or CLO does this resource request address?**

- Personnel (Hire additional fulltime IT faculty)
  1. This resource request addresses all IT program courses' CLOs, PLOs, and ILOs.
- Equipment (Upgrade laboratory classroom computers and necessary hardware)
  2. This resource request addresses all IT program courses' CLOs, PLOs, and ILOs.
- Supplies (Office supplies)
  3. This resource request addresses all IT program courses' CLOs, PLOs, and ILOs.
- Software (Upgrade laboratory classroom software)

- 4. This resource request addresses all IT program courses' CLOs, PLOs, and ILOs.
  - Training (Professional development and training in IT related topics)
- 5. This resource request addresses all IT program courses' CLOs, PLOs, and ILOs.
  - Other (Regular laboratory classroom maintenance and inspection)
- 6. This resource request addresses all IT program courses' CLOs, PLOs, and ILOs.
  - Other (Identify and coordinate recruitment activities)
- 7. This resource request addresses all IT program courses' CLOs, PLOs, and ILOs.

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

- Personnel (Hire additional fulltime IT faculty)
  - 1. All IT courses will be taught by qualified IT faculty who have the proper education and credentials.
  - 2. The teaching load will be shared between fulltime IT faculty and the need to hire adjunct faculty every semester will be mitigated.
- Equipment (Upgrade laboratory classroom computers and necessary hardware)
  - 3. Adequate computers and necessary hardware are available for students and faculty teaching IT courses.
- Supplies (Office supplies)
  - 4. Faculty are equip with the necessary office supplies to effectively teach and perform other teaching related activities.
- Software (Upgrade laboratory classroom software)
  - 5. Needed software are available for students and faculty teaching IT courses.
- Training (Professional development and training in IT related topics)
  - 6. IT faculty and teaching assistant are up to date with the latest in the IT field, and in turn, students are exposed to such knowledge and skills.
- Other (Regular laboratory classroom maintenance and inspection)
  - 7. The College continues to provide a suitable learning and teaching environment for both students and faculty.
- Other (Identify and coordinate recruitment activities)
  - 8. The number of IT majors will increase and, in turn, graduation rates in the IT program will increase as well.

**f. Describe the resource request in detail.**

- Personnel (Hire additional fulltime IT faculty)
  - 1. Hire an additional qualified fulltime IT faculty with at least a bachelor's degree in IT or a related field to assist in teaching ongoing IT courses. This is a critical need and must be addressed immediately. The need is evident every semester as adjunct faculty are constantly being hired to teach IT courses. Additionally, the

program currently has only one fulltime IT faculty who is overloaded every semester.

- Equipment (Upgrade laboratory classroom computers and necessary hardware)
  2. Upgrade IT computer laboratory classroom computers and necessary hardware to support ongoing IT courses. The IT computer laboratory classroom is covered under the Technology Plan. Replacement timeline and funding are monitored and addressed by the Technology Resource Committee under the Technology Plan.
- Supplies (Office supplies)
  3. Supplies such as pens, staplers, scotch tape, markers, and other office supplies necessary to support faculty teaching ongoing IT courses. Such resources ensure that faculty are equip to teach and deliver course content effectively.
- Software (Upgrade laboratory classroom software)
  4. Upgrade IT computer laboratory classroom software to support ongoing IT courses. The IT computer laboratory classroom is covered under the Technology Plan. Consultation with the Technology Resource Committee is necessary to identify available funds to support software purchases and upgrades, when needed.
- Training (Professional development and training in IT related topics)
  5. College needs to continue to support and encourage IT faculty and teaching assistant to participate in professional development and training in IT related topics. This is necessary to ensure that IT faculty and teaching assistant are up to date with the fast paced and constantly changing technological world. Professional development needed are in the areas of:
    - Computer Programming, Database, and Web Languages such as Visual Studio, PHP, Java, HTML, CSS, and SQL.
    - Database Management Systems, Database Design, and Database Administration
    - Computer Networking, Network Design, and Network Administration
    - Troubleshooting Computer Problems in the areas of both software and hardware
    - Web Design
    - Moodle and other Learning Management Systems
    - Content Management Systems such as Drupal, Joomla, and WordPress
    - Open Source Software
    - Teaching Methods
- Other (Regular laboratory classroom maintenance and inspection)
  6. The IT computer laboratory classroom needs to be regularly inspected by the maintenance crew to identify needed replacements such as light bulbs, electrical wiring/outlets, and windows. This is necessary to support the College's continuous effort to provide a suitable learning and teaching environment for both students and faculty.
- Other (Identify and coordinate recruitment activities)
  7. It is evident that the number of students going in to the IT field is very low. The program will continue to identify activities that can be used as recruitment tools to encourage students to go in to the field.

Appendix A: Program Review Assessment Data

4.0 Program Data

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

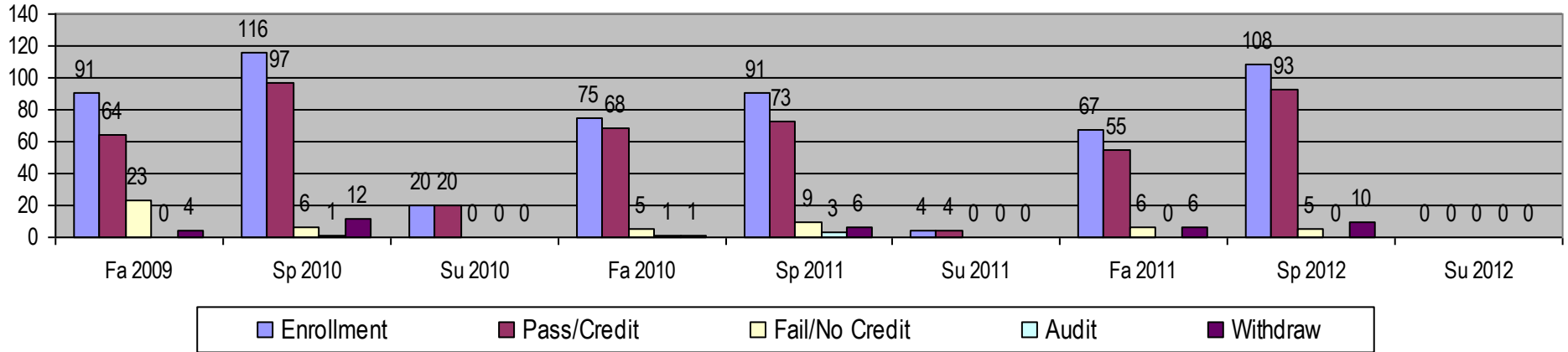
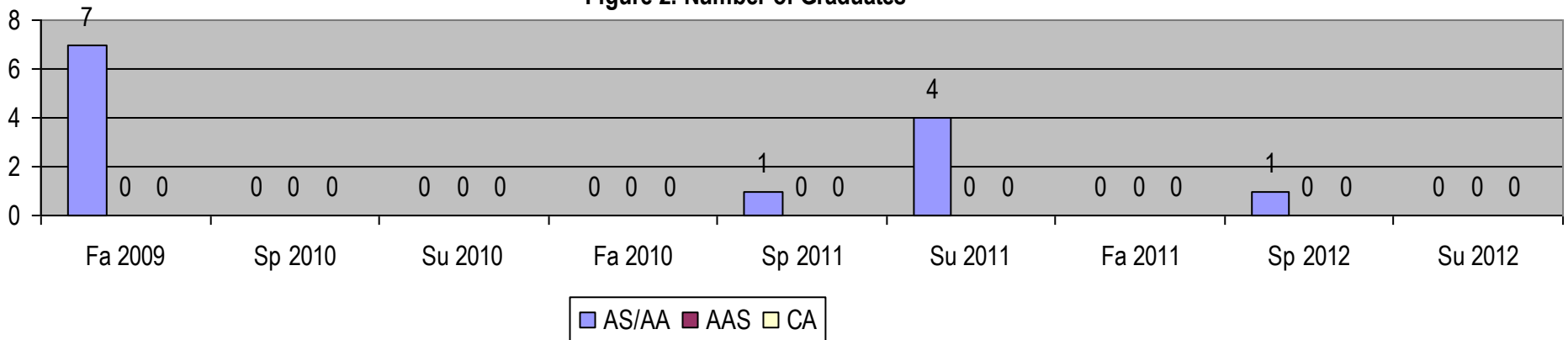
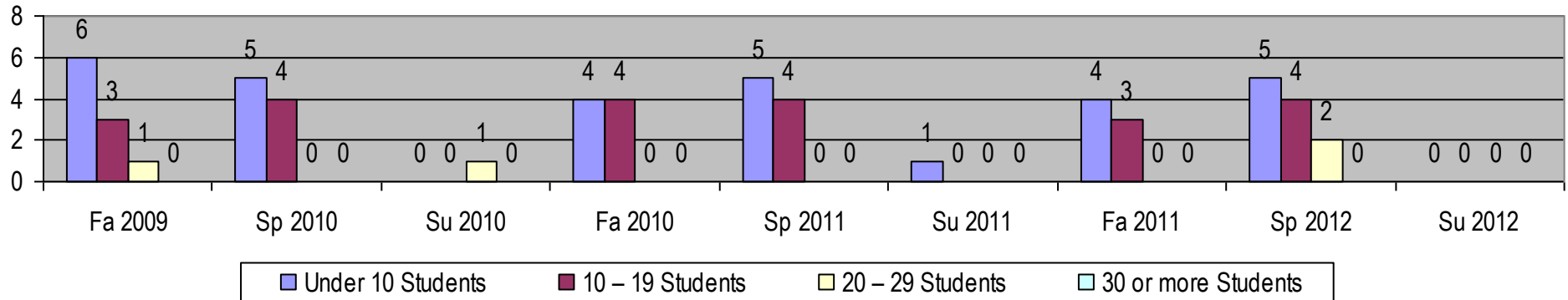


Figure 2. Number of Graduates

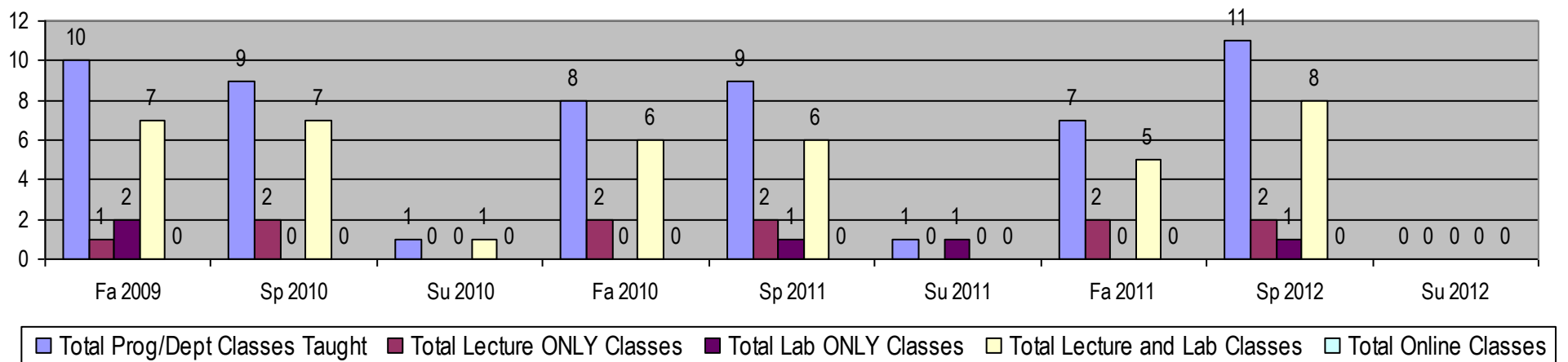




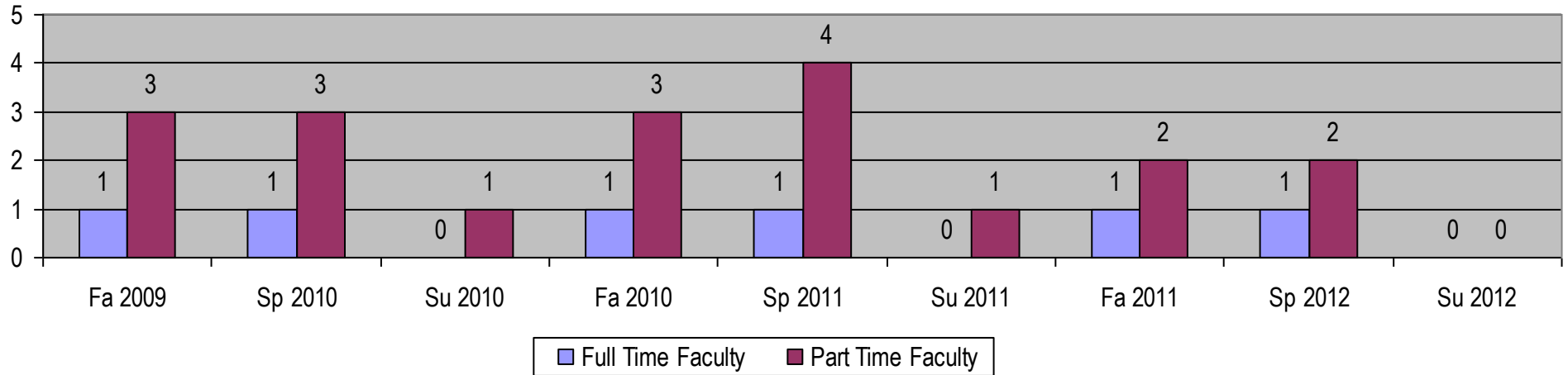
**Figure 3. Number of Classes Based on Student Enrollment**



**Figure 4. Class Offering**



**Figure 5. Faculty Head Count**



**NOTE:** Full Time Faculty refers to full time faculty in the program/department. A Part Time Faculty includes adjuncts as well as Full Time Faculty that are teaching courses not within their program/department. These Full Time Faculty are assisting other programs outside of their own; therefore, they are considered Part Time Faculty.

**Table 1. Faculty-Student Ratio (program headcount).**

Ratio	Fa 2009	Sp 2010	Su 2010	Fa 2010	Sp 2011	Su 2011	Fa 2011	Sp 2012	Su 2012
Full Time Faculty (F : S)	1:25	1:32	0:0	1:16	1:14	0:0	1:30	1:28	0:0
Part Time Faculty (F : S)	1:22	1:28	1:20	1:9.67	1:19.25	1:4	1:18.5	1:40	0:0

## 2.0 Student Learning and Curriculum

How many program 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 PLOs aligned with ILOs
<b>12</b>  *There are a total of 12 IT courses.	<b>100%</b>  *All IT courses have CLOs. Such CLOs are currently being used to assess the courses.	<b>100%</b>  *Note: All IT outlines were updated and submitted to CPC. All have been approved and implementation begins this Spring semester 2013.	<b>100%</b>  *Outline updates containing changes to textbooks and other resources were submitted to CPC in January 2013. All changes have been approved and implementation begins this Spring semester 2013.	<b>100%</b>  *All CLOs have been aligned with PLOs and all PLOs have been aligned with ILOs. <i>Refer to appendix C.</i>

## 3.0 Course Assessment Data

### SAMPLE

Semester Assessed	Course Assessed	CLO - PLO Alignment	Results of Assessments
Fall 2012	ED 110	CLO 4 – PLO 1 CLO 2,3,5 – PLO 2 CLO 1,4 – PLO 4 CLO 4 – PLO 5	70% of students performed at proficiency level for all CLOs except CLO 4; therefore, more time is needed to be spent in discussion of ethics of teaching.

### Year 1: School Year 2009-2010 (FA09-SU10)

Semester Assessed	Course Assessed	CLO - PLO Alignment	Results of Assessments
Fall 2009	IT110	CLO 1 to 5-PLO 1	A total of 100% of the students reached proficiency level in all CLOs. No action needed at this time. Course will continue to be assessed.
	IT210	CLO 1 to 4-PLO 1, 2	A total of 100% of the students reached proficiency level in all CLOs. No action needed at this time. Course will continue to be assessed.
	IT215	CLO 1 to 4-PLO 3	A total of 100% of the students reached proficiency level in all CLOs. No action needed at this time. Course will continue to be assessed.
	IT222	CLO 1 to 5-PLO 1 to 5	A total of 100% of the students reached proficiency level in all CLOs. No action needed at this time. Course will continue to be assessed.
Spring 2010	IT115	CLO 1 to 4-PLO 4	A total of 100% of the students reached proficiency level in all CLOs. No action needed at this time. Course will continue to be assessed.
	IT120	CLO 1 to 4-PLO 5	A total of 100% of the students reached proficiency level in all CLOs. No action needed at this time. Course will continue to be assessed.
	IT125	CLO 1 to 6-PLO 1	A total of 100% of the students reached proficiency level in all CLOs. No action needed at this time. Course will continue to be assessed.
	IT200	CLO 1 to 5-PLO 2 and CLO 3 to 5-PLO 5	A total of 100% of students reached proficiency level in CLO 1. A total of 88% of students reached proficiency level in CLO 2. A total of 75% of students reached proficiency level in CLO 3, 4, 5. No action needed at this time. Course will continue to be assessed.
Summer 2010	<b>IT 105 was offered but not assessed</b>		

**Year 2: School Year 2010-2011 (FA10-SU11)**

Semester Assessed	Course Assessed	CLO - PLO Alignment	Results of Assessments
Fall 2010	IT110	CLO 1 to 5-PLO 1	A total of 100% of the students reached proficiency level in all CLOs. No action needed at this time. Course will continue to be assessed.
Spring 2011	IT115	CLO 1 to 4-PLO 4	A total of 100% of the students reached proficiency level in all CLOs. No action needed at this time. Course will continue to be assessed.
	IT120	CLO 1 to 4-PLO 5	A total of 100% of the students reached proficiency level in all CLOs. No action needed at this time. Course will continue to be assessed.
	IT125	CLO 1 to 6-PLO 1	A total of 100% of the students reached proficiency level in all CLOs. No action needed at this time. Course will continue to be assessed.
	IT210	CLO 1 to 4-PLO1, 2	<p>A total of 100% of the students reached proficiency level in CLO 1, 2, 3. However CLO 4 was not assessed. Due to time constraints, the students were not able to do any activities in Access. The class did, however, have a chance to look at the program as well as its VBA's features and capabilities as part of class discussion/lecture. They also had the chance to see the differences between Access' VBA codes and the VBA codes supported in Word, Excel, and PowerPoint.</p> <p>Even though the students were not able to do any activities in Access, it is important to leave CLO 4 intact and not to delete it so that students will at least be introduced to the Access' VBA environment. If time permits, then students will be assigned appropriate related activities to fully address the CLO.</p> <p>No real action needed at this time. Course will continue to be assessed.</p>
Summer 2011	IT223	CLO 1-PLO 1 to 5	<p>A total of 100% of the students reached proficiency level. Four students were enrolled in IT223: Internship in the Summer of 2011. Please refer to Internship Assessment for more detailed information.</p> <p>NOTE: All IT223: Internship assessment documentations are maintained by the Internship Coordinator.</p>

**Year 3: School Year 2011-2012 (FA11-SU12)**

Semester Assessed	Course Assessed	CLO - PLO Alignment	Results of Assessments
Fall 2011	IT105	CLO 1 to 5-PLO 2 and CLO 3 to 4-PLO 5	<p>A total of 94.7% of the students reached proficiency level in CLO 1.</p> <p>A total of 92.9% of the students reached proficiency level in CLO 2.</p> <p>A total of 100% of the students reached proficiency level in CLO 3, 4, 5.</p> <p>No action needed at this time. Course will continue to be assessed.</p>
	IT110	CLO 1 to 5-PLO 1	A total of 100% of the students reached proficiency level in CLO 1, 2, 3, 5. However CLO 4 was not assessed. Due to time constraints and student performance in the class, arrays were not covered. As a result, no activities were done to assess CLO 4. However, arrays will be introduced and students will have the opportunity to write programs utilizing

			arrays in the next course (IT125). No action needed at this time. Course will continue to be assessed.  *Course modification submitted to CPC in January 2013 contained changes to the course's CLO. Such change was to remove CLO 4 as the need to cover or introduce arrays is not a critical part of the course.
	IT205	CLO 1 to 5-PLO 1	A total of 100% of the students reached proficiency level in all CLOs. No action needed at this time. Course will continue to be assessed.
	IT215	CLO 1 to 4-PLO 3	A total of 100% of the students reached proficiency level in all CLOs. No action needed at this time. Course will continue to be assessed.
	IT220	CLO 1 to 4-PLO 4	A total of 100% of the students reached proficiency level in all CLOs. No action needed at this time. Course will continue to be assessed.
Spring 2012	IT105	CLO 1 to 5-PLO 2 and CLO 3 to 4-PLO 5	A total of 100% of the students reached proficiency level in CLO 1, 3, 4, 5. A total of 81% of the students reached proficiency level in CLO 2. No action needed at this time. Course will continue to be assessed.
	IT115	CLO 1 to 4-PLO 4	A total of 100% of the students reached proficiency level in all CLOs. No action needed at this time. Course will continue to be assessed.
	IT120	CLO 1 to 4-PLO 5	A total of 100% of the students reached proficiency level in all CLOs. No action needed at this time. Course will continue to be assessed.
	IT125	CLO 1 to 6-PLO 1	A total of 100% of the students reached proficiency level in all CLOs. No action needed at this time. Course will continue to be assessed.
	IT210	CLO 1 to 4-PLO1, 2	A total of 100% of the students reached proficiency level in all CLOs. No action needed at this time. Course will continue to be assessed.
	IT222	CLO 1 to 5-PLO 1 to 5	A total of 100% of the students reached proficiency level in all CLOs. No action needed at this time. Course will continue to be assessed.
Summer 2012	<b>No IT courses offered.</b>		

#### 4.0 Program Learning Outcomes (PLOs) Assessment

*SAMPLE*

List PLOs	Proficiency Levels	Results of Assessments
ED PLO #1	ED110- CLO#4-75% ED120- CLO#1 -77% ED151- CLO#1,2,3- 88% ED200- CLO#1,2 -84% ED204- CLO#1 – 92%	83% of the students reached the proficiency level for ED PLO #1. No action is needed.
ED PLO #2		

List PLOs	Proficiency Level	Results of Assessments
IT PLO #1	IT110-CLO #1 to 5-100% IT125-CLO #1 to 6-100% IT205-CLO #1 to 5-100% IT210-CLO #1 to 4-100% IT222-CLO #1-100% IT223-CLO #1-100%	Course modification for IT110 submitted to CPC in January 2013 contained changes to the course's CLO. Such change was to remove CLO 4 as the need to cover or introduce arrays is not a critical part of the course. Additionally, due to time constraints and student performance in the course, there may be times when CLO 4 will not be able to be assessed as arrays may not have been covered. NOTE: CLO 4 was not assessed in Fall 2011 (Refer to Year 3: - School Year 2011-2012 (FA11-SU12)).  In Spring 2011, a total of 100% of the students reached proficiency level in CLO 1, 2, 3 in IT210. However CLO 4

		<p>was not assessed. Due to time constraints, the students were not able to do any activities in Access. The class did, however, have a chance to look at the Access program as well as its VBA's features and capabilities as part of class discussion/lecture. They also had the chance to observe the differences between Access' VBA codes and the VBA codes supported in Word, Excel, and PowerPoint. IT210 will continue to be assessed using the set CLOs, however, if failure to assess CLO 4 continues, then the option to remove the CLO through course modification will be visited.</p> <p>100% of the students reached the proficiency level for IT PLO #1.</p> <p>NOTE: All IT223: Internship assessment documentations are maintained by the Internship Coordinator.</p>
IT PLO #2	<p>IT105-CLO #1 to 5-96.86%  IT200-CLO #1 to 5-82.60%  IT210-CLO #1 to 4-100%  IT222-CLO #1-100%  IT223-CLO #1-100%</p>	<p>In Spring 2011, a total of 100% of the students reached proficiency level in CLO 1, 2, 3 in IT210. However CLO 4 was not assessed. Due to time constraints, the students were not able to do any activities in Access. The class did, however, have a chance to look at the Access program as well as its VBA's features and capabilities as part of class discussion/lecture. They also had the chance to observe the differences between Access' VBA codes and the VBA codes supported in Word, Excel, and PowerPoint. IT210 will continue to be assessed using the set CLOs, however, if failure to assess CLO 4 continues, then the option to remove the CLO through course modification will be visited.</p> <p>95.89% of the students reached the proficiency level for IT PLO #2.</p> <p>NOTE: All IT223: Internship assessment documentations are maintained by the Internship Coordinator.</p>
IT PLO #3	<p>IT215-CLO #1 to 4-100%  IT222-CLO #1-100%  IT223-CLO #1-100%</p>	<p>100% of the students reached the proficiency level for IT PLO #3. No action is needed.</p> <p>NOTE: All IT223: Internship assessment documentations are maintained by the Internship Coordinator.</p>
IT PLO #4	<p>IT115-CLO #1 to 4-100%  IT220-CLO #1 to 4-100%  IT222-CLO #1-100%  IT223-CLO #1-100%</p>	<p>100% of the students reached the proficiency level for IT PLO #4. No action is needed.</p> <p>NOTE: All IT223: Internship assessment documentations are maintained by the Internship Coordinator.</p>
IT PLO #5	<p>IT105-CLO #3 to 4-100%  IT120-CLO #1 to 4-100%  IT200-CLO #3 to 5-75%  IT222-CLO #1-100%  IT223-CLO #1-100%</p>	<p>95% of the students reached the proficiency level for IT PLO #5. No action is needed.</p> <p>NOTE: All IT223: Internship assessment documentations are maintained by the Internship Coordinator.</p>

### 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
Search for grants	Ongoing	In the previous IT program review (Fall 2005 to Summer 2009), searching for grants to help cover the program's equipment cost was set as a plan of action. However, the program currently has only one fulltime faculty. As a result, the need to search for grants to help support the program is a need but due to the lack of man power, right now, this plan really is at a halt.
Hire another IT instructor	Incomplete	There is a need to hire another qualified fulltime IT faculty to assist in teaching the IT courses. The faculty needs to have at least a bachelor's degree in IT or a related field. Such need is evident as the

		College struggles to find qualified instructors to teach IT courses offered every semester.
Proper wiring and electrical support	Complete	The IT computer laboratory classroom was relocated to Btaches building room 68 in Fall 2011. Prior to the relocation, room 68 was renovated to ensure proper wiring and electrical support. Proper wiring and electrical support is evident in that now students and faculty are no longer experiencing electrical problems that may cause fire, computer malfunctions, or sudden power shutdowns. Additionally, the new lab no longer use extension cords which were used in the previous lab to try and power all computers as sufficient electrical outlets were put in place before the relocation. The use of extension cords as a result of limited electrical outlets was not only a fire hazard but also a safety issue.
Relocate IT laboratory classroom	Complete	The IT computer laboratory classroom was relocated to Btaches building room 68 in Fall 2011. Prior to relocation, renovation work done in room 68 included a permanent wall separating room 68 and 69. Such wall was necessary to ensure the security of the lab's equipment. Additionally, due to the location Btaches building, the IT computer laboratory classroom is now located in an area that is frequently monitored by campus security guards.  After relocation, the lab was furnished with new computers and software to support ongoing IT program courses. Because the lab is currently located right above the IT faculty's office, it is now easier for the faculty to monitor, maintain, and manage the lab and equipment.
Staff development	Ongoing	Constant professional development such as workshops, conferences, and trainings in computer related topics is necessary to allow IT faculty and teaching assistant to keep up with the fast paced and constantly changing technological world.

## 6.0 Action Plans

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

Action Plan Activity/Objectives	How will this action plan improve student learning outcomes? (CLO, PLO, ILO)	Needed Resources (if any)	Timeline
Review and update course outlines, CLOs, and other documentations	This plan ensures that all course outlines are up to date and that they are aligned with the CLOs, PLOs, and ILOs.	None	Spring 2013 & ongoing *Note: All IT outlines were submitted and approved by CPC in January 2013.
Review and update program documentations	This plan ensures that all program documentations are up to date including the PLOs and that they are aligned with the ILOs.	None	Spring 2013 & ongoing *Note: IT program modification to include PLO5 was submitted and approved by CPC in January 2013.
Search for grants to help support the IT program	This plan does not necessarily improve but rather support the College's effort to provide the necessary hardware and software to support the IT program.	None	Ongoing
Hire an additional qualified fulltime IT	This plan ensures that qualified faculty teaches IT courses whereas ensuring that	Funding to hire another qualified	Fall 2013

faculty	students are receiving quality instruction.	fulltime IT faculty	
Professional development	This plan ensures that IT faculty and teaching assistant are up to date with the latest in the IT field, and in turn, students are exposed to such knowledge and skills.	Funding to allow IT faculty and teaching assistant to attend trainings, workshops, and conferences in IT related topics.	Ongoing
Upgrade IT computer laboratory classroom computer and necessary hardware	This ensures that adequate computers and necessary hardware are available for students and faculty teaching IT courses.	Funding to buy new computer and all necessary hardware.	Refer to the Technology Plan for replacement timeline and consult Technology Resource Committee for replacement funding.
Upgrade IT computer laboratory classroom software	This ensures that necessary software are available for students and faculty teaching IT courses.	Funding to buy new software or upgrade existing ones.	When the need arise, consult Technology Resource Committee for funding.
Research and experiment with open source software	This provides other alternative software for IT faculty and students to use. This plan promotes student learning.	None	Ongoing
Recruitment activities	It is evident that the number of students going in to the IT field is very low. The program will continue to identify activities that can be used as recruitment tools to encourage students to go in to the field.	Funding to support recruitment activities.	Ongoing

## 7.0 Resource Requests

Type of Resource	Description	Estimated Amount Requested	Justification
Personnel	Hire an additional qualified fulltime IT faculty with at least a bachelor's degree in IT or a related field.	At least \$16,000 per year.	There is a need to hire another qualified fulltime IT faculty to assist in teaching the IT courses. Such need is evident as the College struggles to find qualified instructors to teach IT courses offered every semester. Currently, the IT program has only one fulltime IT faculty, and as a result, the faculty is overloaded every semester.
Facilities	None	None	None
Equipment	Upgrade IT computer laboratory classroom computers and necessary hardware.	At least \$25,000	To ensure that adequate computers and necessary hardware are available for students and faculty teaching IT courses. Refer to the Technology Plan for replacement timeline and consult Technology Resource Committee for replacement funding.
Supplies	Office supplies	\$100 per year	To support teaching.
Software	Upgrade IT computer laboratory classroom software.	At least \$10,000	To ensure that necessary software are available for students and faculty teaching IT courses. Consult Technology Resource Committee for funding.
Training	Professional development and training in IT related topics. Professional development needed are in the areas of: <ul style="list-style-type: none"> <li>• Computer Programming, Database,</li> </ul>	At least \$3,500 per participant per training.	To ensure that IT faculty and teaching assistant are up to date with the latest in the IT field, and in turn, students are



	<p>and Web Languages such as Visual Studio, PHP, Java, HTML, CSS, and SQL.</p> <ul style="list-style-type: none"> <li>• Database Management Systems, Database Design, and Database Administration</li> <li>• Computer Networking, Network Design, and Network Administration</li> <li>• Troubleshooting Computer Problems in the areas of both software and hardware</li> <li>• Web Design</li> <li>• Moodle and other Learning Management Systems</li> <li>• Content Management Systems such as Drupal, Joomla, and WordPress</li> <li>• Open Source Software</li> <li>• Teaching Methods</li> </ul>		<p>exposed to such knowledge and skills.</p> <p>Consult Technology Resource Committee as funding may be available to support specific activities.</p>
Other	The IT computer laboratory classroom needs to be regularly inspected by the maintenance crew to identify needed replacements such as light bulbs, electrical wiring/outlets, and windows.	At least \$100 per replacement, however, more accurate cost will be based on the necessary replacement activities that needs to take place.	To provide a suitable learning and teaching environment for both students and faculty.
Other	Identify and coordinate recruitment activities that can be used to recruit more students to go in to the IT field.	At least \$500 per year to support the recruitment activities.	To encourage more students to go in to the IT field.
Total	All resource requests.	Approximately \$96,200 for 3 years (until the next IT program review).	College's continuous effort to support students, ongoing IT courses, and the IT program.

## Appendix B: Provide Program Learning Outcomes (PLOs)

### Palau Community College Information Technology Program Program Learning Outcomes

During the program experience, the *Program Learning Outcomes* (PLOs) will be assessed through the use of signature assignments of course learning outcomes which are aligned with the PLOs. A rating scale will be used to determine the students' proficiency level of each PLO using specifically aligned assignments. The numerical ratings of 4, 3, 2 and 1 are not intended to represent the traditional school grading system of A, B, C, D and F. The descriptions associated with each of the numbers focus on the level of student performance for each of the course learning outcomes listed below.

**Rating Scale:**

4----- Exceeds Expectations  
3----- Meets Expectations  
2----- Developing  
1----- Below Expectations

#### PLO #1: Computer programming

Numerical Value	
4	Students will plan, design, and develop a <b>computer program</b> demonstrating an understanding in the following: process of flowcharting programs, process of pseudocoding and documenting programs, process of writing computer programs using a programming language and applications, and the process of compiling and debugging programs.
3	Perform the tasks mentioned above with mixed quality, but most are adequate and complete.
2	Perform the tasks mentioned above with mixed quality, but most are inadequate or incomplete.
1	Perform the tasks mentioned above inaccurately or incompletely.

#### PLO #2: Utilizing office applications

Numerical Value	
4	Students will create various documents and files demonstrating a thorough understanding in using various <b>office applications</b> such as utilizing advance features of word-processing, presentation, spreadsheet, and database applications.
3	Perform the tasks mentioned above with mixed quality, but most are adequate and complete.
2	Perform the tasks mentioned above with mixed quality, but most are inadequate or incomplete.
1	Perform the tasks mentioned above inaccurately or incompletely.

#### PLO #3:

Numerical Value	Designing and managing websites
4	Students will propose, plan/design, and create a <b>web-based</b> project to demonstrate an understating in the process of writing project proposals, process of planning and designing web-based applications, different web supported programming languages, process of uploading and managing web applications, and an understanding in computer networking and protocols.
3	Perform the tasks mentioned above with mixed quality, but most are adequate and complete.
2	Perform the tasks mentioned above with mixed quality, but most are inadequate or incomplete.
1	Perform the tasks mentioned above inaccurately or incompletely.

#### PLO #4:

Numerical Value	Networking and troubleshooting
4	Students will propose, plan/design, and create a computer network to demonstrate an understating in the process of identifying different hardware, determining hardware compatibility, process of planning and designing computer <b>networks</b> , and the process of <b>troubleshooting</b> networking and other computer related problems.
3	Perform the tasks mentioned above with mixed quality, but most are adequate and complete.
2	Perform the tasks mentioned above with mixed quality, but most are inadequate or incomplete.
1	Perform the tasks mentioned above inaccurately or incompletely.

#### PLO #5:

Numerical Value	Developing databases
4	Students will propose, plan/design, and create a <b>database</b> to demonstrate an understating in the basic principles of database design including the development of data models, establishment of entity relationships, determine appropriate degree of normalization, identify and define special keys, and addressing access and security concerns.
3	Perform the tasks mentioned above with mixed quality, but most are adequate and complete.
2	Perform the tasks mentioned above with mixed quality, but most are inadequate or incomplete.
1	Perform the tasks mentioned above inaccurately or incompletely.

## ***INFORMATION TECHNOLOGY PROGRAM MAP***

<b>Course</b>	<b>PLO 1 (Computer Programming)</b> Student will plan, design, and develop a computer program demonstrating an understanding in the following: process of flowcharting programs, process of pseudocoding and documenting programs, process of writing computer programs using a programming language and applications, and the process of compiling and debugging programs.	<b>PLO 2 (Office Applications)</b> Students will create various documents and files demonstrating a thorough understanding in using various office applications such as utilizing advance features of word-processing, presentation, spreadsheet, and database applications.	<b>PLO 3 (Web-Based)</b> Students will propose, plan/design, and create a web-based project to demonstrate an understating in the process of writing project proposals, process of planning and designing web-based applications, different web supported programming languages, process of uploading and managing web applications, and an understanding in computer networking and protocols.	<b>PLO 4 (Networking and Troubleshooting)</b> Students will propose, plan/design, and create a computer simulated network to demonstrate an understating in the process of identifying different hardware, determining hardware compatibility, process of planning and designing computer networks, and the process of troubleshooting networking and other computer related problems.	<b>PLO 5 (Database)</b> Students will propose, plan/design, and create a database to demonstrate an understating in the basic principles of database design including the development of data models, establishment of entity relationships, determine appropriate degree of normalization, identify and define special keys, and addressing access and security concerns.	<b><i>Institutional Learning Outcomes (ILOs)</i></b>
<b>IT105</b>		<b>CLO 1, 2, 3, 4, 5</b>			<b>CLO 3, 4</b>	<b><i>ILO 1, 3</i></b>
<b>IT110</b>	<b>CLO 1, 2, 3, 4, 5</b>					<b><i>ILO 1, 3</i></b>
<b>IT115</b>				<b>CLO 1, 2, 3, 4</b>		<b><i>ILO 1, 3</i></b>
<b>IT120</b>					<b>CLO 1, 2, 3, 4</b>	<b><i>ILO 1, 3</i></b>
<b>IT125</b>	<b>CLO 1, 2, 3, 4, 5, 6</b>					<b><i>ILO 1, 3</i></b>
<b>IT200</b>		<b>CLO 1, 2, 3, 4, 5</b>			<b>CLO 3, 4, 5</b>	<b><i>ILO 1, 3</i></b>
<b>IT205</b>	<b>CLO 1, 2, 3, 4, 5</b>					<b><i>ILO 1, 3</i></b>
<b>IT210</b>	<b>CLO 1, 2, 3, 4</b>	<b>CLO 1, 2, 3, 4</b>				<b><i>ILO 1, 3</i></b>
<b>IT215</b>			<b>CLO 1, 2, 3, 4</b>			<b><i>ILO 1, 2, 3, 6</i></b>
<b>IT220</b>				<b>CLO 1, 2, 3, 4</b>		<b><i>ILO 1, 3</i></b>
<b>IT222</b>	<b>CLO 1</b>	<b>CLO 1</b>	<b>CLO 1</b>	<b>CLO 1</b>	<b>CLO 1</b>	<b><i>ILO 1, 2, 3, 4, 5, 6</i></b>
<b>IT223</b>	<b>CLO 1</b>	<b>CLO 1</b>	<b>CLO 1</b>	<b>CLO 1</b>	<b>CLO 1</b>	<b><i>ILO 1, 2, 3, 4, 5, 6</i></b>

\* Information Technology Program – Revised 2/04/2013

Appendix D: Provide signature assignment form

## Information Technology Program

Course Number:	Course Title:	Semester Credit:	Means of Assessment
<b>IT105</b>	PC Office Applications	3	1-Word Activity (CLO1) 1-Excel Activity (CLO2) 1-Access Table Activity (CLO3) 1-Access Query Activity (CLO4) 1-PowerPoint Activity (CLO5)
<b>IT110</b>	Introduction to Programming	3	Midterm Project (CLO 1, 2, 5) Final Project (CLO 1, 2, 3, 4, 5)
<b>IT115</b>	Operating Systems and Networks	3	Midterm Exam (CLO 1, 3, 4) Final Exam (CLO 1, 2, 3, 4)
<b>IT120</b>	Database Management Systems	3	Final Exam (CLO 1, 2, 3, 4) Final Project (CLO 1, 2, 3, 4)
<b>IT125</b>	Visual Basic Programming I	3	Midterm Project (CLO 1, 2, 3, 4, 5, 6) Final Project (CLO 1, 2, 3, 4, 5, 6)
<b>IT200</b>	Intermediate PC Office Applications	3	1-Word Activity (CLO 1) 1-Excel Activity (CLO 2) 1-Access Activity (CLO 3, 4, 5)
<b>IT205</b>	Visual Basic Programming II	3	3-Programming Assignments (CLO 1, 2, 3, 4, 5)
<b>IT210</b>	MS Applications Using Visual Basic	3	1-Word Programming Assignment (CLO 1) 1-Excel Programming Assignment (CLO 2) 1-PowerPoint Programming Assignment (CLO 3) 1-Access Programming Assignment (CLO 4)
<b>IT215</b>	Web Management and Design	3	Midterm Project-ePortfolio (CLO 1, 2, 3) Final Project (CLO 1, 2, 3) Midterm or Final Exam (CLO 4)
<b>IT220</b>	Troubleshooting Microcomputer Systems	3	Midterm or Final Exam (CLO 1, 4) Hands On Activity (CLO 2, 3)
<b>IT222</b>	Service Learning / Instructor Directed Practicum	4	Training Rating Sheet (CLO 1) Reflection Paper (CLO 1) Journal (CLO 1) Major Project (CLO 1)
<b>IT223</b>	Internship	4	Training Rating Sheet (CLO 1) Reflection Paper (CLO 1) Student's Self Evaluation (CLO 1)

\* Information Technology Program – Revised 2/04/2013



## **APPENDIX B**

**Sample course outline for courses with lab (lecture only courses delete task list)**

**COURSE OUTLINE**

Visual Basic Programming II  
Course Title

IT 205  
Dept. & Course No.

**I. COURSE DESCRIPTION**

This course continues with Visual Basic programming to write programs in a windows environment. It emphasizes programming custom user interfaces with menus and dialogue boxes, and explores object-oriented fundamentals and event-driven programming concepts, including work with object linking and embedding (OLE) and creation of an engine for database access.

**II. SEMESTER CREDITS:** 3

**III. CONTACT HOURS PER WEEK:**

<u>2</u>	<u>3</u>	<u>5</u>
<b>Lecture</b>	<b>Lab</b>	<b>Total</b>

**IV. PREREQUISITE:** IT 120, IT 125, and EN 112

**V. STUDENT LEARNING OUTCOMES:**

**VI. COURSE CONTENT:**

Upon completion of this course the student will be able, with 65% level of accuracy, to:

- |   |   |
|---|---|
| <ol style="list-style-type: none"><li>1. Review the history of Visual Basic and other Programming Languages.</li><li>2. Review commonly used programming terminology.</li></ol> | <ol style="list-style-type: none"><li>A. Reviewing the history of Visual Basic and other Programming Languages.<ol style="list-style-type: none"><li>1. Discussing the history of Visual Basic.</li><li>2. Discussing Machine Languages.</li><li>3. Discussing Assembly Languages.</li><li>4. Discussing High-Level Languages.</li><li>5. Discussing Procedure-Oriented High-Level Languages.</li><li>6. Discussing Object-Oriented and Event-Driven High-Level Languages.</li></ol></li><li>B. Reviewing commonly used programming terminology.<ol style="list-style-type: none"><li>1. Reviewing commonly used computer terminology.</li><li>2. Reviewing commonly used Visual Basic programming terminology.</li><li>3. Reviewing commonly used Object-Oriented programming terminology.</li></ol></li></ol> |
|---|---|



3. Plan and design programs.
  - C. Planning, designing, and diagramming programs to solve real world situations.
    1. Selecting all essential functions that the program requires in order to perform correctly.
    2. Selecting all necessary identifiers or variables.
    3. Identifying possible variable names based on good programming practice and the data type.
    4. Sketching the program interface and all vital components.
    5. Diagramming the program's implementation process and all possible outcomes.
  
4. Declare and use variables and constants correctly.
  - D. Declaring and using variables and constants correctly in a program.
    1. Developing variables with appropriate names.
    2. Assigning values to variables.
    3. Selecting the scope of a variable.
  
5. Declare and use arrays.
  - E. Declaring and using Arrays correctly in a program.
    1. Developing arrays and assigning appropriate data type.
    2. Determining whether the array is one-dimensional or multi-dimensional.
    3. Identifying what information will be stored in the array.
    4. Identifying what additional statements or structures are needed to load and also to read information from the arrays.
  
6. Discuss, plan, and utilize selection structures.
  - F. Discussing, planning, and utilizing selection structures.
    1. Selecting the proper Selection structure to use.
    2. Identifying logical operators to use.
    3. Generating pseudocode for the Selection structure.
    4. Sketching a flowchart demonstrating the execution of the statements.

7. Discuss, design, and utilize repetition structures.
  - G. Discussing, designing, and utilizing Repetition structures.
    1. Selecting the proper repetition structure to use.
    2. Determining whether the repetition structure is used with an array, if so, which array and what is it used for.
    3. Generating pseudocode for the repetition structure.
    4. Sketching a flowchart or table demonstrating the execution and outputs of the statements.
  
8. Discuss, plan, and utilize sequential access data files.
  - H. Discussing, planning, and utilizing sequential access data files.
    1. Identifying scenarios in which sequential access files are most appropriate to use.
    2. Creating, opening, and closing sequential access files.
    3. Writing records to a sequential access file.
    4. Reading records from a sequential access file.
  
9. Discuss, develop, and utilize error handling and trapping statements.
  - I. Discussing, developing, and utilizing error handling and trapping statements.
    1. Identifying areas to insert error handling and trapping statements.
    2. Determining whether or not to use dialog boxes for error messages.
  
10. Discuss and utilize other programming languages.
  - J. Discussing and utilizing other computer programming languages.
    1. Discussing other commonly used programming languages.
    2. Comparing other commonly used programming languages to Visual Basic.
    3. Utilizing other programming languages to write programs.



## VII. Equipment and Materials

- A. Student computer with Microsoft Word and software development applications.
- B. Projector
- C. Routine classroom materials
- D. 1 USB storage device (at least 1GB)—student-furnished

## VIII. Text

### Required Text:

Loffelmann, Klaus & Purohit, Sarika Calla. Microsoft Visual Basic 2010 Developer's Handbook. O'Reilley Media, Inc., 2011.

## IX. Methods of Instruction

- A. Lecture
- B. Demonstration
- C. Hands on Experience
- D. Questions and Answers (Discussion)

## X. Method of Evaluation

A.	Description	Points
	Programming Assignments	40%
	Quizzes / Exercises	15%
	Chapter Tests	15%
	Midterm Exam / Project	15%
	Final Exam / Project	15%

**Total-----100%**

### B. Transmutation of percent to letter grade

90-100 -----	A
80-89 -----	B
70-79 -----	C
65-69 -----	D
0-64 -----	F

## TASK LIST SHEET

<b>IT 205 Visual Basic Programming II</b>	<b>Credits:</b>	<u>2</u>	<u>1</u>	<u>48</u>
<b>Course No. &amp; Title</b>		<b>Lecture</b>	<b>Lab</b>	<b>Total Lab Hrs.</b>

**TASKS:**

**Time:**

**SLO #3.....10 hours**

1. Open Microsoft Word or other word processing software.
2. Analyze the given situation and list all necessary components of the program.
3. List all necessary identifiers and variables to use.
4. List possible identifier and variable names following the good programming practice guidelines.
5. Sketch a user interface to implement.
6. List all controls and their functions.
7. Draw a flowchart representing the data flow.
8. Pseudocode the program for future implementation.
9. Save the document.
10. Print the document.
11. Exit Microsoft Word or the word processing software used.
12. Review the plan, design, and diagram of the program.
13. Review the program's pseudocode.
14. Open the Visual Basic programming environment.
15. Begin a new Visual Basic program.
16. Create a new form and layout the programs interface.
17. Insert labels in the form.
18. Insert textboxes in the form.
19. Insert radio buttons and other controls in the form.
20. Save the form.
21. Close / Exit the Visual Basic programming environment.

**SLO #4 .....4 hours**

1. Open existing program.
2. View the program code.
3. Create variables to be used in the program.
4. Identify the appropriate scope for variables.
5. Declare variables within functions.
6. Declare global variables.
7. Assign appropriate names to variables.
8. Assign appropriate data types to variables.
9. Assign values to variables.
10. Save the program.
11. Close / Exit the Visual Basic programming environment.

**SLO #5 .....4 hours**

1. Open existing program.
2. View the program code.
3. Create arrays to be used in the program.
4. Select one-dimensional or multi-dimensional arrays.
5. Identify the appropriate scope for arrays.
6. Declare arrays within functions.

7. Declare global arrays.
8. Assign appropriate names to arrays.
9. Assign appropriate data types to arrays.
10. Assign values to arrays.
11. Save the program.
12. Close / Exit the Visual Basic programming environment.

**SLO #6 .....6 hours**

1. Open existing program.
2. View the program code.
3. Identify areas in the program that require selection structures.
4. Determine what selection structure to use.
5. Select IF...THEN statements.
6. Select IF...THEN...ELSE statements.
7. Choose SELECT CASE statements.
8. Diagram the output for the selection statements.
9. Save the program.
10. Close / Exit the Visual Basic programming environment.
11. Open the program's flowchart.
12. Include the selection statements in the program's flowchart.
13. Save the flowchart.
14. Close / Exit the flowchart.

**SLO #7.....6 hours**

1. Open existing program.
2. View the program code.
3. Identify areas in the program that require repetition structures.
4. Determine what repetition structure to use.
5. Select FOR...NEXT statements.
6. Select WHILE statements.
7. Select DO WHILE statements.
8. Select DO UNTIL statements.
9. Insert loop-terminating statements.
10. Diagram the output for the repetition statements.
11. Save the program.
12. Close / Exit the Visual Basic programming environment.
13. Open the program's flowchart.
14. Include the repetition statements in the program's flowchart.
15. Save the flowchart.
16. Close / Exit the flowchart.

**SLO #8.....4 hours**

1. Open existing program.
2. View the program code.
3. Identify areas in the program to use sequential access files.
4. Create sequential access files.
5. Write data to sequential access files.
6. Read data from sequential access files.
7. Save and close sequential access files.
8. Save the program.
9. Close / Exit the Visual Basic programming environment.

10. Open the program's flowchart.
11. Include the function of the sequential access files in the program's flowchart.
12. Save the flowchart.
13. Close / Exit the flowchart.

**SLO #9.....4 hours**

1. Open existing program.
2. View the program code.
3. Identify areas in the program to include error handling and trapping statements.
4. Apply the CancelError property.
5. Include On Error Go To statements.
6. Test the error handling and trapping statements.
7. Make changes if necessary.
8. Save the program.
9. Close / Exit the Visual Basic programming environment.
10. Open the program's flowchart.
11. Include the error handling and trapping statements in the program's flowchart.
12. Save the flowchart.
13. Close / Exit the flowchart.

**SLO #10.....10 hours**

1. Install the Java environment.
2. Configure the Java environment for writing computer programs.
3. Write computer programs in Java.
4. Compile Java programs.
5. Run Java programs.
6. Debug Java programs.
7. Install EasyPHP.
8. Configure EasyPHP for writing PHP pages.
9. Write computer programs (server side web pages) in PHP.
10. Test PHP pages.
11. Debug PHP pages.

TOTAL.....**48 hours**

**Palau Community College  
IT 205-Visual Basic Programming II  
Course Learning Outcomes**

During the course experience, the **Course Learning Outcomes** (CLOs) will be assessed through the use of signature assignments. A rating scale will be used to determine the students' proficiency level of each CLO using specifically aligned assignments. The numerical ratings of 4, 3, 2 and 1 are not intended to represent the traditional school grading system of A, B, C, D and F. The descriptions associated with each of the numbers focus on the level of student performance for each of the course learning outcomes listed below.

**Rating Scale:**   4----- **Exceeds Expectations**  
                       3----- **Meets Expectations**  
                       2----- **Developing**  
                       1----- **Below Expectations**

**CLO#1:**

<b>Numerical Value</b>	<b>Students will be able to plan, design, and develop a syntactically and functionally correct programs that utilizes the decision or selection structure (e.g. IF...ELSE statements).</b>
<b>4</b>	Perform all of the following tasks accurately and completely: <ul style="list-style-type: none"> <li>• Identify the programming problem or the given task, consider all possible solutions, and choose the best approach to the problem.</li> <li>• Pseudocode the solution to the problem. Identify areas where decision statements are necessary, select the best decision statements to use, identify the logical or Boolean expression necessary to make the decision statements work, and generate logically correct decision statements.</li> <li>• Determine which programming language to use and translate the pseudocode into that language.</li> <li>• Test the program, analyze the results, and make corrections if necessary</li> </ul>
<b>3</b>	Perform the tasks mentioned above with mixed quality, but most are adequate and complete.
<b>2</b>	Perform the tasks mentioned above with mixed quality, but most are inadequate or incomplete.
<b>1</b>	Perform the tasks mentioned above inaccurately or incompletely.

**CLO#2:**

<b>Numerical Value</b>	<b>Students will be able to plan, design, and develop a syntactically and functionally correct programs that utilizes the looping, repetition, or iteration structure (e.g. DO WHILE statements).</b>
<b>4</b>	Perform all of the following tasks accurately and completely: <ul style="list-style-type: none"> <li>• Identify the programming problem or the given task, consider all possible solutions, and choose the best approach to the problem.</li> <li>• Pseudocode the solution to the problem. Identify areas where looping statements are necessary, select the best looping statements to use, identify the variables that will control the loop and the logical or Boolean expression necessary to make the looping statements work, and generate logically correct looping statements.</li> <li>• Determine which programming language to use and translate the pseudocode into that language.</li> <li>• Test the program, analyze the results, and make corrections if necessary</li> </ul>
<b>3</b>	Perform the tasks mentioned above with mixed quality, but most are adequate and complete.
<b>2</b>	Perform the tasks mentioned above with mixed quality, but most are inadequate or incomplete.
<b>1</b>	Perform the tasks mentioned above inaccurately or incompletely.

**CLO#3:**

<b>Numerical Value</b>	<b>Students will be able to plan, design, and develop a syntactically and functionally correct programs that utilizes arrays.</b>
<b>4</b>	Perform all of the following tasks accurately and completely: <ul style="list-style-type: none"> <li>• Identify the programming problem or the given task, consider all possible solutions, and choose the best approach to the problem.</li> <li>• Pseudocode the solution to the problem. Define the array and identify structures necessary to fill the array with values, perform array calculation, and/or print array values. Identify the variables necessary to make the array statements work, and generate logically correct statements.</li> <li>• Determine which programming language to use and translate the pseudocode into that language.</li> <li>• Test the program, analyze the results, and make corrections if necessary</li> </ul>
<b>3</b>	Perform the tasks mentioned above with mixed quality, but most are adequate and complete.
<b>2</b>	Perform the tasks mentioned above with mixed quality, but most are inadequate or incomplete.
<b>1</b>	Perform the tasks mentioned above inaccurately or incompletely.

CLO#4:

Numerical Value	Students will be able to plan, design, and develop a syntactically and functionally correct programs that utilizes sort methods.
4	Perform all of the following tasks accurately and completely: <ul style="list-style-type: none"> <li>• Identify the programming problem or the given task, consider all possible solutions, and choose the best approach to the problem.</li> <li>• Pseudocode the solution to the problem. Identify structures necessary to make the program work. Determine which sort method to use and pseudocode the algorithm for the selected method.</li> <li>• Determine which programming language to use and translate the pseudocode into that language.</li> <li>• Test the program, analyze the results, and make corrections if necessary</li> </ul>
3	Perform the tasks mentioned above with mixed quality, but most are adequate and complete.
2	Perform the tasks mentioned above with mixed quality, but most are inadequate or incomplete.
1	Perform the tasks mentioned above inaccurately or incompletely.

CLO#5:

Numerical Value	Students will be able to plan, design, and develop a syntactically and functionally correct programs that connects to, retrieves values from, updates values in, and writes values to an underlying database.
4	Perform all of the following tasks accurately and completely: <ul style="list-style-type: none"> <li>• Identify the programming problem or the given task, consider all possible solutions, and choose the best approach to the problem.</li> <li>• Plan, design, and develop the underlying database.</li> <li>• Pseudocode the solution to the problem. Identify structures necessary to make the program work. Determine which database connection interface to use and pseudocode the algorithm for the selected connection.</li> <li>• Determine which programming language to use and translate the pseudocode into that language. Test the program, analyze the results, and make corrections if necessary</li> </ul>
3	Perform the tasks mentioned above with mixed quality, but most are adequate and complete.
2	Perform the tasks mentioned above with mixed quality, but most are inadequate or incomplete.
1	Perform the tasks mentioned above inaccurately or incompletely.



**Palau Community College  
Course Learning Outcomes  
IT 223 Internship**

During the course experience, the **course learning outcomes** (CLO) will be assessed through the use of signature assignments. A rating scale will be used to determine the students' proficiency level of each CLO using specifically aligned assignments. The numerical rating of 4,3,2 and 1 are not intended to represent the traditional school grading system of A, B, C, D and F. The descriptions associated with each of the numbers focus on the level of student performance for each of the course learning outcome listed below.

**Course Learning Outcome 1: Demonstrate proper employee behaviors and work habits.**

<b>Punctuality</b>	4	Always (100% of the time)	2	Occasionally (75% to 89% of the time)
	3	Almost always (90% of the time)	1	Seldom (below 75% of the time)
<b>Attitude</b>	4	Always (100% of the time)	2	Occasionally (75% to 89% of the time)
	3	Almost always (90% of the time)	1	Seldom (below 75% of the time)
<b>Dependability</b>	4	Always (100% of the time)	2	Occasionally (75% to 89% of the time)
	3	Almost always (90% of the time)	1	Seldom (below 75% of the time)
<b>Honesty</b>	4	Always (100% of the time)	2	Occasionally (75% to 89% of the time)
	3	Almost always (90% of the time)	1	Seldom (below 75% of the time)
<b>Personal Hygiene</b>	4	Always (100% of the time)	2	Occasionally (75% to 89% of the time)
	3	Almost always (90% of the time)	1	Seldom (below 75% of the time)
<b>Interpersonal Relations</b>	4	Always (100% of the time)	2	Occasionally (75% to 89% of the time)
	3	Almost always (90% of the time)	1	Seldom (below 75% of the time)

**Course Learning Outcome 2: Perform information technology tasks as assigned by a site supervisor.**

<b>Task/Activity Name</b>	<b>Rating Scale</b>			
<b>1.</b>	4	Outstanding (performs tasks / activities without assistance)	2	Developing (performs tasks / activities with regular assistance)
	3	Proficient (performs tasks / activities with minimal assistance)	1	Emerging (unable to perform tasks / activities even with regular assistance)
<b>2.</b>	4	Outstanding (performs tasks / activities without assistance)	2	Developing (performs tasks / activities with regular assistance)
	3	Proficient (performs tasks / activities with minimal assistance)	1	Emerging (unable to perform tasks / activities even with regular assistance)
<b>3.</b>	4	Outstanding (performs tasks / activities without assistance)	2	Developing (performs tasks / activities with regular assistance)
	3	Proficient (performs tasks / activities with minimal assistance)	1	Emerging (unable to perform tasks / activities even with regular assistance)
<b>4.</b>	4	Outstanding (performs tasks / activities without assistance)	2	Developing (performs tasks / activities with regular assistance)
	3	Proficient (performs tasks / activities with minimal assistance)	1	Emerging (unable to perform tasks / activities even with regular assistance)
<b>5.</b>	4	Outstanding (performs tasks / activities without assistance)	2	Developing (performs tasks / activities with regular assistance)
	3	Proficient (performs tasks / activities with minimal assistance)	1	Emerging (unable to perform tasks / activities even with regular assistance)



**Palau Community College  
Internship Training Rating Sheet**

Student's Name: \_\_\_\_\_  
 Employer: \_\_\_\_\_  
 Evaluator: \_\_\_\_\_

Major: \_\_\_\_\_ Position: \_\_\_\_\_  
 Phone: \_\_\_\_\_  
 Duration of Training: (From) \_\_\_\_\_ (To) \_\_\_\_\_

Employer's evaluation of student's internship training performance:

Rating Scale: 4 – Excellent (A) 3 – Above Average (B) 2 – Average (C) 1 – Below Average (D) 0 – Poor (F)

Behavior/Work Habit		4	3	2	1	0	Comments (Strengths or areas that need improvements)
1.	Punctuality						
2.	Attitude						
3.	Dependability						
4.	Honesty						
5.	Personal Hygiene						
6.	Interpersonal Relations						
Task/Activity Name (List all tasks/activities performed by the student during the internship period with your rating. Comments should be provided for each task.)		4	3	2	1	0	Comments (Strengths or areas that need improvements)
1.							
2.							
3.							
4.							
5.							

Final Grade: \_\_\_\_\_

Evaluator: \_\_\_\_\_  
 Signature and Date

**PALAU COMMUNITY COLLEGE  
INTERNSHIP TRAINING PROGRAM  
PROGRAM EXPECTATIONS**

**Site Supervisor (Evaluator):** The site supervisor acts as the lead instructor. As such, it is his/her responsibility to assign tasks that are related to the student's major and to supervise as necessary such tasks. The level of supervision will depend on the task and the student's proficiency in that area. Tasks are to be recorded on the Internship Rating Sheet and the student will be rated according to the proficiency level he/she performed at during the time the student worked on such task. Comments should be provided for each completed task. Should there be any problems/concerns with the performance of the student intern, the site supervisor should contact and meet with the internship coordinator as soon as possible. A final grade will be given by the site supervisor based on the task ratings that the student earned through his or her performance of said tasks.

**Student Intern:** The student's responsibility as an intern is to successfully perform the necessary number of hours needed to complete the course requirement. As such, this student should have the attitude that this is his/her opportunity to practice his/her program learned skills in a work environment. He/she should perform the assigned tasks to the best of his/her ability, ask questions when necessary and seek assistance when needed. Should there be any problems/concerns with the site supervisor, the student intern should contact and meet with the internship coordinator as soon as possible.

**Internship Coordinator:** The internship coordinator is the liaison officer between the student and the site supervisor. It is his/her responsibility to place the student in an appropriate site location that best fits the student's program. In addition, the internship coordinator will conduct at least four (4) site visits during the internship duration. Any problems/concerns from either the site supervisor or student intern will be handled by the internship coordinator. In addition, the internship coordinator will be responsible for the assessments of both the course and the student. Assessment and grading will be based on the site supervisor's ratings and comments. The internship coordinator will submit both the final grade and the course assessment to the proper personnel.

## INTERNSHIP SUGGESTED TASK LIST

Specific areas of emphasis:

- Web Design
- Database Design
- Computer Programming
- Computer Networking
- Troubleshooting and Fixing Computer Problems
- Internet Research and Other Internet Related Activities
- Other Information Technology Related Activities/Services

### **Possible Internship Tasks**

1. Developing means for presentation of a client's information, electronically or for print.
2. Planning, developing, and/or managing a client's web site.
3. Planning, developing, and/or managing the organization's databases.
4. Planning, developing, documenting, and/or managing custom computer programs utilized by a client.
5. Planning, developing, and/or managing a client's computer network.
6. Analyzing, diagnosing, and/or fixing computer problems.
7. Maintaining and/or upgrading a client's computer hardware.
8. Maintaining and/or upgrading a client's computer software.
9. Performing Internet research and other Internet related activities for a client.
10. Performing other assigned information technology related activities/services.

## Sample CLOs and Rubric for PW227 course

### Palau Community College PW 227 CONSTITUTION OF PALAU Course Learning Outcomes

During the course experience, the **course learning outcomes** (CLOs) will be assessed through the use of signature assignments. A rating scale will be used to determine the students' proficiency level of each CLO using specifically aligned assignments. The numeral ratings of 5, 4, 3, 2, and 1 are not intended to represent the traditional school grading system of A, B, C, D, and F. The descriptions associated with each of the numbers focus on the level of student performance for each of the course learning outcomes listed below

#### Rating Scale:

- 4 = Outstanding**
- 3 = Proficient**
- 2 = Developing**
- 1 = Emerging**

**CLO 1: Students will be able to demonstrate understanding of the basic understanding of the constitution – its history, practices, and conflicts as well as compare and contrast some of the constitutional issues with other countries such as the United States, Australia, Japan and Great Britain.**

<b>4</b>	Student is able to do all of the following tasks clearly and accurately: <ul style="list-style-type: none"> <li>• Demonstrate understanding of the basic understanding of the constitution—its history, practices and conflicts</li> <li>• Compare some constitutional issues with other countries, such as the U.S., Australia, Japan and Great Britain</li> </ul>
<b>3</b>	Student is able to do all of the above tasks; however, the student shows minor evidences of unclear and/or inaccurate interpretations.
<b>2</b>	Student is able to somewhat do the above tasks; however the student eliminates many important details and/or does not completely understand the Palauan constitution and/or compare its issues with other countries.
<b>1</b>	The student is unable to complete the tasks above.

**CLO 2: Students will be able to demonstrate understanding of the impact of the processes and the societal environment at the time that led to the drafting of the Palau Constitution and how it is being practiced especially in resolving conflicts.**

<b>4</b>	Student is able to do all of the following tasks clearly and accurately: <ul style="list-style-type: none"> <li>• Demonstrate understanding of the impact of the processes and the societal environment at the time that led to the drafting of the Palau Constitution</li> <li>• Demonstrate understanding of how it is being practiced especially in resolving conflicts</li> </ul>
<b>3</b>	Student is able to do all of the above tasks; however, the student shows minor evidences of unclear and/or inaccurate interpretations.
<b>2</b>	Student is able to somewhat do the above tasks; however the student eliminates many important details and/or does not completely demonstrate understanding of the above tasks.
<b>1</b>	The student is unable to demonstrate understanding of the tasks above.

**CLO 3: Students will be able to conduct research and present effectively the findings about the history, practices, and conflicts of the Palau Constitution.**

<b>4</b>	Student is able to do all of the following tasks clearly and accurately: <ul style="list-style-type: none"> <li>• Conduct research on the findings surrounding the history, practices and conflicts of the Palau Constitution</li> <li>• Present the research effectively</li> </ul>
<b>3</b>	Student is able to do all of the above tasks; however, the student shows minor evidences of unclear and/or inaccurate interpretations.
<b>2</b>	Student is able to somewhat do the above tasks; however the student eliminates many important details and does not completely research or present effectively.
<b>1</b>	The student is unable to demonstrate understanding of the task above.



## **APPENDIX C**



## Academic Program Review Calendar (2014 – 2024)

**Program Review Cycle - covers three-year review period**

**FY - Fiscal Year (October 1<sup>st</sup> of previous year to September 30<sup>th</sup> of current year)**

**SY – School Year (fall semester of previous year to summer session of current year / fall, spring, summer)**

**Submit electronic copy to Institutional Research Office**

### School of Technical Education

Program/Department:	Cycle:	Review Period:	Due Date:	Cycle :	Review Period:	Due Date:	Cycle:	Review Period:	Due Date:
AC Program	3 <sup>rd</sup>	SY 2009-10, 2010-11, 2011-12, 2012-13	12/31/2014	4 <sup>th</sup>	SY 2013-14, 2014-15, 2015-16	1/31/2017	5 <sup>th</sup>	2016-17, 2017-18, 2018-19	1/31/2020
AM Program	3 <sup>rd</sup>	SY 2009-10, 2010-11, 2011-12, 2012-13	12/31/2014	4 <sup>th</sup>	SY 2013-14, 2014-15, 2015-16	1/31/2017	5 <sup>th</sup>	2016-17, 2017-18, 2018-19	1/31/2020
CT Program	3 <sup>rd</sup>	SY 2009-10, 2010-11, 2011-12, 2012-13	12/31/2014	4 <sup>th</sup>	SY 2013-14, 2014-15, 2015-16	1/31/2017	5 <sup>th</sup>	2016-17, 2017-18, 2018-19	1/31/2020
ET Program	3 <sup>rd</sup>	SY 2009-10, 2010-11, 2011-12, 2012-13	12/31/2014	4 <sup>th</sup>	SY 2013-14, 2014-15, 2015-16	1/31/2017	5 <sup>th</sup>	2016-17, 2017-18, 2018-19	1/31/2020
GE Program	3 <sup>rd</sup>	SY 2009-10, 2010-11, 2011-12, 2012-13	12/31/2014	4 <sup>th</sup>	SY 2013-14, 2014-15, 2015-16	1/31/2017	5 <sup>th</sup>	2016-17, 2017-18, 2018-19	1/31/2020
SE Program	3 <sup>rd</sup>	SY 2009-10, 2010-11, 2011-12, 2012-13	12/31/2014	4 <sup>th</sup>	SY 2013-14, 2014-15, 2015-16	1/31/2017	5 <sup>th</sup>	2016-17, 2017-18, 2018-19	1/31/2020

### School of Business

Program/Department:	Cycle:	Review Period:	Due Date:	Cycle :	Review Period:	Due Date:	Cycle:	Review Period:	Due Date:
BA Program	4 <sup>th</sup>	SY 2012-13, 2013-14, 2014-15	1/31/2016	5 <sup>th</sup>	SY 2015-16, 2016-17, 2017-18	1/31/2019	6 <sup>th</sup>	SY 2018-19, 2019-20, 2020-21	1/31/2022
BU Program	4 <sup>th</sup>	SY 2012-13, 2013-14, 2014-15	1/31/2016	5 <sup>th</sup>	SY 2015-16, 2016-17, 2017-18	1/31/2019	6 <sup>th</sup>	SY 2018-19, 2019-20, 2020-21	1/31/2022
IT Program	4 <sup>th</sup>	SY 2012-13, 2013-14, 2014-15	1/31/2016	5 <sup>th</sup>	SY 2015-16, 2016-17, 2017-18	1/31/2019	6 <sup>th</sup>	SY 2018-19, 2019-20, 2020-21	1/31/2022
OA Program	4 <sup>th</sup>	SY 2012-13, 2013-14, 2014-15	1/31/2016	5 <sup>th</sup>	SY 2015-16, 2016-17, 2017-18	1/31/2019	6 <sup>th</sup>	SY 2018-19, 2019-20, 2020-21	1/31/2022
TH Program	4 <sup>th</sup>	SY 2012-13, 2013-14, 2014-15	1/31/2016	5 <sup>th</sup>	SY 2015-16, 2016-17, 2017-18	1/31/2019	6 <sup>th</sup>	SY 2018-19, 2019-20, 2020-21	1/31/2022

### School of Arts and Sciences

<b>Program/Department:</b>	<b>Cycle:</b>	<b>Review Period:</b>	<b>Due Date:</b>	<b>Cycle</b> :	<b>Review Period:</b>	<b>Due Date:</b>	<b>Cycle:</b>	<b>Review Period:</b>	<b>Due Date:</b>
AG Program	4 <sup>th</sup>	SY 2012-13, 2013-14, 2014-15	3/31/2016	5 <sup>th</sup>	SY 2015-16, 2016-17, 2017-18	3/31/2019	6 <sup>th</sup>	SY 2018-19, 2019-20, 2020-21	3/31/2022
CJ Program	4 <sup>th</sup>	SY 2012-13, 2013-14, 2014-15	3/31/2016	5 <sup>th</sup>	SY 2015-16, 2016-17, 2017-18	3/31/2019	6 <sup>th</sup>	SY 2018-19, 2019-20, 2020-21	3/31/2022
CPH Program	1 <sup>st</sup>	SY 2013-14, 2014-15, 2015-16	1/31/2017	2 <sup>nd</sup>	SY 2016-17, 2017-18, 2018-19	1/31/2020	3 <sup>rd</sup>	SY 2019-20, 2020-21, 2021-22	1/31/2023
ED Program	4 <sup>th</sup>	SY 2012-13, 2013-14, 2014-15	3/31/2016	5 <sup>th</sup>	SY 2015-16, 2016-17, 2017-18	3/31/2019	6 <sup>th</sup>	SY 2018-19, 2019-20, 2020-21	3/31/2022
ES Program	4 <sup>th</sup>	SY 2012-13, 2013-14, 2014-15	3/31/2016	5 <sup>th</sup>	SY 2015-16, 2016-17, 2017-18	3/31/2019	6 <sup>th</sup>	SY 2018-19, 2019-20, 2020-21	3/31/2022
LA Program	4 <sup>th</sup>	SY 2012-13, 2013-14, 2014-15	3/31/2016	5 <sup>th</sup>	SY 2015-16, 2016-17, 2017-18	3/31/2019	6 <sup>th</sup>	SY 2018-19, 2019-20, 2020-21	3/31/2022
LS Program	4 <sup>th</sup>	SY 2012-13, 2013-14, 2014-15	3/31/2016	5 <sup>th</sup>	SY 2015-16, 2016-17, 2017-18	3/31/2019	6 <sup>th</sup>	SY 2018-19, 2019-20, 2020-21	3/31/2022
PW Program	1 <sup>st</sup>	SY 2015-16, 2016-17, 2017-18	3/31/2019	2 <sup>nd</sup>	SY 2018-19, 2019-20, 2020-21	3/31/2022	3 <sup>rd</sup>	SY 2021-22, 2022-23, 2023-24	3/31/2025
NU Program	4 <sup>th</sup>	SY 2012-13, 2013-14, 2014-15	3/31/2016	5 <sup>th</sup>	SY 2015-16, 2016-17, 2017-18	3/31/2019	6 <sup>th</sup>	SY 2018-19, 2019-20, 2020-21	3/31/2022
STEM Program	1 <sup>st</sup>	SY 2013-14, 2014-15, 2015-16	1/31/2017	2 <sup>nd</sup>	SY 2016-17, 2017-18, 2018-19	1/31/2020	3 <sup>rd</sup>	SY 2019-20, 2020-21, 2021-22	1/31/2023

### General Education Departments

<b>Program/Department:</b>	<b>Cycle:</b>	<b>Review Period:</b>	<b>Due Date:</b>	<b>Cycle</b> :	<b>Review Period:</b>	<b>Due Date:</b>	<b>Cycle:</b>	<b>Review Period:</b>	<b>Due Date:</b>
CS Department	2 <sup>nd</sup>	SY 2012-13, 2013-14, 2014-15	1/31/2016	3 <sup>rd</sup>	SY 2015-16, 2016-17, 2017-18	1/31/2019	4 <sup>th</sup>	SY 2018-19, 2019-20, 2020-21	1/31/2022
EN Department	4 <sup>th</sup>	SY 2012-13, 2013-14, 2014-15	1/31/2016	5 <sup>th</sup>	SY 2015-16, 2016-17, 2017-18	1/31/2019	6 <sup>th</sup>	SY 2018-19, 2019-20, 2020-21	1/31/2022
HP Department	4 <sup>th</sup>	SY 2012-13, 2013-14, 2014-15	1/31/2016	5 <sup>th</sup>	SY 2015-16, 2016-17, 2017-18	1/31/2019	6 <sup>th</sup>	SY 2018-19, 2019-20, 2020-21	1/31/2022
MA Department	4 <sup>th</sup>	SY 2012-13, 2013-14, 2014-15	1/31/2016	5 <sup>th</sup>	SY 2015-16, 2016-17, 2017-18	1/31/2019	6 <sup>th</sup>	SY 2018-19, 2019-20, 2020-21	1/31/2022
MU/FA Department	4 <sup>th</sup>	SY 2012-13, 2013-14, 2014-15	1/31/2016	5 <sup>th</sup>	SY 2015-16, 2016-17, 2017-18	1/31/2019	6 <sup>th</sup>	SY 2018-19, 2019-20, 2020-21	1/31/2022
OL Department	2 <sup>nd</sup>	SY 2012-13, 2013-14, 2014-15	1/31/2016	3 <sup>rd</sup>	SY 2015-16, 2016-17, 2017-18	1/31/2019	4 <sup>th</sup>	SY 2018-19, 2019-20, 2020-21	1/31/2022
SC Department	2 <sup>nd</sup>	SY 2012-13, 2013-14, 2014-15	1/31/2016	3 <sup>rd</sup>	SY 2015-16, 2016-17, 2017-18	1/31/2019	4 <sup>th</sup>	SY 2018-19, 2019-20, 2020-21	1/31/2022
SS/HUM Department	4 <sup>th</sup>	SY 2012-13, 2013-14, 2014-15	1/31/2016	5 <sup>th</sup>	SY 2015-16, 2016-17, 2017-18	1/31/2019	6 <sup>th</sup>	SY 2018-19, 2019-20, 2020-21	1/31/2022

## APPENDIX D

### Bloom's Six Levels of Learning Partial List of Verbs

Evaluations- Select, Rate, Critique, Appraise, Judge, Measure, Assess, Estimate, Value, Compare, Justify

Synthesis- Compose, Unite, Plan, Propose, Design, Arrange, Design, Arrange, Assemble, Create, Set-up, Modify, Combine, Revise, Rewrite, Generate, Develop

Analysis- Distinguish, Differentiate, Calculate, Compare, Analyze, Question, Solve, Separate, Detect, Relate, Outline, Diagram

Application- Apply, Use, Demonstrate, Practice, Illustrate, Operate, Sketch, Locate, Compute, Prepare, Solve, Show, Set-up, Conduct

Comprehension- Relate, Describe, Explain, Identify, Tell, Elaborate, Discuss, Paraphrase, Summarize

Knowledge- State, Define, Memorize, List, Name, Repeat, Recite, Label

## LEVELS OF LEARNING