



“We Strive to Guarantee Quality and Excellence”

Palau Community College is an accessible comprehensive 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.

**T1 - Instructional Programs  
(Academic Degree & Certificate Programs)**

**Three Year Program Review**

**Degree / Certificate Program**

**Construction Technology Program**

**Period of Three Year Review**

**Fall 2016 to Summer 2019**

Program Review Completed By:

Name	Title	Signature	Date
Dolmers DJ Dolmers	Assistant instructor		01/31/2020

Program Review Certified By:

Name	Title	Signature	Date
Deikola Olikong	Dean of Academic Affairs		01/31/2020

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

Name	Title	Signature	Date
Ligaya Sara	Institutional Research Analyst		Jan. 31, 2020

**Purpose:**

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

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



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

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

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

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

Appendix C: Most Updated Program Modification with PLOs within this cycle (e-copy only)

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

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

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

## I. Academic Degree Program Purpose (Program Description) and Relationship to the College Mission

1. State the purpose of this academic degree program below.

The Construction Technology program is designed to give students interested in the construction field a broad range of skills needed for success in the field. Students will gain carpentry, masonry, plumbing, and blue print reading skills in residential construction. Proper work habits and attitudes necessary for employment will be covered. Upon graduating from the program students will be capable of working in such positions as carpenters, masons, hardware store clerks and other related construction work.

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

Graduating students should be able to be prepared to advance in the world with skills that will benefit them technically, academically, economically, and socially. The knowledge, skills and attitudes acquired through the courses taken while enrolled in the CT program provide students with a well-rounded accredited degree so that each student should be able to either contribute to the community and enter the workforce.

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

Under Micronesian Occupational Center, the Construction Carpentry Technology (CARP) program was a two year diploma program, consisting of six quarters. CARP courses included labs which were 3 to 18 hours long. Although other programs had certificate program too, the CARP program did not.

By 1981, when the Center was now Micronesian Occupational College, the program offered a certificate of achievement (CA) and an associate of science degree (AS), still on a quarterly

schedule. By 1985, the college had changed to a semesterly schedule, but still retained the CA and AS degree programs, 56 and 65 credits respectively. In four (4) semesters, students could earn either a CA or an AS degree. There was no internship course for either program.

In 1990, the program changed its name to Construction Technology (CT) as a clustered program retaining the CA and AS degree offerings at 60 and 69 credits respectively. In 1992, the course On- the-Job Training was first offered for five (5) credits with the name changing in 1994 to Internship with a requirement of 9 credits.

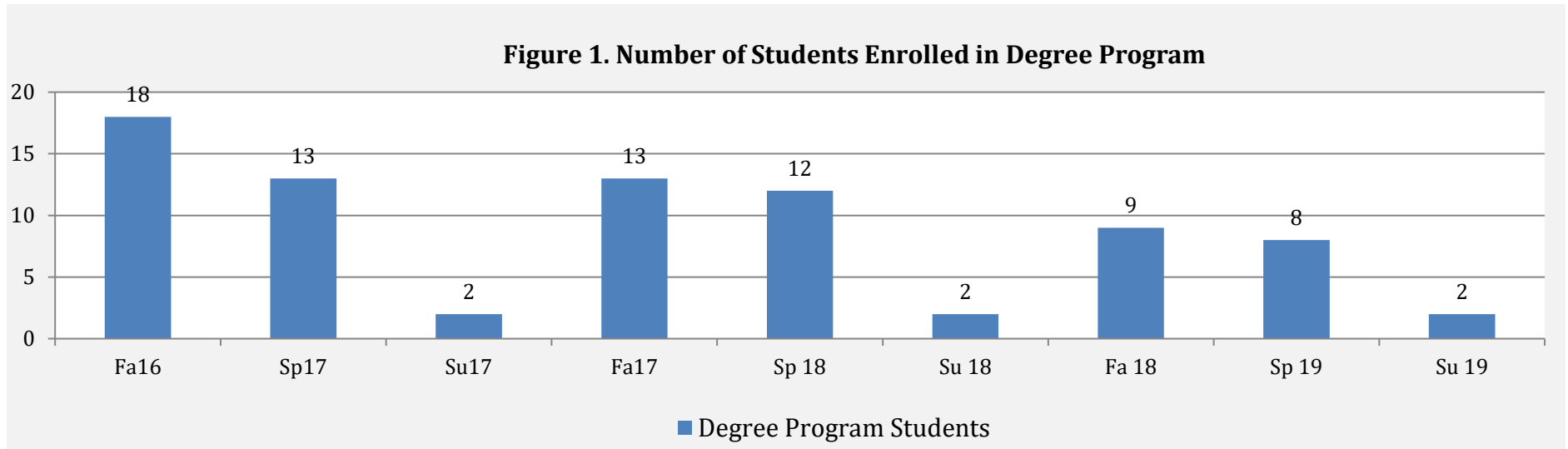
In January 2005, with the approval of the Accrediting Commission of Community and Junior Colleges (ACCJC), the certificate program became an Associate of Applied Science degree program with the AS degree program being no longer offered. The internship course remains the cornerstone course and requires 4 credits.

To date the program has undergone several modifications to courses. The CT program has been articulated with Palau High School allowing students coming from the high school carpentry academy to challenge several first semester courses and receive credit if successful without having to attend the courses.

The CT program requires 64 credits to complete the AAS degree program. Moreover, a Gainful Employment certificate is offered. Under RPPL9-22, the skilled labor Act, Certificates of Competence, Certificates of Completion and a Mastery Certificate are offered as well.

## I. Program Data

### Degree Program Students – Number of Students Enrolled in this Degree Program



Provide summary of Figure 1 including its trends analysis.

Enrollment was high in fall 2016 but has since dropped quite a bit.

While a good number of students were completing the courses with passing grades, there was concern over the number of students either failing or withdrawing. Since upper courses enrollments rely on lower courses success, students with grades of D, F or W were not able to continue on. It was noticed that these students who were not successful would be less motivated after the midterm session and often not continue to the end of the semester, as one can see in fall 2017 enrollment was really low but climbed in fall 2018

**Program Courses Data**  
*(Course Completion Data of Program Students in each Program Course)*

**Table 1a. Course Completion of Program Courses (Fall)**

**Table 2b. Course Completion of Program Courses (Spring)**

Course	Fa 2016				Course	Fa 2017				Course	Fa 2018			
	No. of Students Passed	No. of Students Failed	No. of Students Withdraw	Enrolled		No. of Students Passed	No. of Students Failed	No. of Students Withdraw	Enrolled		No. of Students Passed	No. of Students Failed	No. of Students Withdraw	Enrolled
<b>AD120</b>	1	0	0	1	<b>CT112</b>	1	0	1	2	<b>AD120</b>	1	0	0	1
<b>CT112</b>	6	2	0	8	<b>CT113</b>	1	0	1	2	<b>CT112</b>	7	0	0	7
<b>CT113</b>	7	0	0	7	<b>CT115</b>	2	0	1	3	<b>CT113</b>	7	0	0	7
<b>CT115</b>	7	4	0	11	<b>CT212</b>	5	1	0	6	<b>CT115</b>	7	0	0	7
<b>CT212</b>	1	1	0	2						<b>CT212</b>	3	0	0	3
<b>CT222</b>	2	0	0	2										

Course	SP 2017				Course	SP 2018				Course	SP 2019			
	No. of Students Passed	No. of Students Failed	No. of Students Withdraw	Enrolled		No. of Students Passed	No. of Students Failed	No. of Students Withdraw	Enrolled		No. of Students Passed	No. of Students Failed	No. of Students Withdraw	Enrolled
<b>AD210</b>	3	1	0	4	<b>AD210</b>	5	2	0	7	<b>BP115</b>	2	0	1	3
<b>BP115</b>	5	1	0	6	<b>BP115</b>	1	0	0	1	<b>CT122</b>	2	0	2	4
<b>CT122</b>	6	0	0	6	<b>CT122</b>	1	0	0	1	<b>CT123</b>	2	0	2	4
<b>CT123</b>	7	0	0	7	<b>CT123</b>	1	0	0	1	<b>CT124</b>	2	0	2	4
<b>CT124</b>	6	0	0	6	<b>CT124</b>	1	0	0	1	<b>CT222</b>	2	0	0	2
<b>CT222</b>	1	0	0	1	<b>CT222</b>	1	0	0	1	<b>PL214</b>	1	0	0	1
<b>PL214</b>	4	0	0	4	<b>PL214</b>	7	0	0	7					

**Table 2c. Course Completion of Program Courses (Summer)**

Course	SU 2017				Course	SU 2018				Course	SU 2019			
	No. of Students Passed	No. of Students Failed	No. of Students Withdraw	Enrolled		No. of Students Passed	No. of Students Failed	No. of Students Withdraw	Enrolled		No. of Students Passed	No. of Students Failed	No. of Students Withdraw	Enrolled
					<b>CT222</b>	2	0	0	2					

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

Most students complete all program requirements during a spring session which accounts for the summer graduation number. Students who remain on track and succeed in all their courses will only need the internship course the last semester which would be the summer session. Students who do not succeed but need to retake courses will be spring or fall graduates.

**Program Courses Data**  
**Course Completion Data of ALL Students in each Program Course**  
*(Does not apply for LA and SD Programs)*

*You may insert more rows as needed*

Table 2a. Course Completion of Program Courses (Fall)

Course	Fa 2016				Course	Fa 2017				Course	Fa 2018			
	No. of Students Passed	No. of Students Failed	No. of Students Withdraw	Enrolled		No. of Students Passed	No. of Students Failed	No. of Students Withdraw	Enrolled		No. of Students Passed	No. of Students Failed	No. of Students Withdraw	Enrolled
<b>AD120</b>	1	0	0	<b>1</b>	<b>CT112</b>	3	0	1	<b>4</b>	<b>AD120</b>	1	0	0	<b>1</b>
<b>CT112</b>	7	2	1	<b>10</b>	<b>CT113</b>	3	0	1	<b>4</b>	<b>CT110</b>	10	0	0	<b>10</b>
<b>CT113</b>	8	0	1	<b>9</b>	<b>CT115</b>	4	0	1	<b>5</b>	<b>CT112</b>	7	0	0	<b>7</b>
<b>CT115</b>	8	4	1	<b>13</b>	<b>CT212</b>	5	1	0	<b>6</b>	<b>CT113</b>	7	0	0	<b>7</b>
<b>CT212</b>	1	1	0	<b>2</b>						<b>CT115</b>	7	0	0	<b>7</b>
<b>CT222</b>	2	0	0	<b>2</b>						<b>CT212</b>	3	0	0	<b>3</b>

Table 2b. Course Completion of Program Courses (Spring)

Course	SP 2017				Course	SP 2018				Course	SP 2019			
	No. of Students Passed	No. of Students Failed	No. of Students Withdraw	Enrolled		No. of Students Passed	No. of Students Failed	No. of Students Withdraw	Enrolled		No. of Students Passed	No. of Students Failed	No. of Students Withdraw	Enrolled
<b>AD210</b>	3	1	0	<b>4</b>	<b>AD210</b>	5	2	0	<b>7</b>	<b>BP115</b>	2	0	1	<b>3</b>
<b>BP115</b>	5	1	0	<b>6</b>	<b>BP115</b>	1	0	0	<b>1</b>	<b>CT122</b>	2	0	2	<b>4</b>
<b>CT122</b>	6	0	0	<b>6</b>	<b>CT122</b>	1	0	1	<b>2</b>	<b>CT123</b>	2	0	2	<b>4</b>
<b>CT123</b>	7	0	0	<b>7</b>	<b>CT123</b>	1	0	1	<b>2</b>	<b>CT124</b>	2	0	2	<b>4</b>
<b>CT124</b>	6	0	0	<b>6</b>	<b>CT124</b>	1	0	1	<b>2</b>	<b>CT222</b>	2	0	0	<b>2</b>
<b>CT222</b>	1	0	0	<b>1</b>	<b>CT222</b>	1	0	0	<b>1</b>	<b>PL214</b>	1	0	0	<b>1</b>
<b>PL214</b>	4	0	0	<b>4</b>	<b>PL214</b>	7	0	0	<b>7</b>					

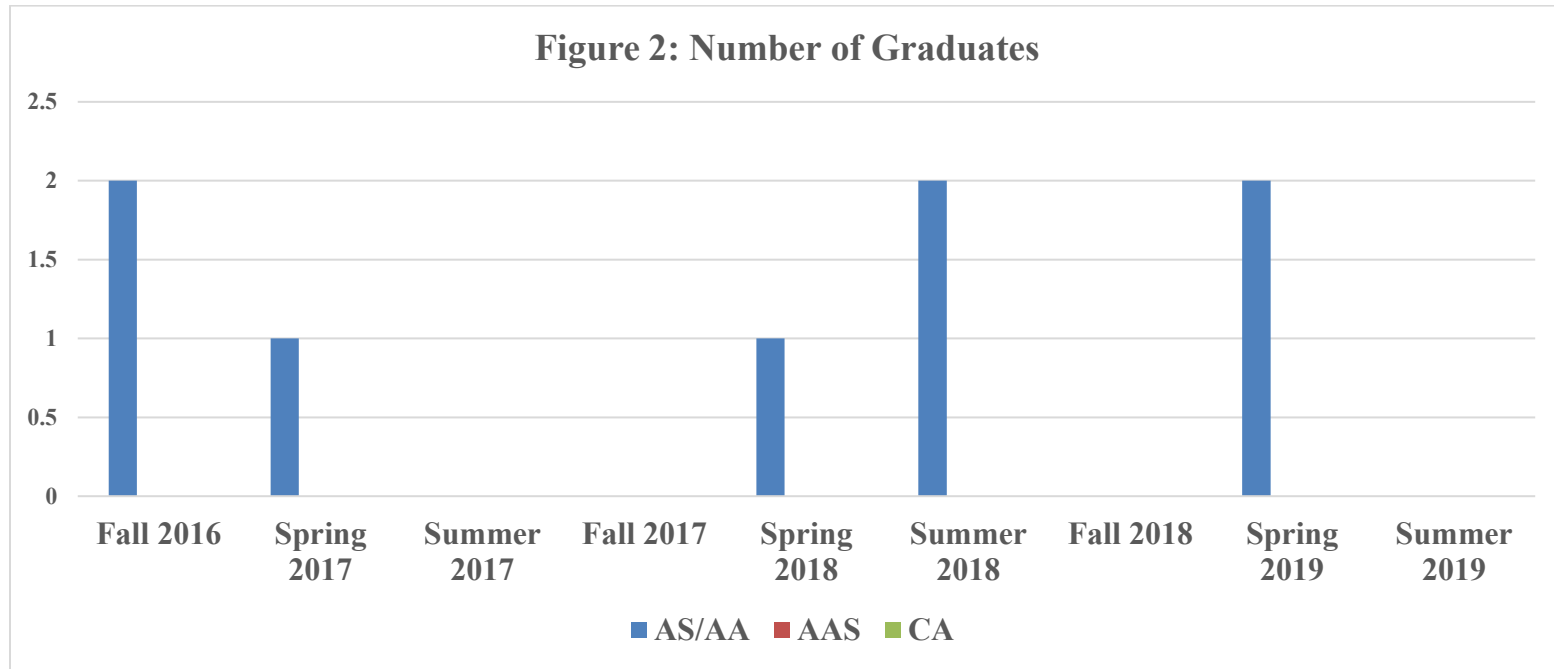


Table 2c. Course Completion of Program Courses (Summer)

Course	SU 2017				Course	SU 2018				Course	SU 2019			
	No. of Students Passed	No. of Students Failed	No. of Students Withdraw	Enrolled		No. of Students Passed	No. of Students Failed	No. of Students Withdraw	Enrolled		No. of Students Passed	No. of Students Failed	No. of Students Withdraw	Enrolled
					<b>CT222</b>	2	0	0	2					

Provide summary of Tables 2a, 2b & 2c including its trends analysis.

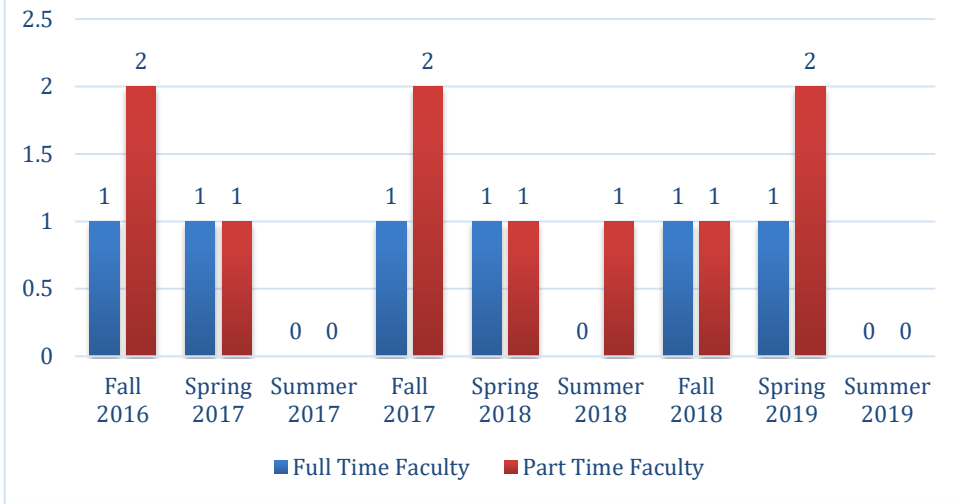
Most students are CT students who completed their program requirements, which accounts for the spring graduation but a few finished their requirements during summer 2018 and a few withdrew and didn't not come back. Fall 2016 shows 2 graduates also.



Provide summary of Figure 2 including its trends analysis.

Most students should complete all program requirements during a summer session which accounts for the summer graduation number. Students who remain on track and succeed in all their courses will only need the internship course the last semester which would be the summer session. Students who need to retake courses or who do not take a full load each semester will be spring or fall graduates.

**Figure 3. Faculty Head Count**



Provide summary of Figure 3 including its trends analysis.

The Construction Technology Program has two full time faculty. One of the faculty teaches the drafting, construction management, and blue print reading courses while the other full time faculty teaches the remaining construction courses which includes masonry and plumbing.



#### IV. Course Assessment Data

Year 1: School Year Fall 2016 to SU 2017

Semester Assessed	Course Assessed	CLO-PLO-ILO Mapping	Results of Assessments
<u>Fall 2016</u>	AD120	CLO 1- PLO 1,2,3,4,5 CLO 2 - PLO 1,2,3,4,5 CLO 3- PLO 1,2,3,4,5  CLO 4- PLO 1,2,3,4,5  CLO 5- PLO 1,2,3,4,5	CLO 1: 100% of the students assessed reached proficiency level. (Assessment)  CLO 2: 100% of the students assessed reached proficiency level. (Assessment)  CLO 3: 100% of the students assessed reached proficiency level. (Assessment)  CLO 4: 100% of the students assessed reached proficiency level. (Assessment)  CLO 5: 100% of the students assessed reached proficiency level. (Assessment)
<u>Fall 2016</u>	CT112	CLO 1- PLO 2,3,4,5 CLO 2- PLO 2 CLO 3- PLO 2 CLO 4- PLO 2 CLO 5- PLO 2	CLO 1: 100% of the students assessed reached proficiency level. (Assessment)  CLO 2: 100% of the students assessed reached proficiency level. (Assessment)  CLO 3: 100% of the students assessed reached proficiency level. (Assessment)  CLO 4: 100% of the students assessed reached proficiency level. (Assessment)  CLO 5: 100% of the students assessed reached proficiency level. (Assessment)
<u>Fall 2016</u>	CT113	CLO 1- PLO 1,2,3,4,5 CLO 2- PLO 2 CLO 3- PLO 2 CLO 4- PLO 2 CLO 5- PLO 2,3	CLO 1: 100% of the students assessed performed at the proficiency level.  CLO 2: 88% of the students assessed performed at the proficiency level.  CLO 3: 50% of the students assessed performed at the proficiency level.  CLO 4: 100% of the students assessed performed at the proficiency level.

			CLO 5: 38% of the students assessed performed at the proficiency level.
<u>Fall 2016</u>	CT115	CLO 1- PLO 1,2,3,4,5 CLO 2- PLO 1,2,3,5 CLO 3- PLO 1,2,5 CLO 4- PLO 1,2 CLO 5- PLO 1,2 CLO 6 - PLO 1,2,3 CLO 7 - PLO 1,2,3	CLO 1: 100% of the students assessed reached proficiency level. (assessment)  CLO 2: 100% of the students assessed reached proficiency level. (assessment)  CLO 3: 100% of the students assessed reached proficiency level. (assessment)  CLO 4: 100% of the students assessed reached proficiency level. (assessment)  CLO 5: 100% of the students assessed reached proficiency (assessment)
<u>Fall 2016</u>	CT212	CLO 1- PLO 1,5 CLO 2- PLO 1,5 CLO 3- PLO 1,5 CLO 4- PLO 1,5 CLO 5- PLO 1,5	CLO 1: 100% of the students assessed reached proficiency level. (project)  CLO 2: 100% of the students assessed reached proficiency level. (project)  CLO 3: 100% of the students assessed reached proficiency level. (project)  CLO 4: 100% of the students assessed reached proficiency level. (project)  CLO 5: 100% of the students assessed reached proficiency (Check list)
<u>Fall 2016</u>	CT222	CLO 1- PLO 1,2,3 CLO 2- PLO 1,2,3	CLO 1: 100% of the students assessed performed at the proficiency level. (Internship Training Rating Sheet)  CLO 2: 100% of the students assessed performed at the proficiency level.( Internship Training Rating Sheet)
<u>Spring 2017</u>	AD210	CLO 1- PLO 1,2,3,4,5 CLO 2 - PLO 1,2,3,4,5 CLO 3- PLO 1,2,3,4,5 CLO 4- PLO 1,2,3,4,5 CLO 5- PLO 1,2,3,4,5	CLO 1: 100% of the students assessed reached proficiency level. (major project)  CLO 2: 100% of the students assessed reached proficiency level. . (major project)

			<p>CLO 3: 100% of the students assessed reached proficiency level. . (major project)</p> <p>CLO 4: 100% of the students assessed reached proficiency level. . (major project)</p> <p>CLO 5: 100% of the students assessed reached proficiency . (major project)</p> <p>CLO 6: 100% of the students assessed reached proficiency level. (major project)</p> <p>CLO 7: 100% of the students assessed reached proficiency . (major project)</p>
<u>Spring 2017</u>	BP115	<p>CLO 1- PLO 1</p> <p>CLO 2 - PLO 1</p> <p>CLO 3- PLO 1,2,3,4,</p> <p>CLO 4- PLO 1,2,3,4,5</p> <p>CLO 5- PLO 1,5</p>	<p>CLO 1: 75% of the students assessed reached proficiency level.(Final Exam)</p> <p>CLO 2: 75% of the students assessed reached proficiency level. .(Final Exam)</p> <p>CLO 3: 75% of the students assessed reached proficiency level. .(Final Exam)</p> <p>CLO 4: 75% of the students assessed reached proficiency level. .(Final Exam)</p> <p>CLO 5: 75% of the students assessed reached proficiency level. .(Final Exam)</p>
<u>Spring 2017</u>	CT122	<p>CLO 1- PLO 1,2,5</p> <p>CLO 2- PLO 1,2,5</p> <p>CLO 3- PLO 1,2,5</p> <p>CLO 4- PLO 1,2,5</p> <p>CLO 5- PLO 1,2,5</p>	NOT ASSESSED
<u>Spring 2017</u>	CT123	<p>CLO 1- PLO 1,2,5</p> <p>CLO 2- PLO 1,2</p> <p>CLO 3- PLO 1,2</p> <p>CLO 4- PLO 1,2</p> <p>CLO 5- PLO 1,2</p> <p>CLO 6- PLO 1,2</p>	NOT ASSESSED
<u>Spring 2017</u>	CT124	<p>CLO 1- PLO 1,2,5</p> <p>CLO 2- PLO 1,2</p> <p>CLO 3- PLO 1,2</p> <p>CLO 4- PLO 1,2</p> <p>CLO 5- PLO 1,2</p> <p>CLO 6- PLO 1,2</p>	NOT ASSESSED
<u>Spring 2017</u>	CT222	<p>CLO 1- PLO 1,2,3</p> <p>CLO 2- PLO 1,2,3</p>	CLO 1: 100% of the students assessed reached proficiency level.

			CLO 2: 100% of the students assessed reached proficiency level.
<u>Spring 2017</u>	PL214	CLO 1- PLO 4,5 CLO 2- PLO 4,5 CLO 3- PLO 1,2,3,4 CLO 4- PLO 1,2,3,4,5 CLO 5- PLO 1,5	NOT ASSESSED

Year 2: School Year Fa 2017 to Su 2018

Semester Assessed	Course Assessed	CLO-PLO-ILO Mapping	Results of Assessments
<u>Fall 2017</u>	CT112	CLO 1- PLO 2,3,4,5 CLO 2- PLO 2 CLO 3- PLO 2 CLO 4- PLO 2 CLO 5- PLO 2	CLO 1: 100% of the students assessed reached proficiency level.(SKIL SHEET)  CLO 2: 100% of the students assessed reached proficiency level. .(SKIL SHEET) .  CLO 3: 100% of the students assessed reached proficiency level. .(SKIL SHEET)  CLO 4: 100% of the students assessed reached proficiency level.(SKIL SHEET)  CLO 5: 100% of the students assessed reached proficiency . .(SKIL SHEET)
<u>Fall 2017</u>	CT113	CLO 1- PLO 1,2,3,4,5 CLO 2- PLO 2 CLO 3- PLO 2 CLO 4- PLO 2 CLO 5- PLO 2,3	CLO 1: 100% of the students assessed reached proficiency level. .(SKIL SHEET)  CLO 2: 100% of the students assessed reached proficiency level. .(SKIL SHEET)  CLO 3: 100% of the students assessed reached proficiency level. .(SKIL SHEET)  CLO 4: 100% of the students assessed reached proficiency level.(SKIL SHEET)  CLO 5: 100% of the students assessed reached proficiency . .(SKIL SHEET)
<u>Fall 2017</u>	CT115	CLO 1- PLO 1,2,3,4,5 CLO 2- PLO 1,2,3,5 CLO 3- PLO 1,2,5 CLO 4- PLO 1,2 CLO 5- PLO 1,2 CLO 6 - PLO 1,2,3	CLO 1: 100% of the students assessed reached proficiency level. .(SKIL SHEET)  CLO 2: 100% of the students assessed reached proficiency level. .(SKIL SHEET)



		CLO 7 – PLO 1,2,3	<p>CLO 3: 100% of the students assessed reached proficiency level. .(SKIL SHEET)</p> <p>CLO 4: 100% of the students assessed reached proficiency level.(SKIL SHEET)</p> <p>CLO 5: 100% of the students assessed reached proficiency . .(SKIL SHEET)</p> <p>CLO 6: 100% of the students assessed reached proficiency level. .(SKIL SHEET)</p>
<u>Fall 2017</u>	CT212	<p>CLO 1- PLO 1,5</p> <p>CLO 2- PLO 1,5</p> <p>CLO 3- PLO 1,5</p> <p>CLO 4- PLO 1,5</p> <p>CLO 5- PLO 1,5</p>	NOT ASSESSED
<u>Spring 2018</u>	AD120	<p>CLO 1- PLO 1,2,3,4,5</p> <p>CLO 2 - PLO 1,2,3,4,5</p> <p>CLO 3- PLO 1,2,3,4,5</p> <p>CLO 4- PLO 1,2,3,4,5</p> <p>CLO 5- PLO 1,2,3,4,5</p>	NOT ASSESSED
<u>Spring 2018</u>	BP115	<p>CLO 1- PLO 1</p> <p>CLO 2 - PLO 1</p> <p>CLO 3- PLO 1,2,3,4,</p> <p>CLO 4- PLO 1,2,3,4,5</p> <p>CLO 5- PLO 1,5</p>	NOT ASSESSED
<u>Spring 2018</u>	CT122	<p>CLO 1- PLO 1,2,5</p> <p>CLO 2- PLO 1,2,5</p> <p>CLO 3- PLO 1,2,5</p> <p>CLO 4- PLO 1,2,5</p> <p>CLO 5- PLO 1,2,5</p>	<p>CLO 1: 100% of the students assessed reached proficiency level. .(SKIL SHEET)</p> <p>CLO 2: 100% of the students assessed reached proficiency level. . .(SKIL SHEET)</p> <p>CLO 3: 100% of the students assessed reached proficiency level. .(SKIL SHEET)</p> <p>CLO 4: 100% of the students assessed reached proficiency level.(SKIL SHEET)</p> <p>CLO 5: 100% of the students assessed reached proficiency . .(SKIL SHEET)</p>
<u>Spring 2018</u>	CT123	<p>CLO 1- PLO 1,2,5</p> <p>CLO 2- PLO 1,2</p> <p>CLO 3- PLO 1,2</p> <p>CLO 4- PLO 1,2</p> <p>CLO 5- PLO 1,2</p> <p>CLO 6- PLO 1,2</p>	<p>CLO 1: 100% of the students assessed reached proficiency level. .(SKIL SHEET)</p> <p>CLO 2: 100% of the students assessed reached proficiency level. . .(SKIL SHEET)</p>

			<p>CLO 3: 100% of the students assessed reached proficiency level. .(SKIL SHEET)</p> <p>CLO 4: 100% of the students assessed reached proficiency level.(SKIL SHEET)</p> <p>CLO 5: 100% of the students assessed reached proficiency . .(SKIL SHEET)</p> <p>CLO 6: 100% of the students assessed reached proficiency level. .(SKIL SHEET)</p>
<u>Spring 2018</u>	CT124	<p>CLO 1- PLO 1,2,5</p> <p>CLO 2- PLO 1,2</p> <p>CLO 3- PLO 1,2</p> <p>CLO 4- PLO 1,2</p> <p>CLO 5- PLO 1,2</p> <p>CLO 6- PLO 1,2</p>	<p>CLO 1: 100% of the students assessed reached proficiency level. .(SKIL SHEET)</p> <p>CLO 2: 100% of the students assessed reached proficiency level. .(SKIL SHEET)</p> <p>CLO 3: 100% of the students assessed reached proficiency level. .(SKIL SHEET)</p> <p>CLO 4: 100% of the students assessed reached proficiency level.(SKIL SHEET)</p> <p>CLO 5: 100% of the students assessed reached proficiency . .(SKIL SHEET)</p> <p>CLO 6: 100% of the students assessed reached proficiency level. .(SKIL SHEET)</p>
<u>Spring 2018</u>	CT222	<p>CLO 1- PLO 1,2,3</p> <p>CLO 2- PLO 1,2,3</p>	<p>CLO 1: 100% of the students assessed reached proficiency level.</p> <p>CLO 2: 100% of the students assessed reached proficiency level.</p>
<u>Spring 2018</u>	PL214	<p>CLO 1- PLO 4,5</p> <p>CLO 2- PLO 4,5</p> <p>CLO 3- PLO 1,2,3,4</p> <p>CLO 4- PLO 1,2,3,4,5</p> <p>CLO 5- PLO 1,5</p>	<p>CLO 1: 100% of the students assessed reached proficiency level. .(SKIL SHEET)</p> <p>CLO 2: 100% of the students assessed reached proficiency level. .(SKIL SHEET)</p> <p>CLO 3: 100% of the students assessed reached proficiency level. .(SKIL SHEET)</p> <p>CLO 4: 100% of the students assessed reached proficiency level.(SKIL SHEET)</p> <p>CLO 5: 100% of the students assessed reached proficiency . .(SKIL SHEET)</p>

			CLO 6: 100% of the students assessed reached proficiency level. .(SKIL SHEET)
Summer 2018	CT222	CLO 1- PLO 1,2,3 CLO 2- PLO 1,2,3	CLO 1: 100% of the students assessed reached proficiency level.  CLO 2: 100% of the students assessed reached proficiency level.

Year 3: School Year Fall 18 to Summer 2019

Semester Assessed	Course Assessed	CLO-PLO-ILO Mapping	Results of Assessments
<u>Spring 2019</u>	BP115	CLO 1- PLO 1 CLO 2 - PLO 1 CLO 3- PLO 1,2,3,4, CLO 4- PLO 1,2,3,4,5 CLO 5- PLO 1,5	NOT ASSESSED
Spring 2019	CT122	CLO 1- PLO 1,2,5 CLO 2- PLO 1,2,5 CLO 3- PLO 1,2,5 CLO 4- PLO 1,2,5 CLO 5- PLO 1,2,5	CLO 1: 100% of the students assessed reached proficiency level. .(SKIL SHEET)  CLO 2: 100% of the students assessed reached proficiency level. .(SKIL SHEET)  CLO 3: 100% of the students assessed reached proficiency level. .(SKIL SHEET)  CLO 4: 100% of the students assessed reached proficiency level.(SKIL SHEET)  CLO 5: 100% of the students assessed reached proficiency .(SKIL SHEET)
Spring 2019	CT123	CLO 1- PLO 1,2,5 CLO 2- PLO 1,2 CLO 3- PLO 1,2 CLO 4- PLO 1,2 CLO 5- PLO 1,2 CLO 6- PLO 1,2	CLO 1: 100% of the students assessed reached proficiency level. .(SKIL SHEET)  CLO 2: 100% of the students assessed reached proficiency level. .(SKIL SHEET)  CLO 3: 100% of the students assessed reached proficiency level. .(SKIL SHEET)  CLO 4: 100% of the students assessed reached proficiency level.(SKIL SHEET)  CLO 5: 100% of the students assessed reached proficiency .(SKIL SHEET)

			CLO 6: 100% of the students assessed reached proficiency level. .(SKIL SHEET)
Spring 2019	CT124		CLO 1: 100% of the students assessed reached proficiency level. .(SKIL SHEET)  CLO 2: 100% of the students assessed reached proficiency level. .(SKIL SHEET)  CLO 3: 100% of the students assessed reached proficiency level. .(SKIL SHEET)  CLO 4: 100% of the students assessed reached proficiency level.(SKIL SHEET)  CLO 5: 100% of the students assessed reached proficiency . .(SKIL SHEET)  CLO 6: 100% of the students assessed reached proficiency level. .(SKIL SHEET)
Spring 2019	CT222	CLO 1- PLO 1,2,3 CLO 2- PLO 1,2,3	CLO 1: 100% of the students assessed reached proficiency level. .(SKIL SHEET)  CLO 2: 100% of the students assessed reached proficiency level. .(SKIL SHEET)
Spring 2019	PL214	CLO 1- PLO 4,5 CLO 2- PLO 4,5 CLO 3- PLO 1,2,3,4 CLO 4- PLO 1,2,3,4,5 CLO 5- PLO 1,5	CLO 1: 100% of the students assessed reached proficiency level. .(SKIL SHEET)  CLO 2: 100% of the students assessed reached proficiency level. .(SKIL SHEET)  CLO 3: 100% of the students assessed reached proficiency level. .(SKIL SHEET)  CLO 4: 100% of the students assessed reached proficiency level.(SKIL SHEET)  CLO 5: 100% of the students assessed reached proficiency . .(SKIL SHEET)

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

Fall 2016 showed CT113 having very low percentages of students reaching the proficiency level. However, when the course was offered again in fall 2017, all student was able to reach the proficiency level except with CLO 1. Motivation and irregular attendance contributed to the low percentage as well as lack of materials on island.

Fall 2016 courses ct122, 123 and 124 were not assessed also fall 2017 courses CT212, AD120, and BP115 and spring 2019 BP115

Most CT courses have labs so students work on projects and improve their skills during this time. The instructor plans on continuing to have projects for the students so that hands on practice can continue.

## V. Program Learning Outcomes (PLOs) Assessment

List PLO	Proficiency level	Results of assessments
PLO 1	AD120 CLO 1,2,3,4,5 – 100% CT113 CLO 1 – 100 CT115 CLO 1,2,3,4,5,6,7 – 100 CT212 CLO 1,2,3,4,5 – 100 CT222 CLO 1,2,3 – 100 BP115 CLO 1,2,3,4,5 – 75 AD210 CLO 1,2,3,4,5 – 100 CT122 CLO 1,2,3,4,5 – 100 CT123 CLO 1,2,3,4,5 100 CT124 CLO 1,2,3,4,5 – 100 PL214 CLO 3,4,5 - 100	98% of the students assessed performed at the proficiency level. Students were assessed through projects and exams.
PLO 2	AD120 CLO 1,2,3,4,5 –100 CT112 CLO 1,2,3,4,5 – 100 CT113 CLO 1,2,3,4,5 - 88 CT115 CLO 1,2,3,4,5,6,7 – 100 CT222 CLO 1,2,3 - 100 BP115 CLO 3,4 - 75 AD210 CLO 1,2,3,4,5 - 100 CT122 CLO 1,2,3,4,5 - 100 CT123 CLO 1,2,3,4,5 100 CT124 CLO 1,2,3,4,5 – 100 PL214 CLO 3,4 - 100	99%of the students assessed performed at the proficiency level. Students were assessed through projects and exams
PLO 3	AD120 CLO 1,2,3,4,5 –100 CT112 CLO 1 –100 CT113 CLO 5 - 69 CT115 CLO 1,2,6,7 – 100 BP115 CLO 3,4 - 75 AD210 CLO 1,2,3,4,5 – 100 PL214 CLO 3,4 - 100	94% of the students assessed performed at the proficiency level. Students were assessed through projects and exams
PLO 4	AD120 CLO 1,2,3,4,5 –100 CT112 CLO 1 –100 CT113 CLO 1 - 100 CT115 CLO 100	96% of the students assessed performed at the proficiency level. Students were assessed through projects and exams

	BP115 CLO 3,4 - 75 AD210 CLO 1,2,3,4,5 - 100 PL214 CLO 1,2,3,4 - 100	
PLO 5	AD120 CLO 1,2,3,4,5 – 100 CT112 CLO 1 – 100 CT113 CLO 1 - 100 CT115 CLO 1,2,3 – 100 CT212 CLO 1,2,3,4,5 -100 CT222 CLO 1,2,3 - 100 BP115 CLO 4,5 - 75 AD210 CLO 1,2,3,4,5 - 100 CT122 CLO 1,2,3,4,5 - 100 CT123 CLO 1 -100 CT124 CLO 1- 100 PL214 1,2,4,5 - 100	98% of the students assessed performed at the proficiency level. Students were assessed through projects and exams

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

Throughout the program, students were assessed through projects and exams. The assessment for the internship course is based on tasks given to the intern students by the supervisors at the job site. Students have performed at the proficiency level for all 5 of the PLOs. Only one course had students performing below the proficiency level in all CLOs. This is a drafting course. However, the students were able to master the PLO skills in other courses.

Since the last program review, students have improved in PLO 1, PLO 2 PLO3, PLO 4. PLO 5. No action is needed at this time to change the PLO

## II. Evaluation of Previous Program Review Action Plan/s

Indicate the status of the previous program review action plans below. (Include all previous action

plans.)

<b>Action Plan Activity/Objectives</b>	<b>Status Complete/Ongoing/Incomplete</b>	<b>Updates of Action Plan/s (Report action plan individually.)</b>
Review and update all program courses	completed	Program courses are complete
Continue implementing class scheduling to meet student needs	completed	The class scheduling of every semester Help meet student needs
Continue to increase student proficiency level in BP115	Ongoing	Students still remain to struggle with BP115
Motivate students to improve performance in General Ed courses	Ongoing	tutoring labs are available for students
CT shop renovations	Ongoing	The CT shop on the way of replacing roofing, installing heat ventilations, and Gutters need improvement and a complete renovation of construction building

facilities to include shower facility at least.	Ongoing	Lockers have been provided
Continue to upgrade shop equipment and replace old and out dated tools and equipment	Ongoing	Some equipment's and tools have been replaced. Still need to replace band saw, bench planer, lath,
formulate Construction technology, Safety Manual and Accident Procedures Manual and Accident Log	Ongoing	This was an ongoing plan carried over from the first program review. Since the turnover in faculty this review cycle, the manual is not yet complete.
Identify professional development opportunities	Ongoing	So, the new instructor can get some training.
Research and attend conferences and workshops for faculty development	Ongoing	The new instructor can attend on island workshops and PCC courses working towards obtaining a bachelor's degree.

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

Most of the plans are still on going from the last program review. The course schedule continues to offer class on the basis of 4 weeks, 6 weeks, and 8 week courses regardless of lecture hours and lab hours. However, starting summer 2021, lab hours were reduced

Although lockers have been provided but keys for the lockers have since been lost, so lockers need new locks so they can be used for this coming semester. Showers have not been provided .but CT112 textbooks are completed and are being used. Renovations of the CT shop are still ongoing, most importantly the gutters and roof needs replacing because the gutters flood the classrooms during big rains and the roof leaks causing students to crowd in areas with no leaks

Professional development is always ongoing with program faculty. Most previous instructors have completed their bachelor's degree before retiring.



### III. 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	How will this action plan improve	Needed Resources	Timeline
Activity/Objectives	student learning outcomes? (CLO, PLO, ILO)	(if any)	
Continue with current scheduling of CT courses	This has already shown success with student completion of courses and better student achievement rates.	none	Every semester
Continue referring students to tutoring centers and advisors as needed.	Students who are struggle with course concepts will be able to receive additional help. This is needed more for general education courses.	none	Every semester
Purchase instructional videos	Students grasp concepts better when they have visual aids, especially for concepts that cannot be done or shown in a laboratory setting	Need to be purchased	ASAP
Upgrade tools, especially the band saw, bench planer, wood lathe	These tools are old and outdated. Students cannot safely practice the skills needed on the lath and the other tools are outdated versions. Students need to practice on the same kinds and brands that they will need to use once hired in the field.	Need to be purchased	ASAP
Professional development and training	The instructor needs to stay up to date with the construction field and also new teaching strategies.	Training cost	When available

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

Some of the action plans are ongoing and continuing from the previous program review. These are continuing with the current course schedule for program courses and continuing to have students referred to tutoring centers and advisors as needed.

Several action plans require financial support. Some of the tools are outdated and worn out. Especially needed is a band saw, a bench planer, and a wood lathe. The lathe no longer locks securely so it is not safe to use. The band saw and bench planer are outdated and have not been replaced since the program began. Portable tools can be purchased if preferred which will cost less.

Instructional videos will also be a program expense. However, students cannot practice all the skills used in the construction field. For example, roofing skills cannot usually be practiced but with a video, students can watch a roof being completed.

Professional development will help the instructor stay updated in the construction field and also help with teaching strategies.

#### IV. Resource Requests

Itemize resource request below.

Type of Resource	Detailed Description	Estimated Amount Requested	Justification
Personnel			
Facilities			
Equipment	Lathe, bench planer, band saw	\$20,000 or \$10,000 (portable versus permanent shop equipment)	To replace worn and outdated tools so that students can practice their skills safely and with updated tools that are now used.
Software	AutoCAD software		Not enough software for students to use
Training	Construction field training and also training with teaching strategies and assessment.	\$10,000	To assist instructor in teaching the most current construction trends and also give him skills in teaching methods, strategies and assessment.
Other			
Total		\$30,00.00	

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

The request for updated equipment will assist student success with the course and program learning outcomes. While most students are reaching the proficiency levels for most of the course learning outcomes, they are not always able to practice the skills that they need. For example, round table legs can no longer be part of their learning as the wood lathe does not securely lock any more. Other tools are outdated and more modern ones will be used on job sites. Students need to practice on the models that are currently being used in Micronesia.

Professional development will help the new instructor gain knowledge in the teaching field and also keep him abreast of any changes in the construction field.