



“We Strive to Guarantee Quality and Excellence”

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

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

Three Year Program Review

Degree / Certificate Program

Education (ED) Program

Period of Three Year Review

Fall 2018 – Summer 2021

Program Review Completed By:

Name	Title	Signature	Date
R. Derbei Meyar	ED Program Chairperson		6/29/2022

Program Review Certified By:

Name	Title	Signature	Date
Deikola Olikong	Dean, Academic Affairs		7/7/2022

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

Name	Title	Signature	Date
Ligaya Sara	Institutional Researcher		7/7/2022

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 in pdf only)

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

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

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

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

The Education (ED) Program is designed to provide students with the knowledge, skills, and proper work habits/attitudes necessary for classroom teaching. The program prepares students as classroom teachers to pursue higher degrees in education or related fields.

The ED Program is intended to present students with a general overview of basic learning outcomes. The program will introduce students to the following areas:

Lesson Planning
Laws and Policies
Assessments
Effective Teaching Techniques
Classroom Management

The ED courses are designed and aligned with the different tracks of the program: Early Childhood Education, Elementary Education, Secondary Education and Special Education. This enables students to utilize the acquired knowledge and skills in finding employment after graduation or pursue higher education in the field.

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

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 Education program continues to support 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. As stated in the previous program review, “The ED program helps meet the **academic** needs of students by providing skills necessary and of practical use in the field. Additionally, qualified faculty oversee ED courses geared specifically for program majors ensuring that students receive the necessary skills and experiences to enable them to find employment after or pursue higher education in the field. The ED program helps meet the **cultural** needs of students in the field by exposing them to the fundamentals of education in relation to the culture. Students are given the opportunity to learn the history of education as well as different theories, methodologies, and strategies used by professionals in the field. As a result, students learn to appreciate the evolution and culture of education as well as have the opportunity to apply what they learn in activities and projects assigned during their course as ED majors. The ED program helps meet the **social** by giving them the opportunity to work with students, parents and other professionals on course and field related projects. Throughout their study as ED majors, students work with others to plan, design, develop, or assist in various field related projects such as classroom observations, student teaching/internships, and tutoring. Many are already actively teaching in local school settings.

Such exposure not only helps improve students' social and communication skills but also helps them become more confident in their own skills as well as build connections with the individuals and organizations that may benefit them when they begin to seek employment. The ED program helps meet the **economic** needs of students by providing them the opportunity to learn necessary skills and obtain experiences needed to find gainful employment after graduation or pursue higher education in the field or related to it. The ED program **promotes learning opportunities for students and communities and developing personal excellence** by hiring qualified faculty to teach courses and oversee the entire ED program. Additionally, as part of ED courses specifically for ED majors, students are given the opportunity to work with associated personnel in the community. Such activities promote learning opportunities for students and communities as well as develop personal excellence.”

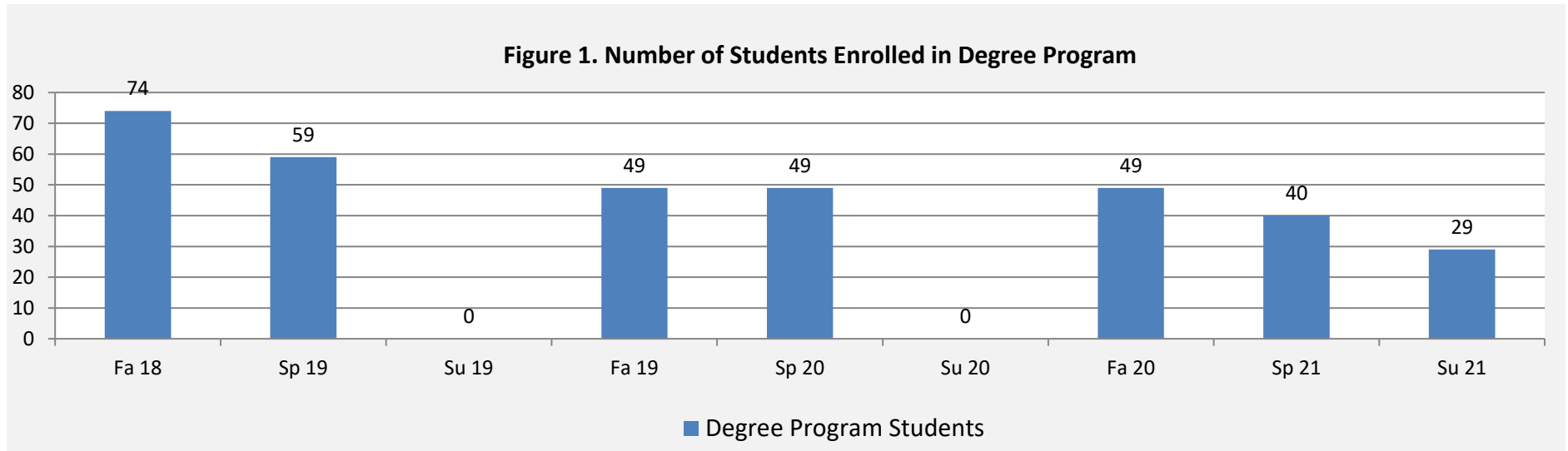
3. Provide a brief history of this academic degree program below. Include the updates of major changes and accomplishments since the last review.

The Education Program was proposed in May 1998 and approved to begin implementation in fall 1998. The program was to have 4 tracks: Early Childhood Education, Special Education, Elementary Education and Secondary Education. The ED program has continued to enroll and graduate ED students to meet the needs of the local workforce.

Since the last review, one major change done was on prerequisites of specific course—eliminating other requirements that may prolong the anticipated graduation date of students. Another major change to the program was influenced by the global pandemic in fall 2020 and spring 2021. For this school year, the ED program courses were offered first as correspondence then changed to hybrid courses. This was an opportunity for the program to explore other methodologies besides traditional face-to-face classroom instruction to support continuous instruction.

II. Program Data

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



Provide summary of Figure 1 including its trends analysis.

Beginning fall 2018, the Ministry of Education strong effort to ensure all teachers have at least an associate degree increased the program enrollment from 41 in summer 2018 to 74 in fall 2018. After this the program has maintained on average of 49 students every semester for this review cycle.

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

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

FA 2018					FA 2019					FA 2020				
<u>Course</u>	Passed	Failed	Withdraw	Enrolled	<u>Course</u>	Passed	Failed	Withdraw	Enrolled	<u>Course</u>	Passed	Failed	Withdraw	Enrolled
ED110	22	0	0	22	ED215	7	0	3	10	ED110	9	6	2	17
ED202	8	0	1	9	ED245	6	0	1	7	ED215	9	4	1	14
ED203	13	0	0	13	ED291	2	0	0	2	ED245	7	6	1	14
ED204	8	0	0	8	ED292	4	0	0	4	ED290	1	0	0	1
ED215	8	0	2	10	ED293	1	0	0	1	ED292	3	0	0	3
ED219	2	0	0	2										
ED245	7	0	0	7										
ED291	1	0	0	1										
ED292	2	0	0	2										

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

SP 2019					SP 2020					SP 2021				
<u>Course</u>	Passed	Failed	Withdraw	Enrolled	<u>Course</u>	Passed	Failed	Withdraw	Enrolled	<u>Course</u>	Passed	Failed	Withdraw	Enrolled
ED110	3	0	0	3	ED200	12	0	0	12	ED110	3	3	0	6
ED200	9	0	0	9	ED205	9	1	2	12	ED200	3	0	1	4
ED205	6	0	0	6	ED253	20	0	0	20	ED205	5	3	0	8
ED253	13	0	0	13	ED280	1	0	0	1	ED253	4	3	0	7
ED280	17	0	4	21	ED290	1	0	0	1	ED280	2	3	0	5
ED290	2	0	0	2	ED292	3	0	0	3	ED290	3	0	0	3
ED292	5	0	0	5						ED292	7	0	0	7

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

SU 2019					SU 2020					SU 2021				
<u>Course</u>	Passed	Failed	Withdraw	Enrolled	<u>Course</u>	Passed	Failed	Withdraw	Enrolled	<u>Course</u>	Passed	Failed	Withdraw	Enrolled
										ED110	15	0	1	16
										ED205	2	0	0	2
										ED253	10	0	0	10
										ED290	1	0	0	1

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

Majority of ED program students are passing and the failure and withdrawal rate is very low with the exception of fall 2020 and spring 2021. With the global pandemic, in fall 2020 all program courses were delivered through correspondence and continued into spring 2021 as hybrid courses. With this sudden change in the teaching methodologies which students were not accustomed to, failure and withdrawal rates for these specific semesters increased.

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)

FA 2018					FA 2019					FA 2020				
<u>Course</u>	Passed	Failed	Withdraw	Enrolled	<u>Course</u>	Passed	Failed	Withdraw	Enrolled	<u>Course</u>	Passed	Failed	Withdraw	Enrolled
ED110	22	0	0	22	ED215	7	0	3	10	ED110	10	7	2	19
ED202	8	0	1	9	ED245	6	0	1	7	ED215	10	4	1	15
ED203	13	0	0	13	ED291	2	0	0	2	ED245	8	6	1	15
ED204	8	0	0	8	ED292	4	0	0	4	ED290	2	0	0	2
ED215	8	0	2	10	ED293	1	0	0	1	ED292	4	0	0	4
ED219	2	0	0	2										
ED245	7	0	0	7										
ED291	1	0	0	1										
ED292	2	0	0	2										

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

SP 2019					SP 2020					SP 2021				
<u>Course</u>	Passed	Failed	Withdraw	Enrolled	<u>Course</u>	Passed	Failed	Withdraw	Enrolled	<u>Course</u>	Passed	Failed	Withdraw	Enrolled
ED110	3	0	0	3	ED200	14	0	0	14	ED110	4	5	0	9
ED200	9	0	0	9	ED205	9	1	2	12	ED200	3	0	1	4
ED205	6	0	0	6	ED253	22	0	0	22	ED205	5	3	0	8
ED253	13	0	0	13	ED280	1	0	0	1	ED253	4	3	0	7
ED280	17	0	4	21	ED290	1	0	0	1	ED280	2	3	0	5
ED290	2	0	0	2	ED292	5	0	0	5	ED290	3	0	0	3
ED292	5	0	0	5						ED292	7	0	0	7

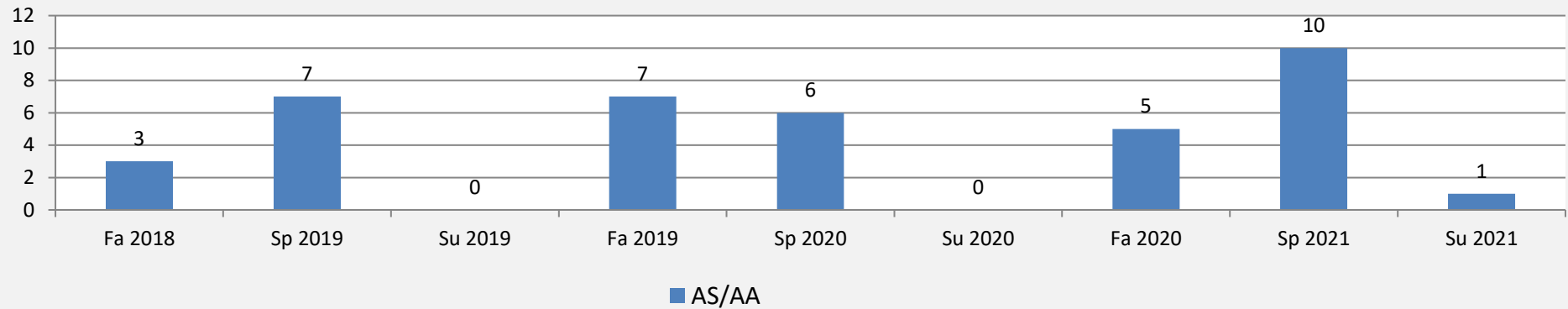
Table 2c. Course Completion of Program Courses (Summer)

SU 2019					SU 2020					SU 2021				
<u>Course</u>	Passed	Failed	Withdraw	Enrolled	<u>Course</u>	Passed	Failed	Withdraw	Enrolled	<u>Course</u>	Passed	Failed	Withdraw	Enrolled
										ED110	16	0	1	17
										ED205	3	0	0	3
										ED253	10	0	0	10
										ED290	1	0	0	1

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

Majority of students are passing and the failure and withdrawal rate for all students is very low with the exception of fall 2020 and spring 2021. With the global pandemic, in fall 2020 all program courses were delivered through correspondence and continued into spring 2021 as hybrid courses. With this sudden change in the teaching methodologies which students were not accustomed to, failure and withdrawal rates for these specific semesters increased.

Figure 2. Number of Graduates



Provide summary of Figure 2 including its trends analysis.

Comparing the graduation rate for this program review to the previous one for Fall 2015-Summer 2018, there is no significant changes for this review. The number of graduates decreased from 40 in the last program review cycle, Fall 2015-Summer 2018, to 39 for this program review cycle, Fall 2018-Summer 2021.

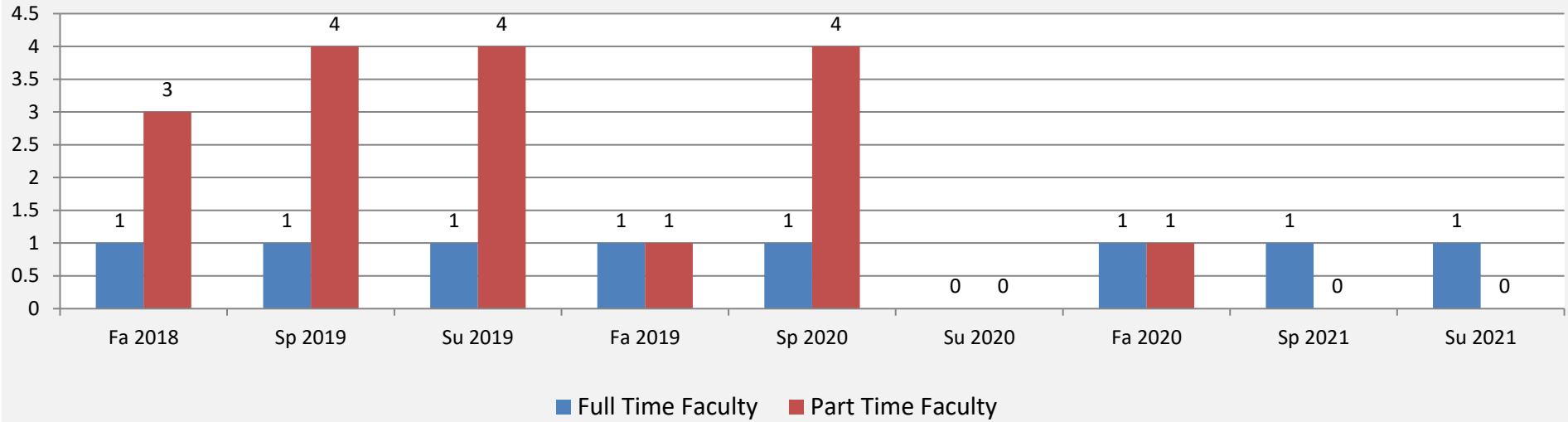
**FA2015-SU2018
(Previous Review)**

Semester	AS
FA2015	1
SP2016	2
SU2016	10
FA2016	12
SP2017	9
SU2017	1
FA2017	4
SP2018	1
SU2018	0

**FA2018-SU2021
(This Review)**

Semester	AS
FA2018	3
SP2019	7
SU2019	0
FA2019	7
SP2020	6
SU2020	0
FA2020	5
SP2021	10
SU2021	1

Figure 3. Faculty Head Count



Provide summary of Figure 3 including its trends analysis.

The Education Department continues to maintain one full time faculty. Part-time and adjunct faculty are hired when the need arises.

III. Student Learning and Curriculum

School Year	How many program courses are there? (refer to catalog or recent approval by CPC)	% of courses with Identified CLOs	List all revised program courses outlines or proposed new courses that received CPC approval within this review cycle	% of PLOs aligned with ILOs
SY2018-2019	16	100%	None	100%
SY2019-2020	16	100%	ED 203 ED 204 ED 205 ED 206 ED 215 ED 219 ED 245 ED 253	100%
SY2020-2021	16	100%	None	100%

Provide Summary of Student Learning and Curriculum in the box below. Summary should include reasons for course revisions and course proposals. If any course and/or the degree or the certificate program went through the validity process, include the information here.

Major changes were done in year two of this cycle. The specific changes were on the prerequisites of each said course to only be ED 110. These changes would allow students to complete the program on a timely manner depending on their specific track.

IV. Course Assessment Data

Semester Assessed	Course Assessed	CLO-PLO-ILO Mapping	Results of Assessments (Do not combine CLO results; report individual CLO results ONLY.)
Summer 2016	ED290	CLO 1–PLO 1-ILOs 1,2,4,5	CLO 1: 100% of students assessed performed at the proficiency level.
		CLO 2–PLO 2-ILOs 1,2,4,5	CLO 2: 100% of students assessed performed at the proficiency level.
		CLO 3–PLO 3-ILOs 1 to 6	CLO 3: 100% of students assessed performed at the proficiency level.
		CLO 4–PLO 4-ILOs 1 to 6	CLO 4: 100% of students assessed performed at the proficiency level.
		CLO 5–PLO 5-ILOs 1,2,4,5	CLO 5: 100% of students assessed performed at the proficiency level.

Year 1: School Year Fall 2018-Summer 2019

Semesters Assessed	Course Assessed	CLO-PLO-ILO Mapping	Results of Assessments
Fall 2018	ED 202	CLO 1 -PLO 2 to 5 -ILO 1 to 6 CLO 2 -PLO 2 to 5 -ILO 1 to 6	CLO 1: 100% of students assessed performed at the proficiency level. CLO 2: 100% of students assessed performed at the proficiency level.
	ED 204	CLO 1 -PLO 2 -ILO 1 to 6 CLO 2 -PLO 4 -ILO 1 to 4, 6 CLO 3 -PLO 2 to 3 -ILO 1 to 6	CLO 1: 100% of students assessed performed at the proficiency level. CLO 2: 100% of students assessed performed at the proficiency level. CLO 3: 100% of students assessed performed at the proficiency level.
	ED 215	CLO 1 -PLO 1 -ILO 1 to 2, 4 to 5 CLO 2 -PLO 1 to 5 -ILO 1 to 6	CLO 1: 100% of students assessed performed at the proficiency level. CLO 2: 100% of students assessed performed at the proficiency level.
	ED 245	CLO 1 -PLO 2, 4 -ILO 1 to 6	CLO 1: 100% of students assessed performed at the proficiency level.
	ED 291	CLO 1 -PLO 1 -ILO 1 to 6 CLO 2 -PLO 2 -ILO 1 to 6 CLO 3 -PLO 3 -ILO 1 to 6 CLO 4 -PLO 4 -ILO 1 to 6 CLO 5 -PLO 5 -ILO 1 to 6	CLO 1: 100% of students assessed performed at the proficiency level. CLO 2: 100% of students assessed performed at the proficiency level. CLO 3: 100% of students assessed performed at the proficiency level. CLO 4: 100% of students assessed performed at the proficiency level. CLO 5: 100% of students assessed performed at the proficiency level.
Spring 2019	ED 110	CLO 1 -PLO 1 -ILO 1 to 2, 4 to 5 CLO 2 -PLO 2 to 4 -ILO 1 to 6 CLO 3 -PLO 4 to 5 -ILO 1 to 6	CLO 1: 100% of students assessed performed at the proficiency level. CLO 2: 100% of students assessed performed at the proficiency level. CLO 3: 100% of students assessed performed at the proficiency level.
	ED 200	CLO 1 -PLO 2 -ILO 1 to 6 CLO 2 -PLO 2 -ILO 1 to 6 CLO 3 -PLO 4 -ILO 1 to 4, 6	CLO 1: 78% of students assessed performed at the proficiency level. CLO 2: 78% of students assessed performed at the proficiency level. CLO 3: 100% of students assessed performed at the proficiency level.
	ED 205	CLO 1 -PLO 1 -ILO 1 to 2, 4 to 5 CLO 2 -PLO 1 -ILO 1 to 2, 4 to 5 CLO 3 -PLO 5 -ILO 1 to 2, 4 to 5 CLO 4 -PLO 4 -ILO 1 to 4, 6 CLO 5 -PLO 2 to 3 -ILO 1 to 6	CLO 1: 100% of students assessed performed at the proficiency level. CLO 2: 100% of students assessed performed at the proficiency level. CLO 3: 100% of students assessed performed at the proficiency level. CLO 4: 100% of students assessed performed at the proficiency level. CLO 5: 100% of students assessed performed at the proficiency level.

	ED 280	CLO 1 -PLO 1 -ILO 1 to 2, 4 to 5 CLO 2 -PLO 1, 4 to 5 -ILO 1 to 6	CLO 1: 100% of students assessed performed at the proficiency level. CLO 2: 100% of students assessed performed at the proficiency level.
	ED 290	CLO 1 -PLO 1 -ILO 1 to 6 CLO 2 -PLO 2 -ILO 1 to 6 CLO 3 -PLO 3 -ILO 1 to 6 CLO 4 -PLO 4 -ILO 1 to 6 CLO 5 -PLO 5 -ILO 1 to 6	CLO 1: 100% of students assessed performed at the proficiency level. CLO 2: 100% of students assessed performed at the proficiency level. CLO 3: 100% of students assessed performed at the proficiency level. CLO 4: 100% of students assessed performed at the proficiency level. CLO 5: 100% of students assessed performed at the proficiency level.
	ED 292	CLO 1 -PLO 1 -ILO 1 to 6 CLO 2 -PLO 2 -ILO 1 to 6 CLO 3 -PLO 3 -ILO 1 to 6 CLO 4 -PLO 4 -ILO 1 to 6 CLO 5 -PLO 5 -ILO 1 to 6	CLO 1: 100% of students assessed performed at the proficiency level. CLO 2: 100% of students assessed performed at the proficiency level. CLO 3: 100% of students assessed performed at the proficiency level. CLO 4: 100% of students assessed performed at the proficiency level. CLO 5: 100% of students assessed performed at the proficiency level.

Year 2: School Year Fall 2019 – Summer 2020

Semester Assessed	Course Assessed	CLO-PLO-ILO Mapping	Results of Assessments
Fall 2019	ED 215	CLO 1 -PLO 1 -ILO 1, 2, 4, 5 CLO 2 -PLO 1 to 5 -ILO 1 to 6	CLO 1: 100% of students assessed performed at the proficiency level. CLO 2: 100% of students assessed performed at the proficiency level.
	ED 245	CLO 1 -PLO 2, 4 -ILO 1 to 6	CLO 1: 100% of students assessed performed at the proficiency level.
Spring 2020	ED 200	CLO 1 -PLO 2 -ILO 1 to 6 CLO 2 -PLO 2 -ILO 1 to 6 CLO 3 -PLO 4 -ILO 1 to 4, 6	CLO 1: 100% of students assessed performed at the proficiency level. CLO 2: 93% of students assessed performed at the proficiency level. CLO 3: 86% of students assessed performed at the proficiency level.
	ED 290	CLO 1 -PLO 1 -ILO 1 to 6 CLO 2 -PLO 2 -ILO 1 to 6 CLO 3 -PLO 3 -ILO 1 to 6 CLO 4 -PLO 4 -ILO 1 to 6 CLO 5 -PLO 5 -ILO 1 to 6	CLO 1: 100% of students assessed performed at the proficiency level. CLO 2: 100% of students assessed performed at the proficiency level. CLO 3: 100% of students assessed performed at the proficiency level. CLO 4: 100% of students assessed performed at the proficiency level. CLO 5: 100% of students assessed performed at the proficiency level.

	ED 292	CLO 1 -PLO 1 -ILO 1 to 6 CLO 2 -PLO 2 -ILO 1 to 6 CLO 3 -PLO 3 -ILO 1 to 6 CLO 4 -PLO 4 -ILO 1 to 6 CLO 5 -PLO 5 -ILO 1 to 6	CLO 1: 100% of students assessed performed at the proficiency level. CLO 2: 100% of students assessed performed at the proficiency level. CLO 3: 100% of students assessed performed at the proficiency level. CLO 4: 100% of students assessed performed at the proficiency level. CLO 5: 100% of students assessed performed at the proficiency level.
	ED 293	CLO 1 -PLO 1 -ILO 1 to 6 CLO 2 -PLO 2 -ILO 1 to 6 CLO 3 -PLO 3 -ILO 1 to 6 CLO 4 -PLO 4 -ILO 1 to 6 CLO 5 -PLO 5 -ILO 1 to 6	CLO 1: 100% of students assessed performed at the proficiency level. CLO 2: 100% of students assessed performed at the proficiency level. CLO 3: 100% of students assessed performed at the proficiency level. CLO 4: 100% of students assessed performed at the proficiency level. CLO 5: 100% of students assessed performed at the proficiency level.
	ED 205	CLO 1 -PLO 1 -ILO 1, 2, 4, 5 CLO 2 -PLO 1 -ILO 1, 2, 4, 5 CLO 3 -PLO 5 -ILO 1, 2, 4, 5 CLO 4 -PLO 4 -ILO 1 to 4, 6 CLO 5 -PLO 2 to 3 -ILO 1 to 6	CLO 1: 100% of students assessed performed at the proficiency level. CLO 2: 100% of students assessed performed at the proficiency level. CLO 3: 100% of students assessed performed at the proficiency level. CLO 4: 100% of students assessed performed at the proficiency level. CLO 5: 100% of students assessed performed at the proficiency level.
	ED 280	CLO 1 -PLO 1 -ILO 1, 2, 4, 5 CLO 2 -PLO 1, 4, 5 -ILO 1 to 6	CLO 1: 100% of students assessed performed at the proficiency level. CLO 2: Not assessed. Student did not submit signature assignment.
	ED 253	CLO 1 -PLO 2 to 4 -ILO 1 to 6	CLO 1: Missing Assessment

Year 3: School Year Fall 2020 – Summer 2021

Semester Assessed	Course Assessed	CLO-PLO-ILO Mapping	Results of Assessments
Fall 2020	ED 110	CLO 1 -PLO 1 -ILO 1 to 2, 4 to 5 CLO 2 -PLO 2 to 4 -ILO 1 to 6 CLO 3 -PLO 4 to 5 -ILO 1 to 6	CLO 1: 100% of students assessed performed at the proficiency level. CLO 2: 100% of students assessed performed at the proficiency level. CLO 3: 72.73% of students assessed performed at the proficiency level.
	ED 215	CLO 1 -PLO 1 -ILO 1 to 2, 4 to 5 CLO 2 -PLO 1 to 5 -ILO 1 to 6	CLO 1: 100% of students assessed performed at the proficiency level. CLO 2: 100% of students assessed performed at the proficiency level.
	ED 245	CLO 1 -PLO 2, 4 -ILO 1 to 6	CLO 1: 77.78% of students assessed performed at the proficiency level.

	ED 290	CLO 1 -PLO 1 -ILO 1 to 6 CLO 2 -PLO 2 -ILO 1 to 6 CLO 3 -PLO 3 -ILO 1 to 6 CLO 4 -PLO 4 -ILO 1 to 6 CLO 5 -PLO 5 -ILO 1 to 6	CLO 1: 50% of students assessed performed at the proficiency level. CLO 2: 50% of students assessed performed at the proficiency level. CLO 3: 50% of students assessed performed at the proficiency level. CLO 4: 50% of students assessed performed at the proficiency level. CLO 5: 100% of students assessed performed at the proficiency level.
	ED 292	CLO 1 -PLO 1 -ILO 1 to 6 CLO 2 -PLO 2 -ILO 1 to 6 CLO 3 -PLO 3 -ILO 1 to 6 CLO 4 -PLO 4 -ILO 1 to 6 CLO 5 -PLO 5 -ILO 1 to 6	CLO 1: 100% of students assessed performed at the proficiency level. CLO 2: 100% of students assessed performed at the proficiency level. CLO 3: 100% of students assessed performed at the proficiency level. CLO 4: 100% of students assessed performed at the proficiency level. CLO 5: 100% of students assessed performed at the proficiency level.
Spring 2021	ED 110	CLO 1 -PLO 1 -ILO 1 to 2, 4 to 5 CLO 2 -PLO 2 to 4 -ILO 1 to 6 CLO 3 -PLO 4 to 5 -ILO 1 to 6	CLO 1: 80% of students performed at the proficiency level. CLO 2: 100% of students performed at the proficiency level. CLO 3: 100% of students performed at the proficiency level.
	ED 200	CLO 1 -PLO 2 -ILO 1 to 6 CLO 2 -PLO 2 -ILO 1 to 6 CLO 3 -PLO 4 -ILO 1 to 4, 6	CLO 1: 100% of students performed at the proficiency level. CLO 2: 100% of students performed at the proficiency level. CLO 3: 100% of students performed at the proficiency level.
	ED 205	CLO 1 -PLO 1 -ILO 1, 2, 4, 5 CLO 2 -PLO 1 -ILO 1, 2, 4, 5 CLO 3 -PLO 5 -ILO 1, 2, 4, 5 CLO 4 -PLO 4 -ILO 1 to 4, 6 CLO 5 -PLO 2 to 3 -ILO 1 to 6	CLO 1: 100% of students assessed performed at the proficiency level. CLO 2: 100% of students assessed performed at the proficiency level. CLO 3: 100% of students assessed performed at the proficiency level. CLO 4: 100% of students assessed performed at the proficiency level. CLO 5: 100% of students assessed performed at the proficiency level.
	ED 253	CLO 1 -PLO 2 to 4 -ILO 1 to 6	CLO 1: 50% of students assessed performed at the proficiency level.
	ED 280	CLO 1 -PLO 1 -ILO 1 to 2, 4 to 5 CLO 2 -PLO 1, 4 to 5 -ILO 1 to 6	CLO 1: 50% of students assessed performed at the proficiency level. CLO 2: 100% of students assessed performed at the proficiency level.
	ED 290	CLO 1 -PLO 1 -ILO 1 to 6 CLO 2 -PLO 2 -ILO 1 to 6 CLO 3 -PLO 3 -ILO 1 to 6 CLO 4 -PLO 4 -ILO 1 to 6	CLO 1: 100% of students assessed performed at the proficiency level. CLO 2: 100% of students assessed performed at the proficiency level.

		CLO 5 -PLO 5 -ILO 1 to 6	CLO 3: 100% of students assessed performed at the proficiency level. CLO 4: 100% of students assessed performed at the proficiency level. CLO 5: 100% of students assessed performed at the proficiency level.
	ED 292	CLO 1 -PLO 1 -ILO 1 to 6 CLO 2 -PLO 2 -ILO 1 to 6 CLO 3 -PLO 3 -ILO 1 to 6 CLO 4 -PLO 4 -ILO 1 to 6 CLO 5 -PLO 5 -ILO 1 to 6	CLO 1: 100% of students assessed performed at the proficiency level. CLO 2: 100% of students assessed performed at the proficiency level. CLO 3: 100% of students assessed performed at the proficiency level. CLO 4: 100% of students assessed performed at the proficiency level. CLO 5: 100% of students assessed performed at the proficiency level.

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

The ED Program course assessments show that 100% of students assessed consistently perform at the proficiency level with the exception of ED 280 in spring 2020 and ED 290 in fall 2020. In spring 2020, ED 280 assessment was completed but CLO 2 was not assessed because a signature assignment was not submitted and ED 253 assessment was not submitted. In fall 2020, there were only 2 students enrolled and because a particular student neglected to complete her tasks, the proficiency level only reached 50%.

V. Program Learning Outcomes (PLOs) Assessment

Year Assessed	PLO Assessed	Proficiency Levels	Results of Assessments (Do not combine PLO results; report individual PLO result.)
S.Y. 2014-15	PLO 1	ED110 CLO 4 - 75% ED200 CLO 2 - 84% ED203 CLO 3 - 88% ED204 CLO 1 - 92% ED290 CLO 1 -100%	89% of students assessed performed at the proficiency level. The expected outcome of 70% was met. ED program will continue to offer program courses as they are, continue to assess the program courses, and will make any changes when need arise. Changes and implementation will continue to be based on course assessment results and data.
	ED PLO 2		
	ED PLO 3		
	ED PLO 4		
	ED PLO 5		

Program Learning Outcomes Assessment Results

Year Assessed	PLO Assessed	Proficiency Levels	Results of Assessments
S.Y. 2018-2019	PLO 1	ED 110 CLO 1 – 100% ED 205 CLO 1 – 100% ED 205 CLO 2 – 100% ED 215 CLO 1 – 100% ED 215 CLO 2 – 100% ED 280 CLO 1 – 100% ED 280 CLO 2 – 100 % ED 290 CLO 1 – 100% ED 291 CLO 1 – 100% ED 292 CLO 1 – 100%	100% of students assessed performed at the proficiency level. The expected outcome of 70% was met. ED program will continue to offer program courses as they are, continue to assess the program courses, and will make any changes when need arise. Changes and implementation will continue to be based on course assessment results and data.
	PLO 2	ED 110 CLO 2 – 100% ED 200 CLO 1 – 78% ED 200 CLO 2 – 78% ED 202 CLO 1 – 100% ED 202 CLO 2 – 100% ED 204 CLO 1 – 100% ED 204 CLO 3 – 100% ED 205 CLO 5 – 100% ED 245 CLO 1 – 100% ED 290 CLO 2 – 100% ED 291 CLO 2 – 100% ED 292 CLO 2 – 100%	96% of students assessed performed at the proficiency level. The expected outcome of 70% was met. ED program will continue to offer program courses as they are, continue to assess the program courses, and will make any changes when need arise. Changes and implementation will continue to be based on course assessment results and data.
	PLO 3	ED 110 CLO 2 – 100% ED 202 CLO 1 – 100% ED 202 CLO 2 – 100% ED 204 CLO 3 – 100% ED 205 CLO 5 – 100% ED 215 CLO 2 – 100% ED 290 CLO 3 – 100% ED 291 CLO 3 – 100% ED 292 CLO 3 – 100%	100% of students assessed performed at the proficiency level. The expected outcome of 70% was met. ED program will continue to offer program courses as they are, continue to assess the program courses, and will make any changes when need arise. Changes and implementation will continue to be based on course assessment results and data.

	PLO 4	ED 110 CLO 2 – 100% ED 110 CLO 3 – 100% ED 200 CLO 3 – 100% ED 202 CLO 1 – 100% ED 202 CLO 2 – 100% ED 204 CLO 2 – 100% ED 205 CLO 4 – 100% ED 215 CLO 2 – 100% ED 245 CLO 1 – 100% ED 280 CLO 2 – 100% ED 290 CLO 4 – 100% ED 291 CLO 4 – 100% ED 292 CLO 5 – 100%	100% of students assessed performed at the proficiency level. The expected outcome of 70% was met. ED program will continue to offer program courses as they are, continue to assess the program courses, and will make any changes when need arise. Changes and implementation will continue to be based on course assessment results and data.
	PLO 5	ED 110 CLO 3 – 100% ED 202 CLO 1 – 100% ED 202 CLO 2 – 100% ED 205 CLO 3 – 100% ED 215 CLO 2 – 100% ED 280 CLO 2 – 100% ED 290 CLO 5 – 100% ED 291 CLO 5 – 100% ED 292 CLO 5 – 100%	100% of students assessed performed at the proficiency level. The expected outcome of 70% was met. ED program will continue to offer program courses as they are, continue to assess the program courses, and will make any changes when need arise. Changes and implementation will continue to be based on course assessment results and data.
S.Y. 2019-2020	PLO 1	ED 205 CLO 1 – 100% ED 205 CLO 2 – 100% ED 215 CLO 1 – 100% ED 215 CLO 2 – 100% ED 280 CLO 1 – 100% ED 280 CLO 2 – N/A ED 291 CLO 1 – 100% ED 292 CLO 1 – 100% ED 293 CLO 1 – 100%	100% of students assessed performed at the proficiency level. The expected outcome of 70% was met. ED program will continue to offer program courses as they are, continue to assess the program courses, and will make any changes when need arise. Changes and implementation will continue to be based on course assessment results and data.
	PLO 2	ED 205 CLO 5 – 100% ED 215 CLO 2 – 100% ED 245 CLO 1 – 100% ED 291 CLO 2 – 100% ED 292 CLO 2 – 100% ED 293 CLO 2 – 100%	100% of students assessed performed at the proficiency level. The expected outcome of 70% was met. ED program will continue to offer program courses as they are, continue to assess the program courses, and will make any changes when need arise. Changes and implementation will continue to be based on course assessment results and data.
	PLO 3	ED 205 CLO 5 – 100% ED 215 CLO 2 – 100% ED 291 CLO 3 – 100% ED 292 CLO 3 – 100% ED 293 CLO 3 – 100%	100% of students assessed performed at the proficiency level. The expected outcome of 70% was met. ED program will continue to offer program courses as they are, continue to assess the program courses, and will make any changes when need arise. Changes and implementation will continue to be based on course assessment results and data.
	PLO 4	ED 205 CLO 4 – 100% ED 215 CLO 2 – 100% ED 245 CLO 1 – 100% ED 280 CLO 2 – N/A ED 291 CLO 4 – 100% ED 292 CLO 4 – 100% ED 293 CLO 4 – 100%	100% of students assessed performed at the proficiency level. The expected outcome of 70% was met. ED program will continue to offer program courses as they are, continue to assess the program courses, and will make any changes when need arise. Changes and implementation will continue to be based on course assessment results and data.

	PLO 5	ED 205 CLO 3 – 100% ED 215 CLO 2 – 100% ED 280 CLO 2 – N/A ED 291 CLO 5 – 100% ED 292 CLO 5 – 100% ED 293 CLO 5 – 100%	100% of students assessed performed at the proficiency level. The expected outcome of 70% was met. ED program will continue to offer program courses as they are, continue to assess the program courses, and will make any changes when need arise. Changes and implementation will continue to be based on course assessment results and data.
S.Y. 2020-2021	PLO 1	ED 110 CLO 1 – 100% ED 110 CLO 1 – 80% ED 205 CLO 1 – 100% ED 205 CLO 2 – 100% ED 215 CLO 1 – 100% ED 215 CLO 2 – 100% ED 280 CLO 1 – 50% ED 280 CLO 2 – 100% ED 290 CLO 1 – 100% ED 290 CLO 1 – 50% ED 292 CLO 1 – 100% ED 292 CLO 1 – 100%	90% of students assessed performed at the proficiency level. The expected outcome of 70% was met. ED program will continue to offer program courses as they are, continue to assess the program courses, and will make any changes when need arise. Changes and implementation will continue to be based on course assessment results and data.
	PLO 2	ED 110 CLO 2 – 100% ED 110 CLO 2 – 100% ED 200 CLO 1 – 100% ED 200 CLO 2 – 100% ED 205 CLO 5 – 100% ED 215 CLO 2 – 100% ED 245 CLO 1 – 77.78% ED 253 CLO 1 – 50% ED 290 CLO 2 – 100% ED 290 CLO 2 – 50% ED 292 CLO 2 – 100% ED 292 CLO 2 – 100%	89.82% of students assessed performed at the proficiency level. The expected outcome of 70% was met. ED program will continue to offer program courses as they are, continue to assess the program courses, and will make any changes when need arise. Changes and implementation will continue to be based on course assessment results and data.
	PLO 3	ED 110 CLO 2 – 100% ED 110 CLO 2 – 100% ED 205 CLO 5 – 100% ED 215 CLO 2 – 100% ED 253 CLO 1 – 50% ED 290 CLO 3 – 100% ED 290 CLO 3 – 50% ED 292 CLO 3 – 100% ED 292 CLO 3 – 100%	88.88% of students assessed performed at the proficiency level. The expected outcome of 70% was met. ED program will continue to offer program courses as they are, continue to assess the program courses, and will make any changes when need arise. Changes and implementation will continue to be based on course assessment results and data.
	PLO 4	ED 110 CLO 2 – 100% ED 110 CLO 2 – 100% ED 110 CLO 3 – 100% ED 110 CLO 3 – 100% ED 200 CLO 3 – 100% ED 205 CLO 4 – 100% ED 215 CLO 2 – 100% ED 245 CLO 1 – 77.78% ED 253 CLO 1 – 50% ED 280 CLO 2 – 100% ED 290 CLO 4 – 100% ED 290 CLO 4 – 50%	91.27% of students assessed performed at the proficiency level. The expected outcome of 70% was met. ED program will continue to offer program courses as they are, continue to assess the program courses, and will make any changes when need arise. Changes and implementation will continue to be based on course assessment results and data.

		ED 292 CLO 4 – 100% ED 292 CLO 4 – 100%	
	PLO 5	ED 110 CLO 3 – 100% ED 110 CLO 3 – 100% ED 205 CLO 3 – 100% ED 215 CLO 2 – 100% ED 280 CLO 2 – 100% ED 290 CLO 5 – 100% ED 290 CLO 5 – 100% ED 292 CLO 5 – 100% ED 292 CLO 5 – 100%	100% of students assessed performed at the proficiency level. The expected outcome of 70% was met. ED program will continue to offer program courses as they are, continue to assess the program courses, and will make any changes when need arise. Changes and implementation will continue to be based on course assessment results and data.

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.

PLO assessment for the previous cycle, fall 2015 to summer 2018 was at 96.01% while this cycle, fall 2018 to summer 2021, is at 97%, an increase of approximately 1%. There was unavailable data for ED280 PLO 1 and PLO 4 S.Y. 2019-2020 as it was not turned in; therefore, they were not included in this calculation. Some factors must also be considered. For instance, S.Y. 2020-2021 ED 253 PLO 2 & 3, ED 280 PLO 1, ED 290 PLO 1, 2 & 3 all assessed at 50% only for this school year. Most of these issues have been addressed with the action plans; however, most of them if not all do not fit a pattern. This may be a result of low enrollment and/or some students fail to grasp the concepts or simply following the expectations of the class. Overall, all PLO assessments are satisfactory as they meet the expected student performances.

VI. Evaluation of Previous Program Review Action Plan(s)

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

Cycle: 5 th		Years: Fall 2015 – Summer 2018
Action Plan Activity/Objectives	Status Complete/Ongoing/Incomplete	Updates of Action Plan/s (Report action plan individually.)
Course outlines, mapping, CLOs, and other relative documentations have been updated over the course of this academic cycle.	Ongoing	ED program documents has been and will continue to be updated as needed.
Updates will be added or modified as needed	Ongoing	Already integrated into first action plan.
Hire an additional qualified fulltime ED faculty	Incomplete	The ED program continues to have only one full time instructor; therefore, the recruitment and hiring of an additional full-time instructor needs to be initiated by the College.
Vehicle for Education Department use	Incomplete	The ED program needs a PCC vehicle to meet the requirements and expectations of the Student Teaching site visits. The need to purchase a vehicle needs to be initiated by the College.
Phone extension or dedicated line	Incomplete	No longer needed at this time.
Professional development	Ongoing	ED program faculty continues to participate in all relevant professional development activities.
Recruitment activities	Ongoing	ED program continues to participate in any recruitment activities.

Provide Summary of the Evaluation of Previous Program Review Action Plans and analysis results 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.

All action plans mentioned are either ongoing or incomplete. The ongoing action plans are embedded into faculty responsibilities as well as expectations of the College. Therefore, they are necessary for the improvement of student learning and achievement. Incomplete action plans are either no longer needed at this time or process has to be initiated by the College for the plans to be completed.

VII. 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
Continue to update course outlines, ED program mapping, and other related program documentations.	Ensures the ED program courses and other related documents are relevant and up to date.	None	Ongoing
Continue to assess ED courses.	Ensures the ED program is aware of and takes necessary actions to help students meet proficiency levels of courses.	None	Ongoing
Hire an additional qualified fulltime ED faculty	Currently the program has only one full-time faculty; therefore, hiring an additional full-time faculty ensures that there are adequate qualified instructors who are focused in teaching ED courses per semester. Although adjunct faculty are hired when needed, most adjuncts have full time employment elsewhere.	Approximately \$20,000.00	Before the next program review cycle.
Procure a vehicle to support program courses.	Currently the program does not have a vehicle; therefore, faculty utilize personal vehicles for site visits and/or student teaching observations. Procuring a vehicle would eliminate possible liability and other issues that the College may encounter in the event of accidents and other relevant matters.	Approximately \$20,000.00	Before the next program review cycle.
Continue to participate in relevant professional development.	Support quality instruction and other relevant teaching related tasks.	Approximately \$10,000.00.	Fall 2021 to Summer 2024
Continue to participate recruitment activities	Continue to participate in recruitment activities in an effort to increase student enrollment into the ED program	Approximately \$1,000.00	Fall 2021 to Summer 2024

Explore grant opportunities to help the ED program.	Provides financial opportunities to support teaching and learning in the ED program.	None	Fall 2021 to Summer 2024
Possibly relocating the ED classroom to Room 60.	Provides a classroom that is in a centralized and safer location for evening classes (4pm-8pm)	Approximately \$1,000.00	Before the next program review cycle.

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.

The ED program continues to update course outlines, ED program mapping and other relevant documents as well as assess program courses to ensure relevancy and currency and effectiveness in supporting student success. Furthermore, faculty will explore possible grant opportunities to support the program.

The ED program will require significant financial support from the College to hire additional full-time faculty, procure a vehicle to support program courses, and allow faculty to participate in professional development and recruitment activities.

The ED program courses are offered in the evenings to accommodate in-service teachers who make up the majority of program student enrollment. Rriu 2 is currently the ED program classroom. It is at the back of the Tan Siu Lin Library away from the central part of the campus. In the evening this particular part is not well lit and usually there is no one in sight; therefore, when classes are over students and the instructor end up waiting for each other just so they can ensure students and instructor can get to their vehicles safely.

VIII. Resource Requests

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

Type of Resource	Detailed Description	Estimated Amount Requested	Justification
Personnel	Additional Full-Time ED faculty	Approximately \$20,000.00	Currently the program has only one full-time faculty; therefore, hiring an additional full-time faculty ensures that there are adequate qualified instructors who are focused in teaching ED courses per semester. Although adjunct faculty are hired when needed, most adjuncts have full time employment elsewhere.

Facilities	Relocate ED classroom to Room 60	Approximately \$1,000	Provides a classroom that is in a centralized and safer location for evening classes (4pm-8pm)
Equipment	None	None	None
Supplies	Regular instructor supplies	Approximately \$1,000 for 3 years	Ensure ED instructor has access to regular office supplies to support instruction and other teaching related tasks.
Software	None	None	None
Training	Professional development on: <ul style="list-style-type: none"> • Teaching Methodologies • Distance Education • Grant Writing • Assessment • Institutional Effectiveness 	Approximately \$10,000.00	Support quality instruction and other relevant teaching related tasks.
Other	Regular Classroom Maintenance	Approximately \$1,000.00 for 3 years.	Support quality instruction and teaching environment.
Total		Approximately \$33,000.00	

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.

These requested resources support the course, program and institutional learning outcomes by ensuring that the ED program provides quality instruction in a conducive learning environment for all ED program students.

Do not forget to include all your required appendices. Required appendices are listed on page 2 of this template.