"We Strive to Guarantee Quality and Excellence"

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

T2 - Instructional Departments
(Academic Departments)
Three Year Program Review

English Department

Fall 2018 to Summer 2021

Program Review <u>Completed</u> By:

Name	Title	Signature	Date
Cecil E. Meteolechol	EN Dept. Chairperson		5/4/2022

Program Review <u>Certified</u> By:

Name	Title	Signature	Date
Deikola Olikong	Dean of Academic Affairs		5/4/2022

Program Review <u>Received</u> By: (Institutional Research & Evaluation Office)

Name	Title	Signature	Date
Ligaya Sara	Institutional Researcher		05/09/2022

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.

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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 – GE/ILOs Mapping (e-copy only)

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

   Appendix C: 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 Department Purpose and Relationship to the College Mission

1. State the mission of this academic department below.

The English Department offers courses in writing, reading, and communication which assist students in acquiring the skills necessary to be proficient in these areas. The courses offered help students improve their writing, reading, and communication skills and prepare them to succeed in other areas of their education at PCC. Courses offered by the department also strengthen students' skills and prepare them for the transfer to other higher education institutions or the workforce.

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

The English and communications courses offered at PCC assist students in acquiring skills that enable them to succeed in other learning opportunities that the college offers. Courses offered enable students to think critically and solve problems, integrate their ideas with those of others, and communicate clearly, both orally and in writing. The courses assist students in developing personal excellence by providing them with good oral and written communication skills that can be used throughout their lives in both personal and career settings. In addition, some courses can be used as transfer credits should students choose to continue their studies beyond the two-year level of higher education.

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

The English Department currently offers four (4) communications courses and nine (9) English courses. Communications courses include an introductory course, mass media, intercultural communication, and public speaking. English courses include English reading, writing, literature, grammar for teachers, and TESOL. Within this cycle, SY 2018-2021, there have only been three (3) full-time faculty in the English Department.

Since fall semester of 2016, all English developmental courses were discontinued. Then, in the spring of 2017, EN100 *English Reading and Writing* was created and piloted. This is the newest addition to the English courses, and it has been offered to students since then. The objective of the course is to help students improve their skills in reading and writing before they enroll in advanced reading and writing courses. EN100 has also become a prerequisite for other program courses offered by the college.

Course outlines for both English and communications courses that were due for their fifth-year reviews and updates were approved in 2020. Revisions to course descriptions, student learning outcomes, and course learning outcomes' levels of proficiency were made for the purpose of achieving clarity. Course textbooks for four courses were changed to open educational resources. Course prerequisites were also changed for some courses.

II. Student and Faculty Data

Figure 1 – Course Completion Data

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

FA 2018					FA 2019					FA 2020			
Course	Passed	Failed	Withdraw	Enrolled	**Course**	Passed	Failed	Withdraw	Enrolled	**Course**	Passed	Failed	Withdraw	Enrolled
CO110	42	14	19	75	CO110	33	9	10	52	CO110	34	12	7	53
CO201	12	2	4	18	CO201	13	2	1	16	CO201	6	0	0	6
EN100	39	4	7	50	EN100	55	7	3	65	EN100	55	8	1	64
EN109	46	3	10	59	EN109	38	0	2	40	EN109	62	6	6	74
EN112	40	5	15	60	EN112	38	13	9	60	EN112	33	13	20	66
EN157	30	0	1	31	EN157	6	0	0	6	EN157	9	6	3	18
EN219	3	0	5	8	EN219	10	0	0	10	EN219	13	0	1	14

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

SP 2019					SP 2020					SP 2021			
Course	Passed	Failed	Withdraw	Enrolled	**Course**	Passed	Failed	Withdraw	Enrolled	**Course**	Passed	Failed	Withdraw	Enrolled
CO110	21	6	8	35	CO110	10	9	10	29	CO110	14	3	7	24
CO205	12	0	2	14	CO205	11	3	2	16	CO205	10	1	2	13
CO259	14	1	1	16	CO259	16	0	3	19	CO259	10	0	0	10
EN100	39	1	2	42	EN100	25	3	1	29	EN100	35	5	7	47
EN109	28	1	8	37	EN109	24	1	4	29	EN109	28	0	2	30
EN112	44	3	9	56	EN112	33	4	6	43	EN112	30	5	20	55
EN114	18	5	37	60	EN114	27	9	38	74	EN114	32	12	19	63
EN189	16	3	2	21	EN189	22	10	7	39	EN189	13	1	3	17
EN200	15	1	1	17	EN200	1	0	1	2	EN200	8	0	0	8
EN202	3	0	0	3	EN202	5	0	0	5	EN202	2	0	0	2

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

SU 2019					SU 2020					SU 2021				
Course	Passed	Failed	Withdraw	Enrolled	**Course**	Passed	Failed	Withdraw	Enrolled	**Course**	Passed	Failed	Withdraw	Enrolled
CO110	5	1	0	6	CO110	6	9	4	19	CO110	18	1	1	20
EN109	15	0	0	15	EN100	16	2	2	20	EN100	34	1	3	38
EN112	20	3	0	23	EN109	26	0	4	30	EN109	7	0	0	7
					EN112	34	3	1	38	EN112	18	1	5	24

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

Table 1a shows course completion for seven (7) courses offered by the EN Dept. in fall semesters. For fall 2018, fall 2019, and fall 2020, there were 845 students enrolled in English (EN) and communications (CO) courses. An average of 88.1% of students passed their courses, 14.9% failed, and 17.7% withdrew from the courses they were enrolled in.

Table 1b shows course completion for ten (10) courses offered by the EN Dept. in spring semesters. For spring 2019, spring 2020, and spring 2021, a total of 855 students took EN and CO courses. An average of 56.6% of students passed, 8.7% failed, and 20.2% withdrew from the courses they were enrolled in.

Table 1c shows course completion for courses offered by the EN Dept. in summer semesters. Summer courses were only CO110, EN109, and EN112. EN100 was not a summer course due to its complex structure—it covers both reading and writing lessons; however, due to student needs, it was first offered in summer 2020 and was also offered in summer 2021. For summer 2019, summer 2020, and summer 2021, a total of 240 students took EN and CO courses. An average of 49.8% of students passed, 5.3% failed, and 5% withdrew from the courses they were enrolled in.

Note that in August 2018, the College adopted a new academic attendance policy that allowed faculty to withdraw students from a course if students missed two consecutive weeks of instructional days without formal communication with faculty and/or advisors. The number of student withdrawals per semester increased for this 3-year review cycle.

Figure 1 – Faculty Information

Figure 1. Faculty Head Count
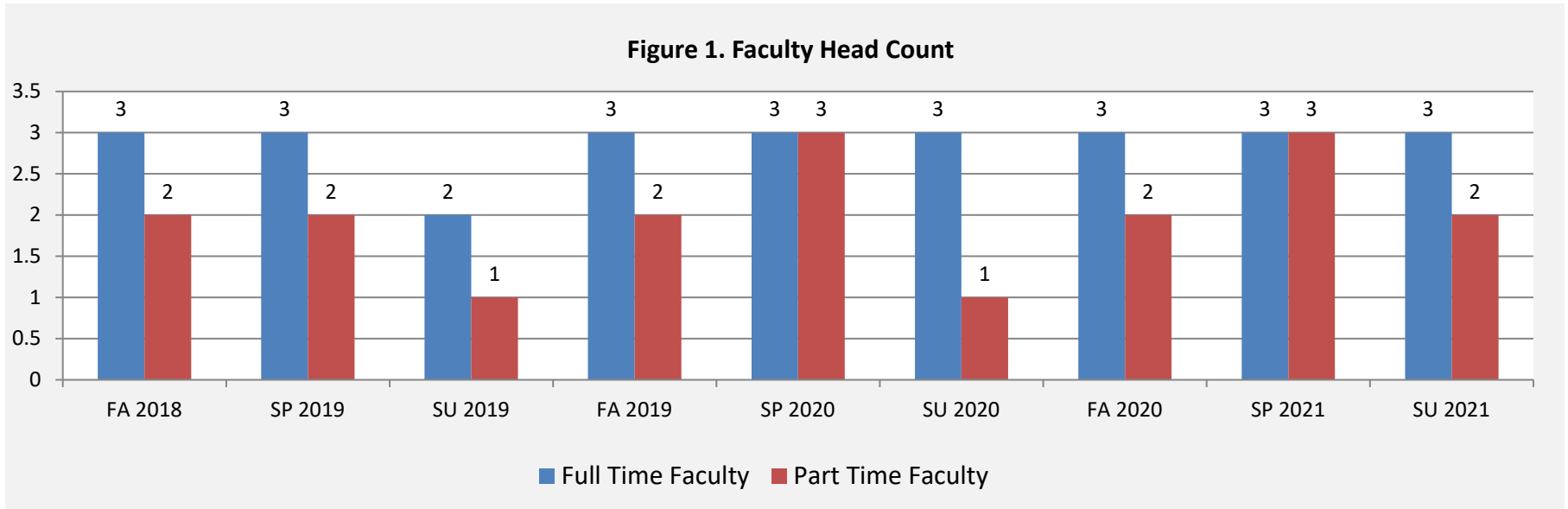
Provide summary of Figure 1 including its trends analysis below.

There are three (3) full-time faculty in the English Department. Out of the three, two are English faculty and one is the communications faculty. For fall semesters, there are only seven (7) courses offered, and therefore, three full-time faculty and two part-time faculty are needed to cover all course sections. For spring semesters when there are ten (ten) courses offered, the department would need additional faculty—three full-time and three part-time faculty to teach all course sections. Finally, when EN100 began to be offered during summer, the faculty headcount ranged from three to five, depending on student needs.

III. Student Learning and Curriculum

School Year	How many department courses are there? (refer to catalog or most recent approval by CPC)	% of courses with Identified CLOs	List all revised department courses outlines or proposed new courses that received CPC approval within this review cycle	% of CLOs aligned with GE/ILOs
2018-19	13	100%	N/A	100%
2019-20	13	100%	CO110, CO201, CO205, EN109, EN112, EN157, EN200	100%
2020-21	13	100%	N/A	100%

Provide Summary of Student Learning and Curriculum in the box below. Summary should include reasons for course revisions and course proposals. If any course went through the validity process during this cycle, include the information here.

As mandated by the College's Committee on Programs and Curricula (CPC), course outlines should be reviewed and updated every five (5) years. In 2020, seven (7) courses offered by the department were updated and approved by CPC. Course outline revisions included a change of prerequisites to reflect course availability, such as replacing the developmental courses as prerequisites to EN100 *English Reading and Writing*. EN100 and ED110 *Introduction to Teaching* became prerequisites for two (2) EN courses that are required courses for education programs. The prerequisites allow students to learn the fundaments of reading, writing, and lesson planning before they enroll in the upper-level EN courses. Other changes were making clear boundaries to differentiate proficiency levels for course learning outcomes. Student learning outcomes (SLOs) for one (1) communications course were too varied so they were reduced in order to allow sufficient time for students to learn and master the important basics of communications within a 16-week semester duration. Even though changes to SLOs were made, all of the course's SLOs still met the course learning outcomes (CLOs) and general education learning outcomes (GELOs).

Aside from course outline updates, the EN Department also made changes to the College's English Reading Placement Test in 2020. Placement test contents were reduced in number since the department is not offering developmental courses. The test now only contains 8th grade and above reading level items.

IV. Course Assessment Data

Year 1: School Year ____2018-19____

Semester Assessed	Course Assessed	CLO-GE/ILO Mapping	Results of Assessments (Do not combine CLO results; report individual CLO result.)
Fall 2018	CO110	CLO 1-4 – GE/ILO 1	CLO 1: 72.55% of students assessed performed at the proficiency level.
		CLO 1-4 – GE/ILO 2	CLO 2: 52.94% of students assessed performed at the proficiency level.

		CLO 1-4 – GE/ILO 4	CLO 3: 68.63% of students assessed performed at the proficiency level.
		CLO 1-4 – GE/ILO 5	CLO 4: 45.10% of students assessed performed at the proficiency level.
Fall 2018	CO201	CLO 1-4 – GE/ILO 1	CLO 1: 92.31% of students assessed performed at the proficiency level.
		CLO 1-4 – GE/ILO 2	CLO 2: 92.31% of students assessed performed at the proficiency level.
		CLO 1-4 – GE/ILO 4	CLO 3: 84.62% of students assessed performed at the proficiency level.
		CLO 1-4 – GE/ILO 5	CLO 4: 92.31% of students assessed performed at the proficiency level.
Fall 2018	EN100	CLO 1-2 – GE/ILO 1	CLO 1: 82.05% of students assessed performed at the proficiency level.
		CLO 1-2 – GE/ILO 2	CLO 2: 71.79% of students assessed performed at the proficiency level.
Fall 2018	EN109	CLO 1-3 – GE/ILO 1	CLO 1: 81.82% of students assessed performed at the proficiency level.
		CLO 1-3 – GE/ILO 2	CLO 2: 72.73% of students assessed performed at the proficiency level.
		CLO 3 – GE/ILO 6	CLO 3: 60.61% of students assessed performed at the proficiency level.
Fall 2018	EN112	CLO 1 – GE/ILO 1	CLO 1: 68.18% of students assessed performed at the proficiency level.
		CLO 1 – GE/ILO 2	
Fall 2018	EN157	CLO 1-4 – GE/ILO 1	CLO 1: 100% of students assessed performed at the proficiency level.
		CLO 1-4 – GE/ILO 2	CLO 2: 86.67% of students assessed performed at the proficiency level.
		CLO 2, 4 – GE/ILO 3	CLO 3: 86.67% of students assessed performed at the proficiency level.
		CLO 1-4 – GE/ILO 4	CLO 4: 100% of students assessed performed at the proficiency level.
		CLO 1-3 – GE/ILO 5	
		CLO 2 – GE/ILO 6	
Fall 2018	EN219	CLO 1-4 – GE/ILO 1	CLO 1: 100% of students assessed performed at the proficiency level.
		CLO 1-4 – GE/ILO 2	CLO 2: 100% of students assessed performed at the proficiency level.
		CLO 2-4 – GE/ILO 3	CLO 3: 100% of students assessed performed at the proficiency level.
			CLO 4: 100% of students assessed performed at the proficiency level.
Spring 2019	CO205	CLO 1-4 – GE/ILO 1	CLO 1: 90% of students assessed performed at the proficiency level.
		CLO 1-4 – GE/ILO 2	CLO 2: 80% of students assessed performed at the proficiency level.

Semester Assessed	Course Assessed	CLO-GE/ILO Mapping	Results of Assessments
		CLO 1-4 – GE/ILO 4	CLO 3: 60% of students assessed performed at the proficiency level.
		CLO 1-4 – GE/ILO 5	CLO 4: 80% of students assessed performed at the proficiency level.
Spring 2019	CO259	CLO 1 – GE/ILO 1	CLO 1: 100% of students assessed performed at the proficiency level.
		CLO 1 – GE/ILO 2	
		CLO 1 – GE/ILO 3	
Spring 2019	EN100	CLO 1-2 – GE/ILO 1	CLO 1: 80.77% of students assessed performed at the proficiency level.
		CLO 1-2 – GE/ILO 2	CLO 2: 36% of students assessed performed at the proficiency level.
Spring 2019	EN114	CLO 1 – GE/ILO 1	CLO 1: 76.19% of students assessed performed at the proficiency level.
		CLO 1 – GE/ILO 2	
		CLO 1 – GE/ILO 3	
Spring 2019	EN189	CLO 1-3 – GE/ILO 1	CLO 1: 85.71% of students assessed performed at the proficiency level.
		CLO 1-3 – GE/ILO 2	CLO 2: 46.67% of students assessed performed at the proficiency level.
		CLO 1-3 – GE/ILO 6	CLO 3: 78.57% of students assessed performed at the proficiency level.
Spring 2019	EN200	CLO 1-2 – GE/ILO 1	CLO 1: 86.67% of students assessed performed at the proficiency level.
		CLO 1-2 – GE/ILO 2	CLO 2: 100% of students assessed performed at the proficiency level.
		CLO 1-2 – GE/ILO 3	
Spring 2019	EN202	CLO 1-3 – GE/ILO 1	CLO 1: 100% of students assessed performed at the proficiency level.
		CLO 1-3 – GE/ILO 2	CLO 2: 100% of students assessed performed at the proficiency level.
		CLO 1 – GE/ILO 4	CLO 3: 100% of students assessed performed at the proficiency level.
		CLO 1-3 – GE/ILO 6	

Year 2: School Year _____ 2019-20 _____

Semester Assessed	Course Assessed	CLO-GE/ILO Mapping	Results of Assessments (Do not combine CLO results; report individual CLO result.)
Fall 2019	CO110	CLO 1-4 – GE/ILO 1	CLO 1: 77.78% of students assessed performed at the proficiency level.
		CLO 1-4 – GE/ILO 2	CLO 2: 66.67% of students assessed performed at the proficiency level.
		CLO 1-4 – GE/ILO 4	CLO 3: 58.33% of students assessed performed at the proficiency level.

		CLO 1-4 – GE/ILO 5	CLO 4: 52.78% of students assessed performed at the proficiency level.
Fall 2019	CO201	CLO 1-4 – GE/ILO 1	CLO 1: 86.67% of students assessed performed at the proficiency level.
		CLO 1-4 – GE/ILO 2	CLO 2: 66.67% of students assessed performed at the proficiency level.
		CLO 1-4 – GE/ILO 4	CLO 3: 66.67% of students assessed performed at the proficiency level.
		CLO 1-4 – GE/ILO 5	CLO 4: 80% of students assessed performed at the proficiency level.
Fall 2019	EN100	CLO 1-2 – GE/ILO 1	CLO 1: 73.68% of students assessed performed at the proficiency level.
		CLO 1-2 – GE/ILO 2	CLO 2: 40.33% of students assessed performed at the proficiency level.
Fall 2019	EN109	CLO 1-3 – GE/ILO 1	CLO 1: 50% of students assessed performed at the proficiency level.
		CLO 1-3 – GE/ILO 2	CLO 2: 25% of students assessed performed at the proficiency level.
		CLO 3 – GE/ILO 6	CLO 3: 68.75% of students assessed performed at the proficiency level.
Fall 2019	EN112	CLO 1 – GE/ILO 1	CLO 1: 53.33% of students assessed performed at the proficiency level.
		CLO 1 – GE/ILO 2	
Fall 2019	EN157	CLO 1-4 – GE/ILO 1	CLO 1: 100% of students assessed performed at the proficiency level.
		CLO 1-4 – GE/ILO 2	CLO 2: 83.33% of students assessed performed at the proficiency level.
		CLO 2, 4 – GE/ILO 3	CLO 3: 83.33% of students assessed performed at the proficiency level.
		CLO 1-4 – GE/ILO 4	CLO 4: 100% of students assessed performed at the proficiency level.
		CLO 1-3 – GE/ILO 5	
		CLO 2 – GE/ILO 6	
Fall 2019	EN219	CLO 1-4 – GE/ILO 1	CLO 1: 100% of students assessed performed at the proficiency level.
		CLO 1-4 – GE/ILO 2	CLO 2: 100% of students assessed performed at the proficiency level.
		CLO 2-4 – GE/ILO 3	CLO 3: 100% of students assessed performed at the proficiency level.
			CLO 4: 100% of students assessed performed at the proficiency level.
Spring 2020	CO205	CLO 1-4 – GE/ILO 1	CLO 1: 100% of students assessed performed at the proficiency level.
		CLO 1-4 – GE/ILO 2	CLO 2: 100% of students assessed performed at the proficiency level.
		CLO 1-4 – GE/ILO 4	CLO 3: 88.89% of students assessed performed at the proficiency level.

		CLO 1-4 – GE/ILO 5	CLO 4: 100% of students assessed performed at the proficiency level.
Spring 2020	CO259	CLO 1 – GE/ILO 1	CLO 1: 100% of students assessed performed at the proficiency level.
		CLO 1 – GE/ILO 2	
		CLO 1 – GE/ILO 3	
		CLO 1 – GE/ILO 4	
		CLO 1 – GE/ILO 5	
		CLO 1 – GE/ILO 6	
Spring 2020	EN100	CLO 1-2 – GE/ILO 1	CLO 1: 61.90% of students assessed performed at the proficiency level.
		CLO 1-2 – GE/ILO 2	CLO 2: 42.86% of students assessed performed at the proficiency level.
		CLO 1-2 – GE/ILO 6	
Spring 2020	EN114	CLO 1 – GE/ILO 1	CLO 1: 65.52% of students assessed performed at the proficiency level.
		CLO 1 – GE/ILO 2	
		CLO 1 – GE/ILO 3	
		CLO 1 – GE/ILO 4	
		CLO 1 – GE/ILO 5	
		CLO 1 – GE/ILO 6	
Spring 2020	EN189	CLO 1-3 – GE/ILO 1	CLO 1: 75% of students assessed performed at the proficiency level.
		CLO 1-3 – GE/ILO 2	CLO 2: 60.87% of students assessed performed at the proficiency level.
		CLO 1-3 – GE/ILO 4	CLO 3: 77.78% of students assessed performed at the proficiency level.
		CLO 1-3 – GE/ILO 5	
		CLO 1-3 – GE/ILO 6	
Spring 2020	EN200	CLO 1-2 – GE/ILO 1	CLO 1: 100% of students assessed performed at the proficiency level.
		CLO 1-2 – GE/ILO 2	CLO 2: 100% of students assessed performed at the proficiency level.
		CLO 1-2 – GE/ILO 3	
		CLO 2 – GE/ILO 4	
		CLO 2 – GE/ILO 5	
		CLO 2 – GE/ILO 6	
Spring 2020	EN202	CLO 1-3 – GE/ILO 1	CLO 1: 100% of students assessed performed at the proficiency level.
		CLO 1-3 – GE/ILO 2	CLO 2: 100% of students assessed performed at the proficiency level.
		CLO 1 – GE/ILO 4	CLO 3: 100% of students assessed performed at the proficiency level.
		CLO 1-3 – GE/ILO 6	

Year 3: School Year _____2020-21_____

Semester Assessed	Course Assessed	CLO-GE/ILO Mapping	Results of Assessments (Do not combine CLO results; report individual CLO result.)
Fall 2020	CO110	CLO 1-4 – GE/ILO 1	CLO 1: 85.71% of students assessed performed at the proficiency level.
		CLO 1-4 – GE/ILO 2	CLO 2: 57.14% of students assessed performed at the proficiency level.
		CLO 1-4 – GE/ILO 4	CLO 3: 76.19% of students assessed performed at the proficiency level.
		CLO 1-4 – GE/ILO 5	CLO 4: 54.76% of students assessed performed at the proficiency level.
Fall 2020	CO201	CLO 1-4 – GE/ILO 1	CLO 1: 83.33% of students assessed performed at the proficiency level.
		CLO 1-4 – GE/ILO 2	CLO 2: 83.33% of students assessed performed at the proficiency level.
		CLO 1-4 – GE/ILO 4	CLO 3: 66.67% of students assessed performed at the proficiency level.
		CLO 1-4 – GE/ILO 5	CLO 4: 83.33% of students assessed performed at the proficiency level.
Fall 2020	EN100	CLO 1-2 – GE/ILO 1	CLO 1: 90% of students assessed performed at the proficiency level.
		CLO 1-2 – GE/ILO 2	CLO 2: 67.35% of students assessed performed at the proficiency level.
		CLO 1-2 – GE/ILO 6	
Fall 2020	EN109	CLO 1-3 – GE/ILO 1	CLO 1: 71.11% of students assessed performed at the proficiency level.
		CLO 1-3 – GE/ILO 2	CLO 2: 71.11% of students assessed performed at the proficiency level.
		CLO 1, 3 – GE/ILO 6	CLO 3: 68.69% of students assessed performed at the proficiency level.
Fall 2020	EN112	CLO 1 – GE/ILO 1	CLO 1: 63.41% of students assessed performed at the proficiency level.
		CLO 1 – GE/ILO 2	
		CLO 1 – GE/ILO 3	
		CLO 1 – GE/ILO 4	
		CLO 1 – GE/ILO 5	
		CLO 1 – GE/ILO 6	
Fall 2020	EN157	CLO 1-4 – GE/ILO 1	CLO 1: 100% of students assessed performed at the proficiency level.
		CLO 1-4 – GE/ILO 2	CLO 2: 100% of students assessed performed at the proficiency level.
		CLO 1, 2, 4 – GE/ILO 3	CLO 3: 88.89% of students assessed performed at the proficiency level.
		CLO 1-4 – GE/ILO 4	CLO 4: 88.89% of students assessed performed at the proficiency level.
		CLO 1-4 – GE/ILO 5	
		CLO 1-4 – GE/ILO 6	

Fall 2020	EN219	CLO 1-4 – GE/ILO 1	CLO 1: 100% of students assessed performed at the proficiency level.
		CLO 1-4 – GE/ILO 2	CLO 2: 100% of students assessed performed at the proficiency level.
		CLO 1-4 – GE/ILO 3	CLO 3: 100% of students assessed performed at the proficiency level.
		CLO 1-4 – GE/ILO 4	CLO 4: 100% of students assessed performed at the proficiency level.
		CLO 1-4 – GE/ILO 5	
		CLO 1-4 – GE/ILO 6	
Spring 2021	CO205	CLO 1-4 – GE/ILO 1	CLO 1: 100% of students assessed performed at the proficiency level.
		CLO 1-4 – GE/ILO 2	CLO 2: 90.91% of students assessed performed at the proficiency level.
		CLO 1-4 – GE/ILO 4	CLO 3: 100% of students assessed performed at the proficiency level.
		CLO 1-4 – GE/ILO 5	CLO 4: 81.82% of students assessed performed at the proficiency level.
Spring 2021	CO259	CLO 1 – GE/ILO 1	CLO 1: 100% of students assessed performed at the proficiency level.
		CLO 1 – GE/ILO 2	
		CLO 1 – GE/ILO 3	
		CLO 1 – GE/ILO 4	
		CLO 1 – GE/ILO 5	
		CLO 1 – GE/ILO 6	
Spring 2021	EN100	CLO 1-2 – GE/ILO 1	CLO 1: 82.76% of students assessed performed at the proficiency level.
		CLO 1-2 – GE/ILO 2	CLO 2: 82.76% of students assessed performed at the proficiency level.
		CLO 1-2 – GE/ILO 6	
Spring 2021	EN114	CLO 1 – GE/ILO 1	CLO 1: 68.42% of students assessed performed at the proficiency level.
		CLO 1 – GE/ILO 2	
		CLO 1 – GE/ILO 3	
		CLO 1 – GE/ILO 4	
		CLO 1 – GE/ILO 5	
		CLO 1 – GE/ILO 6	
Spring 2021	EN189	CLO 1-3 – GE/ILO 1	CLO 1: 76.92% of students assessed performed at the proficiency level.
		CLO 1-3 – GE/ILO 2	CLO 2: 92.31% of students assessed performed at the proficiency level.
		CLO 1-3 – GE/ILO 4	CLO 3: 76.92% of students assessed performed at the proficiency level.
		CLO 1-3 – GE/ILO 5	
		CLO 1-3 – GE/ILO 6	
Spring 2021	EN200	CLO 1-2 – GE/ILO 1	CLO 1: 100% of students assessed performed at the proficiency level.

		CLO 1-2 – GE/ILO 2	CLO 2: 87.5% of students assessed performed at the proficiency level.
		CLO 1-2 – GE/ILO 3	
		CLO 2 – GE/ILO 4	
		CLO 2 – GE/ILO 5	
		CLO 2 – GE/ILO 6	
Spring 2021	EN202	CLO 1-3 – GE/ILO 1	CLO 1: 100% of students assessed performed at the proficiency level.
		CLO 1-3 – GE/ILO 2	CLO 2: 100% of students assessed performed at the proficiency level.
		CLO 1 – GE/ILO 4	CLO 3: 100% of students assessed performed at the proficiency level.
		CLO 1-3 – GE/ILO 6	

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

Particular courses from the English Department are assessed every spring and fall semester. Assessing courses every academic year provides the department with data to help improve course contents and action plans that are used to improve course content delivery. When the percentage of students assessed does not meet the required 70% benchmark, faculty develop action plans that they will implement the next time they will teach the course. Action plans include, but are not limited to, assigning relevant assignments that help students improve their skills, adding more examples and lesson modeling during lectures, and including more collaborative activities.

Since 2017 when EN100 was piloted, it has been the only course that is assessed in both spring and fall semesters. Continuous assessment of the new course helps the faculty adjust their teaching strategies to better deliver course contents.

V. General Education / Institutional Learning Outcomes (GE/ILO) Assessment

Year Assessed	List GE/ILOs	Proficiency Level	Result of Assessments **(Do not combine GE/ILO results; report individual GE/ILO result.)**
2018-19	GE/ILO 1	81.9%	In fall 2018, 82.3% met the proficiency level for ILO 1. In spring 2019, 81.3% met the proficiency level for ILO 1. For SY 2018-19, 81.9% of students assessed met the proficiency level for ILO 1.
2018-19	GE/ILO 2	81.9%	In fall 2018, 82.3% met the proficiency level for ILO 2. In spring 2019, 81.3% met the proficiency level for ILO 2. For SY 2018-19, 81.9% of students assessed met the proficiency level for ILO 2.
2018-19	GE/ILO 3	94.4%	In fall 2018, 97.3% met the proficiency level for ILO 3. In spring 2019, 90.7% met the proficiency level for ILO 3. For SY 2018-19, 81.9% of students assessed met the proficiency level for ILO 3.
2018-19	GE/ILO 4	81.4%	In fall 2018, 81.2% met the proficiency level for ILO 4. In spring 2019, 82% met the proficiency level for ILO 4. For SY 2018-19, 81.4% of students assessed met the proficiency level for ILO 4.
2018-19	GE/ILO 5	78.9%	In fall 2018, 79.5% met the proficiency level for ILO 5. In spring 2019, 77.5% met the proficiency level for ILO 5. For SY 2018-19, 85.2% of students assessed met the proficiency level for ILO 5.
2018-19	GE/ILO 6	82.3%	In fall 2018, 73.6% met the proficiency level for ILO 6. In spring 2019, 85.2% met the proficiency level for ILO 6. For SY 2018-19, 82.3% of students assessed met the proficiency level for ILO 6.
2019-20	GE/ILO 1	79.1%	In fall 2019, 74.2% met the proficiency level for ILO 1. In spring 2020, 85.8% met the proficiency level for ILO 1. For SY 2019-20, 79.1% of students assessed met the proficiency level for ILO 1.
2019-20	GE/ILO 2	79.1%	In fall 2019, 74.2% met the proficiency level for ILO 2. In spring 2020, 85.8% met the proficiency level for ILO 2. For SY 2019-20, 79.1% of students assessed met the proficiency level for ILO 2.
2019-20	GE/ILO 3	94.3%	In fall 2019, 96.7% met the proficiency level for ILO 3. In spring 2020, 91.4% met the proficiency level for ILO 3. For SY 2019-20, 94.3% of students assessed met the proficiency level for ILO 3.
2019-20	GE/ILO 4	82.2%	In fall 2019, 76.9% met the proficiency level for ILO 4. In spring 2020, 88% met the proficiency level for ILO 4. For SY 2019-20, 82.2% of students assessed met the proficiency level for ILO 4.
2019-20	GE/ILO 5	80.5%	In fall 2019, 74.7% met the proficiency level for ILO 5. In spring 2020, 86.8% met the proficiency level for

			ILO 5. For SY 2019-20, 80.5% of students assessed met the proficiency level for ILO 5.
2019-20	GE/ILO 6	79.7%	In fall 2019, 76% met the proficiency level for ILO 6. In spring 2020, 80.4% met the proficiency level for ILO 6. For SY 2019-20, 79.7% of students assessed met the proficiency level for ILO 6.
2020-2021	GE/ILO 1	85.3%	In fall 2020, 81.8% met the proficiency level for ILO 1. In spring 2021, 90% met the proficiency level for ILO 1. For SY 2020-21, 85.3% of students assessed met the proficiency level for ILO 1.
2020-2021	GE/ILO 2	85.3%	In fall 2020, 81.8% met the proficiency level for ILO 2. In spring 2021, 90% met the proficiency level for ILO 2. For SY 2020-21, 85.3% of students assessed met the proficiency level for ILO 2.
2020-2021	GE/ILO 3	92.4%	In fall 2020, 94% met the proficiency level for ILO 3. In spring 2021, 89% met the proficiency level for ILO 3. For SY 2020-21, 92.4% of students assessed met the proficiency level for ILO 3.
2020-2021	GE/ILO 4	85.9%	In fall 2020, 84.2% met the proficiency level for ILO 4. In spring 2021, 88.6% met the proficiency level for ILO 4. For SY 2020-21, 85.9% of students assessed met the proficiency level for ILO 4.
2020-2021	GE/ILO 5	85.4%	In fall 2020, 84.2% met the proficiency level for ILO 5. In spring 2021, 87.5% met the proficiency level for ILO 5. For SY 2020-21, 85.4% of students assessed met the proficiency level for ILO 5.
2020-2021	GE/ILO 6	87.8%	In fall 2020, 87.6% met the proficiency level for ILO 6. In spring 2021, 88% met the proficiency level for ILO 6. For SY 2020-21, 87.8% of students assessed met the proficiency level for ILO 6.

Provide Summary of GE/ILOs Assessments and analysis results in the box below. The summary should include an analysis of this cycle with previous cycles; how assessment results have led to major decisions made to support the improvement of the department's student learning and student achievement.

CLOs for both EN and CO courses were realigned to ILOs so assessment results starting in spring 2020 reflect this new change. In this cycle, SY 2018-2021, more than 70% of all students assessed had met the proficiency level for all ILOs. To begin with, in SY 2015-2018 cycle, the following average percentages of students assessed met proficiency levels for each ILO: 82.4% for ILO 1, 82.4% for ILO 2, 90.3% for ILO 3, 82.4% for ILO 4, 81.1% for ILO 5, and 76.5% for ILO 6. In this current cycle, SY 2018-2021, the following average percentages of students assessed met proficiency levels for each ILO: 82.1% for ILO 1, 82.1% for ILO 2, 93.7% for ILO 3, 83.2% for ILO 4, 81.6% for ILO 5, and 83.3% for ILO 6.

The results of the assessments for SY 2018-2021 show that proficiency levels for ILO 1 and ILO 2 slightly decreased, proficiency levels for ILO 4 and ILO 5 slightly increased, and proficiency levels

for ILO 3 and ILO 6 increased by three to four percent. The assessment results from the previous cycle to this current cycle can also demonstrate how ILOs can be achieved beyond the benchmark of 70% even after developmental courses were discontinued. Course assessment results and action plans are considered by the faculty when course outlines are reviewed and updated every five years.

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

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

Cycle: 5th	Years: 2015 – 2018

Action Plan Activity/Objectives	Status Complete/Ongoing/Incomplete	Updates of Action Plan(s) (Report action plans individually.)
Hire another qualified full-time instructor	Ongoing	The need for another full-time faculty was communicated to the Academic Affairs Division. A potential applicant was introduced to the department towards the end of the summer of 2021.
Continuous review and update of course outlines, CLOs, and other documentation based on course assessments.	Ongoing	In 2020, all EN and CO course outlines were updated so that they no longer listed developmental courses as prerequisites. EN100 was added as a prerequisite where it was needed. All of the courses offered by the department are regularly assessed each semester.
Professional development training	Ongoing	Faculty attend professional development training hosted by the College. They continue to attend institutional effectiveness workshops every fall and spring semester and also attend training in integrating technology into class lectures and assignments.

Provide Summary of the Evaluation of Previous Department Review Action Plans below. Summary should include what measurable outcomes were achieved due to the actions completed; were the completed 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.

There was no new full-time faculty hired during this review cycle. Having at least four full-time faculty in the department is preferable so that faculty are not overloaded and quality education can be ensured. Courses are assessed every semester, and assessment results are evaluated and considered whenever course outlines are reviewed and updated. To ensure course currency and relevance, regular assessment of courses and updates of course outlines will continue. The English Department faculty have been attending the College's professional development training and workshops. During this cycle, faculty had attended training in technology use in the classroom and delivery of course content. They also attended institutional effectiveness workshops. Two faculty members also attended the annual ACCJC Conference in 2019. With valuable information gained from these training/workshops, faculty have used them in their classes, whether they are delivered in a traditional classroom, hybrid, or fully online setting.

VII. Action Plans

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

Action Plan Activity/Objective	How will this action plan improve student learning outcomes? (CLO, GE, ILO)	Needed Resources (if any)	Timeline
Hire another qualified full-time instructor	With at least 4 full-time faculty, the department can offer more EN and CO course sections to accommodate student needs. The faculty will not be overloaded and quality education can be ensured.	Funding to hire a new qualified full-time faculty	As soon as possible
Continuous review and update course outlines, CLOs, and other documentation based on course assessments.	Updated course outlines, CLOs, and other documentation based on course assessments will ensure course currency and relevancy. CLOs, PLOs, and ILOs can all be aligned accordingly.	N/A	Ongoing (Carried over from the last review)
Professional development training	Professional training, specifically for English and communications, help faculty develop and improve their teaching strategies so that they are current and relevant. Implementing new teaching approaches in the classroom can effectively help students meet learning outcomes.	Funding for training, conference, or workshop costs.	Ongoing (Carried over from the last review.
Develop a 2-year English degree program	Developing a 2-year English program will add on to the degree programs offered by the College. This will give students an	Funding for a new program	Between two to three years from this review cycle

	additional chance for a degree.		

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

The English Department continues to offer reading, writing, and communications courses every semester. Courses are regularly assessed every academic year. Course outlines are also reviewed and updated regularly. Course assessment results are used by department faculty when making changes or updating course outlines.

To have at least four (4) full-time faculty in the department, the faculty load can be balanced out each semester. Moreover, since CO and EN courses are needed as course prerequisites and required courses for programs, there are times when student needs exceed the maximum enrollment for course sections. Having adequate full-time faculty who are qualified in teaching English and communications courses would allow the department to offer more course sections each semester to accommodate students.

Faculty would also benefit from English- and communications-focused training and workshop opportunities. With a diverse population of students in the College, learning about current teaching approaches and implementing them in classes can help faculty deliver lesson concepts effectively.

With the number of EN and CO courses available at the College, the English Department plans to develop a 2-year degree program for English. An English program will add on to the variety of degree programs offered at the College. The program will enhance students' knowledge and skills in reading, writing, and communicating in the English language. Furthermore, students will develop and improve their skills in critical thinking and research throughout their two-year experience in the English degree program. An English degree can also better prepare students who hope to further their education in other related fields beyond a two-year college institution. Developing a new degree program will need planning, budgeting, and all other required support from the College.

IX. Resource Request

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

Type of Resource	Detailed Description	Estimated Amount Requested	Justification
Personnel	Need to hire a qualified full-time faculty with a bachelor's degree in English, communications, or other related field.	At least $18,000 annual salary	An additional faculty is needed in the department. If there should be student requests for more course sections, the department will be able to offer new course sections.
Facility	Adequate		
Equipment	Scanner	At least $350	The English Department needs a document scanner so that department faculty can use it when preparing course assessment evidence every semester.
Supplies	Office supplies	$400 per year	Office supplies are needed to support learning and teaching: grading, record keeping, course activity supplies, and supplemental materials for teaching.
Software	N/A		
Training	Professional development, classroom management, and teaching strategies training for a student-centered learning environment.	At least $3,500 per training participant per off-island training.	Attending professional development training will ensure improvement in teaching strategies to help accommodate students' needs.
Other	N/A		
Total	All resource request	$22,250	The requested resources will help the department ensure

			quality education for PCC students.

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

The maximum capacity for one English course section is set at twenty (20) students. Out of the three full-time faculty, only two of them teach English courses. With an estimation of at least 221 students enrolled in English courses each fall and spring semester, the department usually needs assistance from part-time faculty to teach courses. If another full-time faculty is hired, efficiency in the department can be achieved, faculty loads can be balanced, and student requests for more course sections can be accommodated.

Facilities are adequate; however, they can be improved. Classrooms used by English faculty are those that are located in Smuuch building. Bulletin boards in the classrooms need restoration, floor tiles need replacements, and walls and doors need repainting/cleaning. The classrooms need a renovation that would provide a better learning environment for students.

Every fall and spring semester, the faculty assess courses. The Faculty Office has only one document scanner which is shared by all faculty. Therefore, to save time, providing the English Department with a document scanner will support its faculty with course assessment preparations. Office supplies, such as consumables, are needed by the faculty to do their daily tasks which include grading, record keeping, and filing. Other supplies are used to support class activities.

Professional development training for the department faculty will help enhance the faculty's teaching strategies and even enhance their knowledge and expertise in the area of English and communications. What can be acquired and retained from the training/workshops will influence the development and planning of activities to do in the classroom and course content delivery. Current and relevant teaching approaches for English and communications courses will help faculty deliver courses effectively, which will further help students meet course learning outcomes.

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