



“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

Library and Information Services

Period of Three Year Review

S.Y. 2018 - 2019; 2019 – 2020; 2020 - 2021

Program Review Completed By:

Name	Title	Signature	Date
Marianne Temaungil	Associate Dean, Academic Affairs	<i>Marianne Temaungil</i>	4/21/22

Program Review Certified By:

Name	Title	Signature	Date
Deikola Olikong	Dean, Academic Affairs	<i>[Signature]</i>	4. 21. 2022

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

Name	Title	Signature	Date
<i>Ligaya T. Sara</i>	<i>Institutional Researcher</i>	<i>[Signature]</i>	04/21/2022

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

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

The Library and Information Services (LS) program consists of core LS courses, other required courses, a practical internship, and a range of general education courses. The LS program is designed to provide students with an effective knowledge and understanding of all library operations, as well as a diverse range of essential skills for functioning efficiently within the library and information center workplace. Upon completion, students are equipped to work in a wide range of libraries and information centers, such as special libraries, archives, museums, and other information-based professions. Courses within the program reflect workplace needs – with library courses covering all aspects of library operations, and information technology courses that support technology within the workplace. A range of general education courses equip students with all the necessary skills to successfully complete their degrees with a focused and well-rounded education.

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

The program prepares students to perform efficiently in entry level and intermediate positions, such as Library Assistant, Library Aide, Information Assistant and other related information services positions. The Library and Information Services (LS) program has been instrumental in contributing to the upgrading of Palau Community College (PCC) and Ministry of Education (MOE) in-service library and information center personnel, many of whom were either high school graduates or possessed degrees in non-library related fields. In addition, the program prepares students who aspire to continue on to receive bachelor's degrees and eventually to pursue the terminal library degree of a Masters of Library and Information Science or a related field. In these ways, the program supports the overall mission of the College by helping to meet the technical, academic, cultural, social and economic needs of students and communities within the region.

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

Two core library science courses have been offered since 1997. These were offered as continuing education for Palauan librarians who did not have formal library qualifications. In 2003, talks began about the need for a comprehensive program to equip Palauan librarians with the skills necessary to provide effective library services for the community. A proposal was developed to expand the two courses into a full program. In May 2004, librarians and their employers were surveyed. The results showed a significant need and interest in the development of a Library and Information Services (LS) program.

After development of the program with approval from the Committee on Programs and Curricula (CPC), the College president and the Board of Trustees, the Library and Information Services (LS) program at Palau Community College was fully accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western College of Schools and Colleges (WASC) in October 2005. The first courses in the new program were offered in fall 2005.

Enrollment was lower than expected from school librarians, and PCC had ongoing discussions with the Ministry of Education (MOE) to address this. Distance LS courses were developed and offered to encourage enrollment as many potential students lived 30 minutes or more from the College.

In May 2008, the first four students graduated from the program. These students found employment at Palau Public Library, Belau National Hospital Library, and Palau Community College. In May 2009, a fifth student graduated and was hired by Belau National Museum to work in the museum's Research Library. From fall 2009 to summer 2012, a total of 13 students graduated from the program; two earned AS degrees while 11 earned AAS degrees. From fall 2016 to summer 2018 one (1) more student graduated with an AS degree. In

this cycle of review (fall 2018 to summer 2021, one (1) more student has graduated with an AS degree. To date, 20 students have graduated from the LS program.

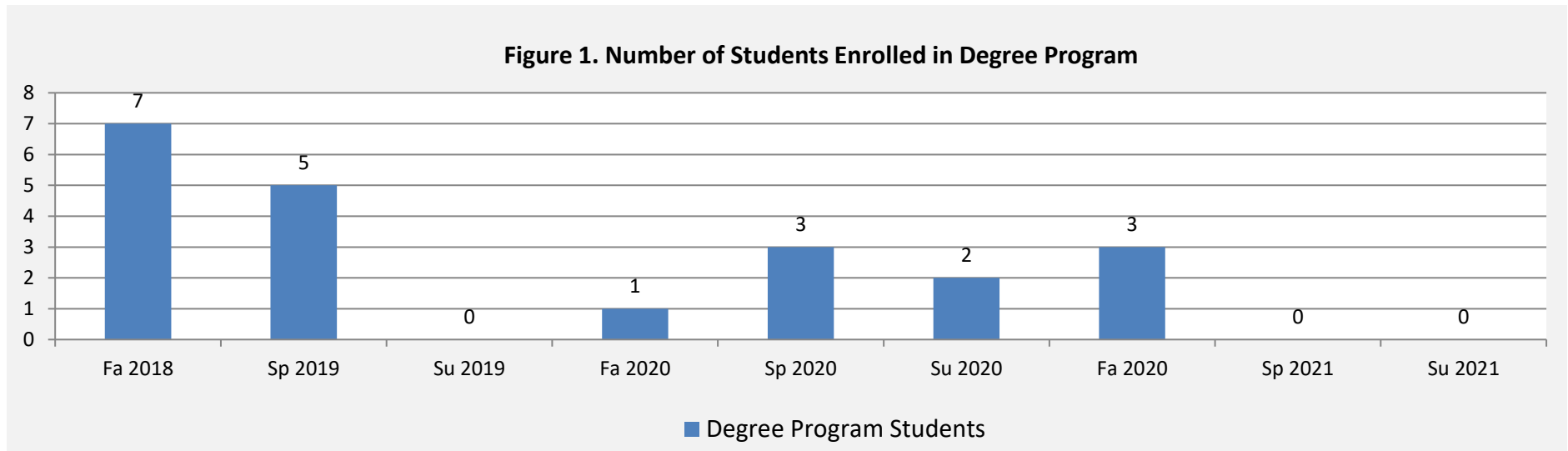
The program delivery mode was changed to the traditional classroom setting in fall 2012 when a new LS faculty was hired and when the student enrollment grew to include full time students not working in any library setting. Many of these students were from the Micronesian regional area and resided at the dormitories at the campus. The program also received a grant which enabled the program to provide laptops for LS students to assist them with learning activities, many of which required use of a computer for writing and research activities. The program continues being taught as a traditional face-to-face program.

However, as there is a need now for PCC to reach the surrounding regions with the program to provide for the need for trained library technicians and librarians in the Micronesian region, plans are in motion to offer not only the LS courses but all required courses for the program online; thus, having the entire LS program available regionally through distance education. Currently there are three redeveloped LS distance education courses ready for review by a faculty with expertise in this field. Courses will continue to be developed and revised for on-line delivery as time and expertise permits.

The LS program continues to have a changeover in terms of faculty. Currently the Interim Director of Library Services assists with the teaching of the courses. The Interim Director has been the one adjunct faculty teaching the LS courses during this program review period.

II. Program Data

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



Provide summary of Figure 1 including its trends analysis.

From fall 2018 to summer 2021, enrollment continues to be low. Students in previous years were mainly from the Ministry of Education where they work in school libraries. These working students finished their degrees or moved on to different fields. Off island students began enrolling into the program and some graduated, but recently enrollment into the program has been very low. Students also come to the program from Palau Community College's library as employees of the library.

Seven (7) students were enrolled in the LS degree program in fall 2018. However, only three (3) student was enrolled in LS courses. The other four (4) were enrolled in general education and/or other required courses having completed the two LS courses that were being offered fall 2018. In spring 2019 to summer 2021 there were no students enrolled in any LS courses. Only five (5) of the LS students from fall 2018 enrolled again in spring 2019, but again in courses other than LS. From spring 2019 to summer 2020 LS students enrolled in the following courses: CJ109, CJ111, CJ113, CJ122, CO110, CS100, EN100, EN109, EN112, HP180, HP181, IT105, IT215, MA103, MA105, MU102, MU106, SC103, SS100, and VA109. Some students probably changed their majors during this cycle.

The plan to offer the program regionally will help fill the need region wide and also bring the enrollment up.

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

SU 2019					SU 2020					SU 2021				
Course	Passed	Failed	Withdraw	Enrolled	Course	Passed	Failed	Withdraw	Enrolled	Course	Passed	Failed	Withdraw	Enrolled

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

In fall 2018 there were seven (7) LS students but only three (3) of these LS students enrolled into LS courses. The Acting Director of Library Services again taught the two courses as an adjunct faculty. The three (3) students passed both courses. Two (2) of those students also enrolled in required general education courses. Four (4) other LS students did not enroll in the LS courses but did enroll in the other required and/or general education courses as they had already taken the two offered LS courses. In spring 2019, two (2) of the seven (7) fall semester LS students changed their majors and took courses required of their changed majors. In the summer of 2019 to summer 2021 no LS students took any courses and no LS courses were offered after fall 2019.

Library and Information Services program courses are not offered in the summer unless there is a specific request or the LS internship course. LS students who want to take summer classes will usually enroll in the LS program's other required and/or general education courses but since 2019 no LS students enrolled in any summer session during the review period. Fall 2019 to summer 2021 show no student enrollment for the LS program or LS courses.

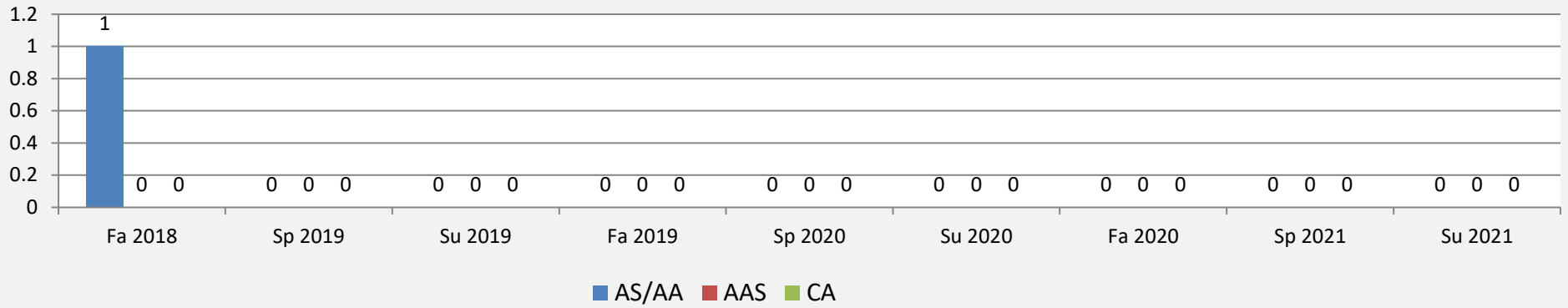
Table 2c. Course Completion of Program Courses (Summer)

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

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

No students from other programs took any LS courses.

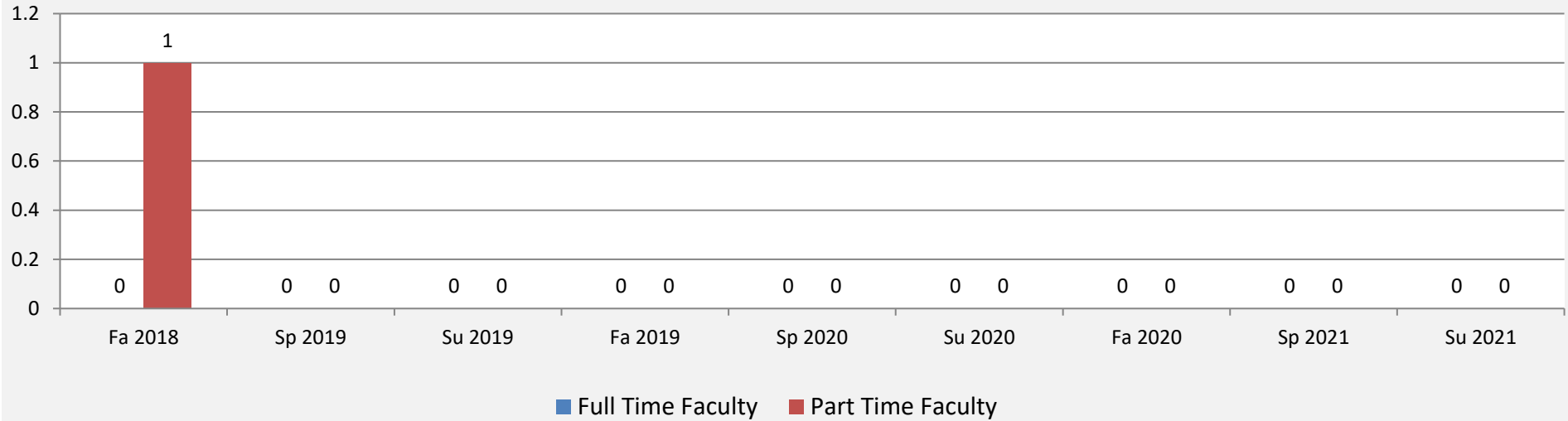
Figure 2. Number of Graduates



Provide summary of Figure 2 including its trends analysis.

There was one (1) graduating student during this cycle of assessment. This student had returned to complete courses for the AS degree after previously graduating from the AAS degree program. Three of the LS students who enrolled in fall 2018 began with the first two required program courses (LS102 and LS105). Two (2) of those students changed their majors and the third student did not reenroll in spring 2019. The remaining four (4) students from fall 2018 may have continued to take other required and general education courses but none of those students seem to have graduated in this cycle.

Figure 3. Faculty Head Count



Provide summary of Figure 3 including its trends analysis.

Because enrollment is low, only 1 full time faculty is needed to run the program and teach the courses. In fall 2018 when there were LS students enrolled in the program taking LS courses, the Interim Director of Library Services was again asked to assist with teaching the courses. Since the majority of the LS students were taking other required and/or general education required courses, only two LS courses were offered and the adjunct faculty was able to teach both. The College is still seeking a full-time faculty with plans to offer the program regionally through distance education.

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
FA18 to SU19	11	100%	No revisions made	100%
FA19 to SU20	11	100%	Fall 2019 all courses were reviewed following the 5-year review cycle. All course evaluations were revised as well as some course descriptions, some course content, and some CLOs. One course also had a prerequisite change and the task list for the internship course was revised.	100%
FA20 to SU21	11	100%	No revisions made	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.

Since the last program modification in 2016, no major changes were made. This cycle of review only brought changes to the courses but not to the program as no courses were added or deleted. All LS course outlines will undergo another review according to the 5-year review cycle in 2024 unless it is necessary to revise a course sooner than that. Changes to the courses for this review period did not require a program modification change as the changes were to the evaluation method, course description or slight changes to course content. All course evaluations now include the midterm and final components rather than specifically stating projects and presentations allowing for more flexibility of midterm and final exams. Depending on the instructor and/or group of students, midterms and finals can be written exams, projects or presentations or a combination of such activities. Course content was reviewed to align with course descriptions and for some courses, this also affected the CLOs. Content not relevant to the description was removed and content needed was added.

IV. Course Assessment Data

Year 1: School Year fall 2018-summer 2019

Semester Assessed	Course Assessed	CLO-PLO-ILO Mapping	Results of Assessments
Fall 2018	LS102	CLO 1- PLOs 1 to 5 - ILOs 1 to 6	100% of the students assessed reached the proficiency level. No changes were needed at this time. The CLO will continue to be assessed.
		CLO 2 – PLO 1 to 5 – ILOs 1 to 6	100% of the students assessed reached the proficiency level. No changes were needed at this time. The CLO will continue to be assessed.
		CLO 3 – PLO 1 to 5 – ILOs 1 to 5	100% of the students assessed reached the proficiency level. No changes were needed at this time. The CLO will continue to be assessed.

Fall 2018	LS105	CLO 1 – PLOs 1 and 2 – ILOs 1,2,4,5	100% of the students assessed reached the proficiency level. No changes were needed at this time. The CLO will continue to be assessed.
		CLO 2 – PLOs 1 and 2 – ILOs 1 – 5	100% of the students assessed reached the proficiency level. No changes were needed at this time. The CLO will continue to be assessed.
		CLO 3 – PLO 1 and 2 – ILOs 1,2, 4, 5	100% of the students assessed reached the proficiency level. No changes were needed at this time. The CLO will continue to be assessed.

Year 2: School Year Fall 2019 to summer 2020

Semester Assessed	Course Assessed	CLO-PLO-ILO Mapping	Results of Assessments
Fall 2019	0		No LS courses were offered this fall
Spring 2020	0		No LS courses were offered this spring

Year 3: School Year fall 2020 to summer 2021

Semester Assessed	Course Assessed	CLO-PLO-ILO Mapping	Results of Assessments
Fall 2020	0		No LS courses were offered this fall
Spring 2021	0		No LS courses were offered this spring

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.

In fall 2018, all CLO assessments for both LS102 and LS105 showed that 100% of the students reached the proficiency level. The benchmark of 70% was reached. Therefore, the courses nor the learning outcomes need further revisions.

LS courses were not offered after this semester during the review cycle. The courses will continue to be assessed following the assessment schedule whenever any are offered.

V. Program Learning Outcomes (PLOs) Assessment

Program Learning Outcomes Assessment Results

Year Assessed	PLO Assessed	Proficiency Levels	Results of Assessments
S.Y. 2018 - 2019 Fall 2018	LS PLO 1	LS102 CLO 1 – 100% LS102 CLO 2 – 100% LS102 CLO 3 – 100% LS105 CLO 1– 100% LS105 CLO 2– 100% LS105 CLO 3– 100%	100% of the students assessed performed at the proficiency level for both LS102 and LS105. The expected outcome of 70% was met. The LS program will continue to offer the current program courses and continue to assess the program courses. Changes to the program will be made when need arises.
	LS PLO 2	LS102 CLO 1 – 100% LS102 CLO 2– 100% LS102 CLO 3 – 100% LS105 CLO 1– 100% LS105 CLO 2– 100% LS105 CLO 3– 100%	100% of the students assessed performed at the proficiency level for both LS102 and LS105. The expected outcome of 70% was met. The LS program will continue to offer program courses as they are and continue to assess the program courses. Changes will be made when need arise.
	LS PLO 3	LS102 CLO 1 – 100% LS102 CLO 2– 100% LS102 CLO 3 – 100%	100% of the students assessed performed at the proficiency level for LS102. The expected outcome of 70% was met. The LS program will continue to offer program courses as they are and continue to assess the program courses. Changes will be made when need arise.
	LS PLO 4	LS102 CLO 1 – 100% LS102 CLO 2– 100% LS102 CLO 3 – 100%	100% of the students assessed performed at the proficiency level for LS102. The expected outcome of 70% was met. The LS program will continue to offer program courses as they are and continue to assess the program courses. Changes will be made when need arise.
	LS PLO 5	LS102 CLO 1 – 100% LS102 CLO 2 – 100% LS102 CLO 3 – 100%	100% of the students assessed performed at the proficiency level for LS102. The expected outcome of 70% was met. The LS program will continue to offer program courses as they are and continue to assess the program courses. Changes will be made when need arise.
Spring 2019			No LS courses were offered
Summer 2019			No LS courses were offered
\S.Y. 2019 – 2020 Fall 2019 Spring 2020 Summer 2020			No LS courses were offered

S.Y. 2020-2021 Fall 2020 Spring 2021 Summer 2021			No LS courses were offered
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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.

<p>Fall 2018 shows that 100% of the students performed at the proficiency level for all five PLOs. No changes will be made to the current PLOs.</p> <p>This review cycle showed improvement over the last review's cycle. All five (5) PLOs were assessed for one course that was offered two (2) of the five (5) PLOs were assessed for the other offered course. 100% proficiency was reached with both courses; thus, the 70% benchmark was met. After fall 2018, no LS courses were offered so no further PLO assessment was needed.</p> <p>No Program Learning Outcome changes were needed.</p>
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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: 4 th cycle		Years: Fall 2015 to summer 2018
Hire full time instructor that has experience with a diverse student population and distance education development and instruction.	Incomplete	This plan is carried over from the last review and will continue to be carried over until completed. To date, there is only one student finishing up the program requirements.
Make the LS program a distance education program	Ongoing	This plan is carried over from the last review and will continue to be carried over until completed. A full time LS faculty needs to be hired to accomplish this plan.
Propose that LS 202 students have access to the college's union catalog under instructor's supervision.	Incomplete	This plan is carried over from the last review. It will be deleted as it is not a feasible plan. Union Catalog restricts access to unauthorized personnel.

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.

Two of the plans need to be carried over until each is completed. An instructor needs to be hired as soon as possible for the second plan to be accomplished more quickly. The third plan needs to be deleted as it cannot be accomplished.

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
Hire full time instructor that has experience with a diverse student population and distance education development and instruction.	An instructor with teaching experience with diverse students should have the teaching strategies to engage and work with the diverse student population of PCC.	\$18,000 to \$20,000	As soon as possible
Make the LS program a distance education program	This will help with enrollment into the program allowing students to be regional and stay on their home islands. The benefits will be for the islands to have qualified library staff at their school, government and public libraries.	\$0. The college uses an open source learning management system (LMS). The full time instructor should be qualified to develop and teach distance education courses. Time needs to be allotted though for full program distance education development.	Ongoing as there is a full-time employee currently working on DE course development as time permits.

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 priority action plan is the hiring of a full-time instructor. Once that is completed, the other action plan can also be completed. The strength of this program is that students can do hands on activities right in the PCC library and there are other types of libraries that the students can visit to compare different types of libraries. Also, if the program becomes a distance education one, the strength will be that it is a program needed for the Micronesian region that will be able to be offered regionally. As it is the only LS program in the region, the strength will be that the program will meet the needs of students regionally and the surrounding Micronesian communities without the students needing to leave their home islands.

The weakness of the program is finding a full-time instructor able to meet the students’ diverse needs who will commit to a long term stay and one also willing to develop, revise, and teach LS courses and the LS program as distance education courses and a distance education program.

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	One full time instructor in the LS or related field with experience in teaching a diverse student population and also with distance education development and teaching experience.	\$18, 000 - \$20,000	The LS program needs a full-time instructor with a Library Science or related field master’s degree to oversee the program and its students. Currently there is no PCC faculty with this expertise.
Facilities			
Equipment			
Supplies	Office and teaching supplies	\$300 (\$100 a year)	To fulfill learning and teaching needs
Software			
Training	LMS Moodle training	\$0	The program needs to be offered regional to assist libraries in the region to have qualified library staff. Training can be done on campus with faculty already trained as trainers if the instructor needs training.
Other			
Total		\$20,300.00	

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 critical resource needed right away is the human resource. It is also the largest expense. A full-time LS instructor would be responsible for the program’s currency and relevancy and would oversee the curricula making changes as necessary. A full-time faculty would oversee the development and instruction of the LS program as a distance education program also. Therefore, all of the CLOs, PLOs and ILOs are tied into this one resource request. The office/teaching supplies would also fulfill the LS learning outcomes.

Separate e-folders contain the required evidence. A zipped folder will be given to the Institutional Research & Evaluation Office.