



“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.

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

**Music & Fine Arts Department**

**Fall 2018 – Summer 2021**

Program Review Completed By:

Name	Title	Signature	Date
Howard M. Charles	Associate Professor of Music		May 3, 2022

Program Review Certified By:

Name	Title	Signature	Date
Deikola Olikong	Dean of Academic Affairs		May 3, 2022 4

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

Name	Title	Signature	Date
Ligaya Sara	Institutional Researcher		May 04, 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 CLOs and PLOs (e-copy only)

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

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

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

## I. Academic Department Purpose and Relationship to the College Mission

1. State the mission of this academic department below.

The Music & Fine Arts Department at Palau Community College provides required music courses in the areas of performance, music and art appreciation, basic theory, and applied Palauan music for students majoring in the Liberal Arts and Education programs, as well as electives for the fulfillment of humanities and/or social science courses. The department also oversees the PCC Music Club, manages the Palau Wind Orchestra, and facilitates and assists in community events such as the annual Olechotel Belau Fair (OBF), US Embassy July 4<sup>th</sup> Celebration, US CAT Team change over ceremony, the annual Bethlehem Christmas concert series, the PCC annual Christmas Gala, and the college commencement exercises.

Its goals are:

- To provide required music courses for the Liberal Arts and Education Programs
- To provide music & art courses as electives for the fulfillment of humanities and social science requirements for other programs
- To provide music performance opportunities for students
- To assist the Music Club in student extracurricular activities
- To assist both the college and the community as a resource center for music and in music capacities where appropriate

The Music & Fine Arts department is intended to present to students with a general overview of the field of music and art. Students will have the opportunity to learn different facets of the field ranging from music fundamentals to music and art appreciation, music education, applied art, and performance. This will enable students to utilize the acquired education and training in finding employment after graduation or pursue higher education in their chosen field.

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

The Music & Fine Arts department supports the PCC Mission statement as it helps to meet the technical, academic, cultural, social, and economic needs of students and communities by promoting learning opportunities and developing personal excellence. The Music & Fine Arts department helps meet the **technical and academic** needs of students by providing computer technology, software, and electronic instruments and other related tools to help student gain the experience and skills in the field. Additionally, qualified faculty oversee music and fine arts courses geared specifically for student chosen majors ensuring that students receive the necessary skills and experience to enable them to find employment after graduation or pursue higher education in their chosen field. The Music & Fine Arts

department helps meet the **cultural** needs of students in the field by exposing them to the culture of music and art in the region as well as the world. Students are given the opportunity to learn the history of different music and art as well as different theories, fundamentals, methods, and techniques used by professionals in the field. As a result, students learn to appreciate the evolution and culture of music and art as well as have the opportunity to apply what they learn in activities, projects and performance opportunities assigned in their courses. The department also helps meet the **social** needs of students by giving them the opportunity to work with each other and community members in the scope of projects and performance opportunities. While enrolled in music and fine arts courses, students are required to interview and collaborate with field experts as well as perform in front of live audiences. Such exposure not only helps improve students' social and communication skills but also helps them become more confident in their skills as well as build connections with individuals and organizations that may help them when they begin to seek employment. The Music & Fine Arts department helps meet the **economic** needs of students by providing them the opportunity to learn necessary skills and obtain experiences needed to find employment after graduation or pursue higher education in their chosen field. The department further **promotes learning opportunities for students and communities and developing personal excellence**, by requiring students to collaborate with community experts, perform in class as well as in college and community events. Additionally, by hiring qualified faculty to teach courses and oversee the entire department, this goal is also realized. Such activities promote learning opportunities for students and communities as well as develop personal excellence.

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

The music department began in 1999 with the first course offering of what was formerly known as MU101, Introduction to Music, which was later renamed to MU106, Music Appreciation. The Music Department was later on renamed to what is now the Music & Fine Arts Department (MU & FA). The MU & FA department has continued to refine and maintain courses in its curriculum totaling six (6) music and fine arts courses to date. At present, the department offers its courses to the Liberal Arts, Education, Higher Distance Education programs, and offers elective courses to all majors for the required fulfillment of humanities/social sciences. With the rise of the Education Program, two music courses, MU149 and MU139, were refined as required courses for education majors aspiring to become teachers. The department also has in place three courses, MU100, MU102 and MU106 which are articulated with the University of Hawaii and other institutions of higher education. The department has continuously been involved in contributing its expertise, both of students and faculty, in college and community events such as commencement exercises, college charter day celebrations, Pacific Arts Festival, the annual Olehotel Belau Fair, annual Christmas concerts to mention a few. The department has also been in collaborative work with other professional music institutions and organizations in the past such as the International Council of Traditional Music, and the Society of Ethnomusicologists.

Major updates and accomplishments since the last review include the following. Most notably are the revisions of all music courses to have a hybrid section and the allowance of virtual learning opportunities due to the demands of the pandemic COVID 19. In addition, the department has and is continually revising its courses to require online textbooks (OER) as opposed to hard copies.

The purchase of the new PA system, with new monitors and cordless microphones has greatly improved student learning outcomes and achievements. It has also equipped the students not only in classroom instruction and learning, but also in rehearsals as well as in college and community student performances. This contributes to high results in student assessments in their course learning outcomes, and the aligned GE/ILO's 1, 2, 5 & 6.

The department is pleased to see an increased number of its former students actively participating and continually making an impact on the Palau music scene. In addition to regularly performing in major events and venues on island, many of our students have recorded popular music productions that are continuously aired on the radio and public television.

The department takes this opportunity to thank our college President, the Deans and staff of Academic Affairs, and all college staff and employees for their continued support and encouragement to our department. The department looks forward to working collaboratively with our students for yet another successful improvement cycle.

## II. Student and Faculty Data

**Figure 1 – Course Completion Data**

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

Course	Fa 2018					Fa 2019					Fa 2020				
	Enrolled	%Passed	%Failed	%W	%AU	Enrolled	%Passed	%Failed	%W	%AU	Enrolled	%Passed	%Failed	%W	%AU
MU102	30	83%	1%	16%		45	82%		18%		31	81%	6%	13%	
MU106						7	72%	14%	14%						
MU139											1	100%			

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

Course	Sp 2019					Sp 2020					Sp 2021				
	Enrolled	%Passed	%Failed	%W	%AU	Enrolled	%Passed	%Failed	%W	%AU	Enrolled	%Passed	%Failed	%W	%AU
MU106	31	77%		23%		40	88%		12%		20	100%			
MU149	7	71%		29%		7	100%				10	80%	20%		

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

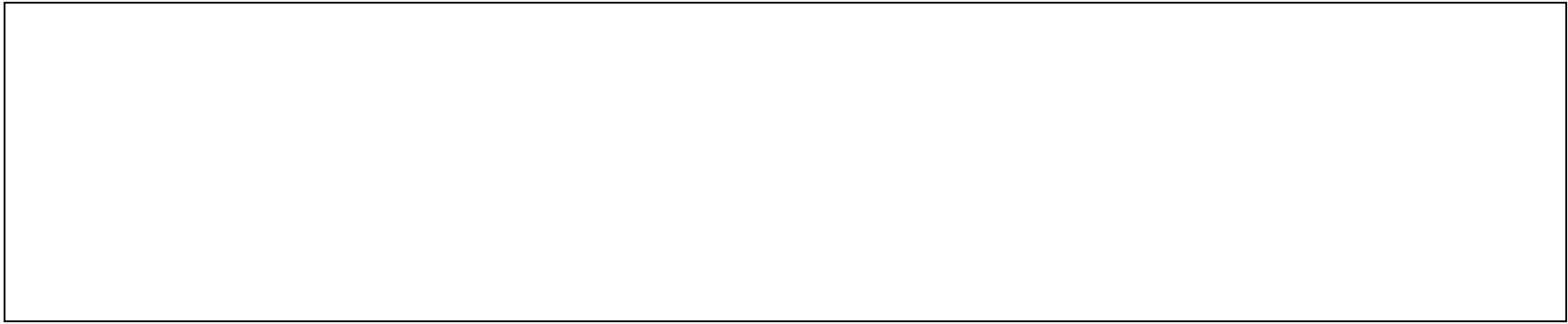
Course	Su 2019					Su 2020					Su 2021				
	Enrolled	%Passed	%Failed	%W	%AU	Enrolled	%Passed	%Failed	%W	%AU	Enrolled	%Passed	%Failed	%W	%AU
MU106											28	100%			

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

The table above (tabular view of Tables 1a, 1b, 1c) represents the total of student enrollments in all Music & Fine Arts courses as well as the number of students who passed, failed, audited, and withdrew from the courses. The difference between the passing and failing rates of students indicate that more students successfully pass department courses. A very few number of students enrolled in the courses and withdrew for various reasons, however the common factor was because students failed coming to class and felt overwhelmed with the amount of work needed to complete, or for extenuating personal circumstances, and so withdrew.

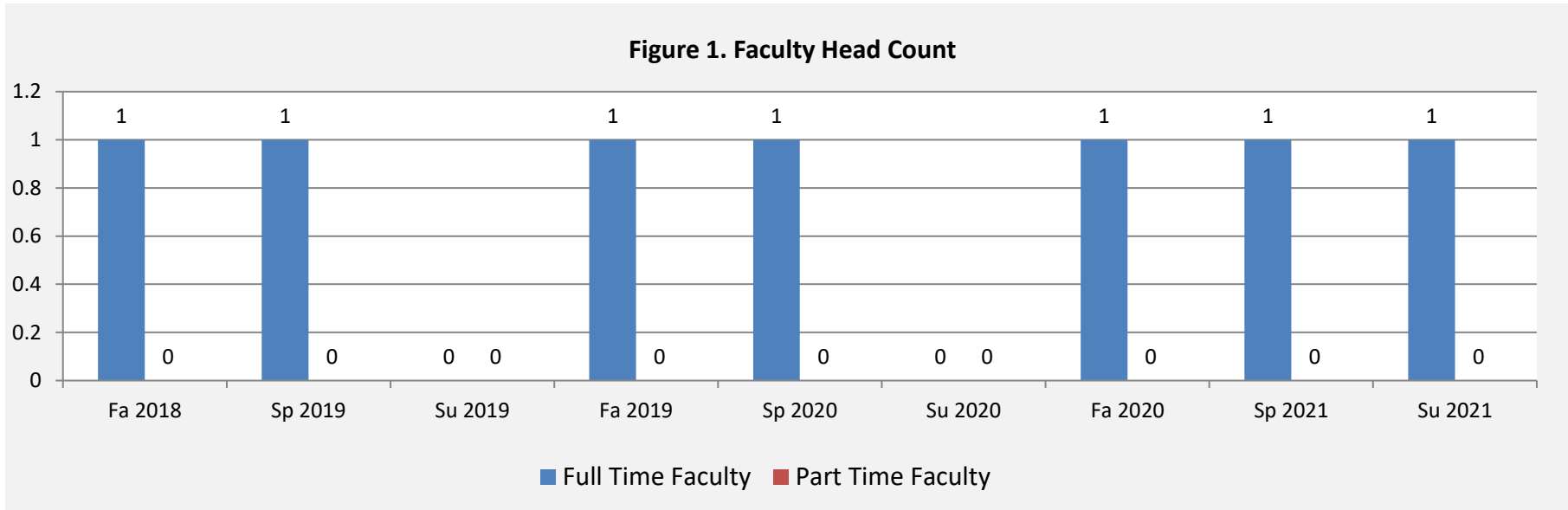
Summer 2019 and 2020 indicate a 0 enrollment because department courses are offered during regular semesters, fall and spring. Department courses may be offered in the summer should there be need for graduation purpose. Summer offerings could also be a result of need for other programs such as the SDSU Bachelor’s program or the certification of education teachers in the K-12 system. The lack of growth in enrollment in department courses is due to the fact that they are only a choice among other courses in the Social Sciences / Humanity department to satisfy only a 3 credit general education requirement. Despite the obstacles in this pandemic era, there is an increase growth of enrollment in this cycle review compared to the last cycle review of 2018, showing an average growth of 45 to 52 in its peak semester.

Overall, the data indicates that majority of the students enrolled in the Music & Fine Arts courses successfully complete the courses.





**Figure 1 – Faculty Information**



Provide summary of Figure 1 including its trends analysis below.

The table above (tabular view of Figure 1) represents the number of full time and part time faculty that teaches Music & Fine Arts classes. Currently, there is only one full time faculty for the department. This faculty heads the Music & Fine Arts Department as well as teaches all music courses for the department. However, because of only one visual arts course offered at the college, the college hires or assigns part time faculty to help teach those courses. There was no offering of the visual arts course during this cycle so no part time faculty was needed.



### 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	6	100%	100%	100%
2019-20	6	100%	100%	100%
2020-21	6	100%	100%	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.

There are a total of 6 MU & FA courses offered here at the College. All 6 courses have CLOs. The course outlines and documentations for all 6 courses during this cycle are currently updated. Such updates include all changes to student learning outcomes, texts and references, and CLOs. The course outlines and all documentations have been approved and are on file with the Committee on Programs and Curriculum as of Fall 2016, however, they are currently in their 5-year review process.

Additionally, all course CLOs have been aligned with GE/ ILOs in the mapping template. Signature assignments used in course assessments have also been identified. The program mapping and signature assignment documents are on file with the chair of Curriculum and Programs Committee (CPC), the ALO, and the AALO (see attached appendices).

### 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	MU102	CLO 1-3 – GE/ILO 1	CLO 1: 100% of students assessed performed at the proficient level
		CLO 2-3 – GE/ILO 2	CLO 2: 100% of students assessed performed at the proficient level
		CLO 3 – GE/ILO 5	CLO 3: 100% of students assessed performed at the proficient level
		CLO 3 – GE/ILO 6	

Spring 2019	MU106	CLO 1-3 – GE/ILO 1	CLO 1: 100% of students performed at the proficient level.
		CLO 2 – GE/ILO 2	CLO 2: 100% of students performed at the proficient level.
		CLO 3 – GE/ILO 5	CLO 3: 100% of students performed at the proficient level.
		CLO 2-3 – GE/ILO 6	
	MU149	CLO 1-3 – GE/ILO 1	CLO 1: 100% of students assessed performed at the proficient level.
		CLO 1 – GE/ILO 2	CLO 2: 100% of students assessed performed at the proficient level.
		CLO 2 – GE/ILO 5	CLO 3: 100% of students assessed performed at the proficient level.
		CLO 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	MU102	CLO 1-3 – GE/ILO 1	CLO 1: 100% of students assessed performed at the proficient level
		CLO 2-3 – GE/ILO 2	CLO 2: 100% of students assessed performed at the proficient level
		CLO 3 – GE/ILO 5	CLO 3: 100% of students assessed performed at the proficient level
		CLO 3 – GE/ILO 6	
	MU106	CLO 1-3 – GE/ILO 1	CLO 1: 100% of students performed at the proficient level.
		CLO 2 – GE/ILO 2	CLO 2: 100% of students performed at the proficient level.
		CLO 3 – GE/ILO 5	CLO 3: 100% of students performed at the proficient level.
		CLO 2-3 – GE/ILO 6	
Spring 2020	MU106	CLO 1-3 – GE/ILO 1	CLO 1: 100% of students performed at the proficient level.
		CLO 2 – GE/ILO 2	CLO 2: 100% of students performed at the proficient level.
		CLO 3 – GE/ILO 5	CLO 3: 100% of students performed at the proficient level.
		CLO 2-3 – GE/ILO 6	

	MU149	CLO 1-3 – GE/ILO 1	CLO 1: 100% of students performed at the proficient level.
		CLO 1 – GE/ILO 2	CLO 2: 100% of students performed at the proficient level.
		CLO 2 – GE/ILO 5	CLO 3: 100% of students performed at the proficient level.
		CLO 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	MU102	CLO 1-3 – GE/ILO 1	CLO 1: 100% of students performed at the proficient level.
		CLO 2-3 – GE/ILO 2	CLO 2: 100% of students performed at the proficient level.
		CLO 3 – GE/ILO 5	CLO 3: 100% of students performed at the proficient level.
		CLO 3 – GE/ILO 6	
	MU139	CLO 1 – GE/ILO 1	CLO 1: 100% of students performed at the proficient level.
		CLO 2 – GE/ILO 5	CLO 2: 100% of students performed at the proficient level.
		CLO 3 – GE/ILO 6	CLO 3: 100% of students performed at the proficient level.
Spring 2021	MU106	CLO 1-3 – GE/ILO 1	CLO 1: 95% of students performed at the proficient level.
		CLO 2 – GE/ILO 2	CLO 2: 100% of students performed at the proficient level.
		CLO 3 – GE/ILO 5	CLO 3: 95% of students performed at the proficient level.
		CLO 2-3 – GE/ILO 6	
	MU149	CLO 1-3 – GE/ILO 1	CLO 1: 100% of students performed at the proficient level.
		CLO 1 – GE/ILO 2	CLO 2: 100% of students performed at the proficient level.
		CLO 2 – GE/ILO 5	CLO 3: 100% of students performed at the proficient level.
		CLO 3 – GE/ILO 6	

Summer 2021	MU106	CLO 1-3 – GE/ILO 1	*Note: MU106 of Summer of 2021 was not assessed and therefore there are no results to show. I was told by the Dean of Academic Affairs that summer courses are not assessed since they are assessed either in the fall or spring semesters.
		CLO 2 – GE/ILO 2	
		CLO 3 – GE/ILO 5	
		CLO 2-3 – 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.

In the school year 2018-2019, 3 courses were assessed, 2 sections of MU102 in the Fall, and 2 sections of MU106 and MU149 in the Spring. In the school year 2019-2020, 4 courses were assessed, 2 sections of MU102 and MU106 in the Fall, and 2 sections of MU106 and MU149 in the Spring. In the school year 2020-21, 4 courses were assessed, 2 sections of MU102 and MU139 in the Fall, and MU106 and MU149 in the Spring. Although MU106 was offered in the summer, it was not assessed as it is usually assessed during regular semesters.

All the courses assessed for this cycle, namely MU102, MU106, MU139, and MU149 are aligned to satisfy the General Education/Institutional Learning Outcome (GE/ILO) 1, 2, 5, & 6. These are as follows:

GE/ILO 1 – *Critical Thinking and Problem Solving*  
Analyze and solve problems by using informed judgment based on evidence, sound reasoning, and/or creativity to differentiate facts from opinions and to specify solutions and their consequences.

GE/ILO 2 - *Communication*  
Effectively communicate, both orally and in writing, thoughts in a clear, well-organized manner to persuade, inform, and/or convey ideas in academic, work, family, and community settings.

GE/ILO 5 - *Civic Responsibility*  
Apply the principles of civility and morality to situations in the contexts of a healthy family, work, community, environment, and world.

GE/ILO 6 - *Aesthetics*  
Apply numerous means of inquiry to experience and appreciate the values of arts and nature.

The assessment results for this cycle show that students assessed in all music courses performed above the stated proficiency level. The department is very pleased of this success due to the fact that

previous improvement review cycles and action plans from assessments have been implemented to deliver such results. The success of student learning outcomes in this cycle review is a testament that the process works. Concrete evidence of this is depicted in the FAMED grids for each course of each school included in the appendices.

#### 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	100%	During school year 2018-19 (fall & spring), the department continued to implement the proposed action plans of incorporating more learning resources, visual aids, internet video clips and such to assist students in their analytical and creative skills in problem solving . Students have benefitted greatly from this effort and thus it shows in their learning outcomes. In fall 2018, 100% of students assessed met the proficiency level and in spring 2019, 100% of students assessed met the proficiency level which ended the school year with 100% at proficiency level.
	GE/ILO 2	100%	During school year 2018-19 (fall & spring), students were performing well with communicating both orally and in writing in their course work, and in community events. The department continues to implement a variety of learning resources and activities to assist students in this learning outcome. In fall 2018, 100% of students assessed met the proficiency level and in spring 2019, 100% of students assessed met the proficiency level which ended the school year with 100% at proficiency level.
	GE/ILO 5	100%	During school year 2018-19 (fall & spring), students performed well in principles of morality and civility in their course work, college and community events, such as our annual Christmas and commencement exercise performances. The department continues to implement a disciplined rehearsal schedule along with a variety of learning resources, examples and activities to assist students in this learning outcome. In fall 2018, 100% of students assessed met the proficiency level and in spring 2019, 100% of students assessed met the proficiency level which ended the school year with 100% at proficiency level.

	GE/ILO 6	100%	During school year 2018-19 (fall & spring), students performed well in principles aesthetics by learning various inquiries through their experience and appreciation of the arts in their course work, college and community events, such as the mentioned public performances. The department continues to implement a disciplined rehearsal schedule along with a variety of learning resources, examples and activities to assist students in this learning outcome. In fall 2018, 100% of students assessed met the proficiency level and in spring 2019, 100% of students assessed met the proficiency level which ended the school year with 100% at proficiency level.
2019-20	GE/ILO 1	100%	During school year 2019-20 (fall & spring), the department has continued to implement the proposed action plans of incorporating more learning resources, visual aids, video clips and examples to assist students in their analytical and creative skills in problem solving . Students have benefitted greatly from this effort and thus it shows in their learning outcomes. In fall 2019, 100% of students assessed met the proficiency level and in spring 2020, 100% of students assessed met the proficiency level which ended the school year with 100% at proficiency level.
	GE/ILO 2	100%	During school year 2019-20 (fall & spring), students were having some difficulty with communicating both orally and in writing in their course work, and in community events. The department put in extra effort to offer more varieties of learning resources and activities to assist students in this learning outcome that really benefitted students. In fall 2019, 100% of students assessed met the proficiency level and in spring 2020, 100% of students assessed met the proficiency level which ended the school year with 100% at proficiency level.
	GE/ILO 5	100%	During school year 2019-20 (fall & spring), students performed well in principles of morality and civility in their course work, college and community events, such as our annual Christmas and commencement exercise performances. The department continues to implement a disciplined rehearsal schedule along with a variety of learning resources, examples and activities to assist students in this learning outcome. In fall 2019, 100% of students assessed met the proficiency level and in spring 2020, 100% of students assessed met the proficiency level which ended the school year with 100% at proficiency level.



	GE/ILO 6	100%	During school year 2019-20 (fall & spring), students performed well in principles of aesthetics by learning various inquiries through their experience and appreciation of the arts in their course work, college and community events. The department continues to implement a disciplined schedule along with a variety of virtual learning resources and activities thru the internet to assist students in this learning outcome with the continued pandemic challenges. In fall 2019, 100% of students assessed met the proficiency level and in spring 2020, 100% of students assessed met the proficiency level which ended the school year with 100% at proficiency level.
2020-21	GE/ILO 1	99%	During school year 2020-21 (fall & spring), the department has continued to implement the proposed action plans of incorporating more learning resources, visual aids, internet video clips and examples to assist students in their analytical and creative skills in problem solving . Students have benefitted greatly from this effort and thus it shows in their learning outcomes. In fall 2020, 100% of students assessed met the proficiency level and in spring 2021, 99% of students assessed met the proficiency level which ended the school year with 99% at proficiency level.
	GE/ILO 2	100%	During school year 2020-21 (fall & spring), students were having some difficulty with communicating both orally and in writing in their course work, and in community events. The department put in extra effort to offer more varieties of learning resources and activities to assist students in this learning outcome that really benefitted students. In fall 2020, 100% of students assessed met the proficiency level and in spring 2021, 100% of students assessed met the proficiency level which ended the school year with 97% at proficiency level.
	GE/ILO 5	99%	During school year 2020-21 (fall & spring), students performed well in principles of morality and civility in their course work, college and limited community events due to the constraints of the pandemic. However, despite this fact, the department continues to implement a disciplined schedule along with a variety of virtual and internet learning resources to assist students which shows in this learning outcome. In fall 2020, 100% of students assessed met the proficiency level and in spring 2021, 99% of students assessed met the proficiency level which ended the school year with 99% at proficiency level.

	GE/ILO 6	99%	During school year 2020-21 (fall & spring), students performed well in principles of aesthetics by learning various inquiries through their experience and appreciation of the arts in their course work. The department continues to implement a disciplined schedule along with a variety of virtual learning resources thru the internet and activities to assist students in this learning outcome. In fall 2020, 100% of students assessed met the proficiency level and in spring 2021, 99% of students assessed met the proficiency level which ended the school year with 99% at proficiency level.
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Provide Summary of GE/ILOs 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 department’s student learning and student achievement.

The results of GE/ILO assessments in this cycle show a great and increasing improvement in students learning outcomes and achievements. In school year 2018-19, students assessed achieved an average of 100% for GE/ILO 1, 100% for GE/ILO 2, 100% for GE/ILO 5, and 100% for GE/ILO 6. In school year 2019-20, students assessed achieved an average of 100% for GE/ILO1, 100% for GE/ILO 2, 100% for GE/ILO 5, and 100% for GE/ILO 6. In school year 2020-21, students assessed an average of 99% for GE/ILO 1, 100% for GE/ILO 2, 99% for GE/ILO 5, and 99% for GE/ILO 6.

Compared to the previous review cycle (fall 2015- spring 2018), there were assessments, namely fall of 2018, where students assessed performed above the stated proficiency level of 70% to %76. In that previous review, major decisions and actions were taken and implemented in this current cycle (fall 2018- summer 2021), to separate signature assignments to each CLO thus giving students a better chance to concentrate on each one. At the same time, increased efforts in adapting new ways of teaching such as incorporating more learning resources thru the internet, virtual learning aids, video clips, tutoring, increased rehearsal times, field trips, college and public performances, and collaborative activities were implemented that have supported the improvement of the department’s student learning and student achievements within this cycle. Therefore, in all three years within this cycle, assessment results show that students achieved above and beyond the stated 70% proficiency level and are now performing at 99-100% proficiency level.

The department is very pleased with the results of student learning and achievements in this cycle and will continue to manage and improve such efforts for continued success of student learning outcomes and achievements.

**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: 2021 Department Review (3 year cycle)	Years: Fall 2018 – Summer 2021
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Action Plan Activity/Objectives	Status Complete/Ongoing/Incomplete	Updates of Action Plan(s) (Report action plans individually.)
➤ Development of the department into an actual degree program.	Ongoing	Based on enrollment, funding, and new policies, this is a long-term objective. An example of new policies is the conversion of 4 of the department courses that have become hybrid courses with a traditional counterpart. Namely, these are MU102, MU106, MU139, and MU149.
➤ Purchase of supplemental monitors and cordless microphones for PA system	Complete	This was completed during the previous cycle and the department has put the equipment into much good use. However, with the wear and tear of any equipment in any given course of time, the department needs to upgrade and/or renew some of the equipment to maintain operational standards.
➤ Installation of phone line and instrument	Incomplete	The department is still awaiting the review committee that this request is not a pressing need at this time, and will be provided when resources are available.
➤ Installation of indoor / adjacent bathroom	Incomplete	The department was told by the review committee that this request is not a pressing need at this time, and to utilize existing facilities.
➤ Professional Development	Incomplete	Although there have been other trainings for faculty, these have only centered on new policy requirements and accreditation issues. The department is still in need and requesting professional development in its field of study, namely the arts.

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

The action plans from the previous department review range from a status of ongoing, complete and incomplete. There are as follows.

The development of the department into an actual degree program is an ongoing process. During this cycle, 4 of the department courses have become hybrid courses with a traditional counterparts. Namely, MU102, MU106, MU139, and MU149. This is a new policy for all departments and programs to comply with accreditation regulations. Based on enrollment, funding, and new policies, this action plan is a long-term objective.

The purchase of the PA system, monitors, and cordless microphones is complete. This has greatly enhanced and improved our student learning outcomes and achievement in all music courses and is evident in the assessment results of this cycle. An example of this is the use of the equipment in lesson planning and delivery for MU139, MU149, and for the preparation of student performances at our annual Christmas concerts and commencement exercises where all music students participate. However, with the wear and tear of any equipment in any given course of time, the department needs to upgrade and/or renew some of the equipment to maintain operational standards.

The installation of indoor bathroom and phone line is incomplete. The department was told by the review committee that this request is not a pressing need at this time, and will be provided when resources are available, and to utilize existing facilities.

The professional development plan is also somewhat incomplete. Although there have been other trainings for faculty, these have only centered on new policy requirements and accreditation issues. The department is still in need and requesting professional development in its field of study, namely in music and the arts.

## VII. Action Plans

Based on current program review results, describe the program 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
<ul style="list-style-type: none"> <li>Purchase of additional new electronic keyboard</li> </ul>	<p>This equipment is a requirement for CLO's in MU100, MU102, MU106, MU139, &amp; MU149. Although there is a keyboard on hand, it is getting old. In addition, with the current pandemic constraints for social distancing, the</p>	<p>Yamaha PSR 975series electronic keyboard</p>	<p>Fall 2022 (The request and justification will be submitted this coming fall and await approval from the Dean of Academic Affairs.)</p>

	department could use additional keyboards to allow students the space required to learn comfortably and effectively. This equipment satisfies GE/ILO 1, 2, 5 & 6 in all our MU courses.		
<ul style="list-style-type: none"> <li>Improve lighting in the music classroom, PWO</li> </ul>	This is a facility improvement request. The bulbs used in the classroom are not ideal for the design of the building, and so the lighting is quite dim, and it makes it difficult for students to work on notation exercises and reading, especially students with difficulty with sight. This has been requested many times but only larger bulbs have been provided on an availability basis. This is also an issue with US federal regulations for students with impaired vision or eye problems.	Suitable light bulbs or Additional lighting	Summer 2022

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 program needs that may require financial support from the institution.

The music and fine arts department is a small department in the college. Although it only offers six courses, it caters its course offerings required for the Liberal Arts, Education, Higher Distance Education programs, as well as humanities/course electives for all majors. At the same time the music department also offers student performances for the college and community such as in our annual Christmas concerts and commencement exercises contributing to the image of the college and community as a whole. The department's only 1 full time faculty also assists to teach and

convert other courses in other departments, namely the Social Science and History departments, to justify his workload. Below are the major strengths and needs/recommendations of action plans for the department.

- **Major Strengths**

During this cycle, the department has converted and offered 4 of its courses, MU102, MU106, MU139, and MU149 into hybrid courses.

The purchase of the new PA system, monitors and microphones from the previous cycle has greatly improved student learning outcomes and assessments for this review cycles. The equipment is not only used in class for instruction and student rehearsals, but is also utilized in student performances for their annual Christmas concerts and commencement exercises for the college and community.

The department assists the Social Science and History departments in teaching their courses. At the same time, the department faculty has converted and taught 5 of these courses, namely HI179, HI209, SS100, SS209, and SS229, into hybrid courses during the course of this cycle.

- **Needs/Recommendations**

Purchase of an additional new electronic keyboard for student instruction to satisfy the requirement of social distancing during this pandemic era is a must to ensure students success and safety. This satisfies the requirement for CLO's in all MU courses, and aligns with GE/ILO 1, 2, 5 & 6. This keyboard is used not only for student instruction, but also for rehearsals, and performances for the college and the community as mentioned above.

Improvement of lighting in the music classroom has been mentioned in the above section and the department believes that this is a pressing need. It is essential to equip students, especially those with poor eyesight disabilities, with a well-lit classroom to be able to perform well and achieve favorable assessment results. At the same time, it is a federal requirement for our institution to comply with as recipient of Title IV US federal funds.

It is imperative for faculty to attend professional development trainings or seminars every 5 years or so. In order to be effective and well versed in current trends and innovative pedagogies in music and the arts, a professional at this level needs to participate in such training from time to time. This will greatly ensure the department to improve in its student instruction and our student learning outcomes and performances in college and community functions. The department requests that this request be met during this upcoming cycle.

## IX. Resource Request

Itemize resource request below.

Type of Resource	Detailed Description	Estimated Amount Requested	Justification
Personnel			
Facility	Classroom light improvement	\$500	Improvement of lighting in the music classroom has been mentioned in the above section and the department believes that this is a pressing need. It is essential to equip students, especially those with poor eyesight disabilities, with a well-lit classroom to be able to perform well and achieve favorable assessment results. At the same time, it is a federal requirement for our institution to comply with as recipient of Title IV US federal funds.
Equipment	Yamaha PSR 975series Electronic Keyboard	\$3,000.00	With the challenges of this pandemic era such as social distancing, the department requests the purchase of an additional new electronic keyboard for student instruction and student performances. This satisfies the requirement for CLO's in all MU

			<p>courses, and aligns with GE/ILO 1, 2, 5 &amp; 6. This keyboard is also used for student instruction, rehearsals, and performances for the college and community as mentioned above. At the same time, this type of keyboard has the capability to be used technologically in the instruction of our new hybrid and online music courses.</p>
Supplies			
Software	Music Recording Software and Equipment	\$2,000	<p>It is the recommendation of the department to look into the future of preserving our Palauan musical heritage. There has been some talks over the years in recording our Palauan music, both traditional and contemporary for instructional and preservation purposes. As the only institution of higher learning on island, it is not only imperative for us but our duty as well as educators to pioneer this journey for our students and the community in which we serve.</p>
Training	Professional Development Abroad	\$4,000	It is imperative for faculty to attend



			professional development trainings or seminars every 5 years or so. In order to be effective and well versed in current trends and innovative pedagogies in music and the arts, a professional at this level needs to participate in such training from time to time. This will greatly ensure the department to improve in its student instruction and our student learning outcomes and performances in college and community functions. The department requests that this request be met during this upcoming cycle.
Other			
Total		\$ 9,500	

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.

In this current review cycle, there are only four resource requests for the department, and they are as follows:

Improvement of lighting in the music classroom has been mentioned in the above section and the department believes that this is a pressing need. It is essential to equip students, especially those with poor eyesight disabilities, with a well-lit classroom to be able to perform well and achieve favorable assessment results. At the same time, it is a federal requirement for our institution to comply with as recipient of Title IV US federal funds.

Purchase of an additional new electronic keyboard for student instruction and student performances to comply with social distancing requirements in this pandemic era. This satisfies the requirement for CLO's in all MU courses, and aligns with GE/ILO 1, 2, 5 & 6. This keyboard is also used for student instruction, rehearsals, and performances for the college and community as mentioned

above. At the same time, this type of keyboard has the capability to be used technologically in the instruction of upcoming hybrid and online music courses.

The request to invest in recording software and equipment for the department is essential in the preservation of our courses that include our own island heritage, namely all MU courses, and to increase student interest that boosts enrollment into the department. Moreover, it will spearhead the capacity to create and offer future courses in the area of music recording and production in this everchanging web-based world.

Finally, it is imperative for faculty to attend professional development trainings or seminars every 5 years or so. In order to be effective and well versed in current trends and innovative pedagogies in music and the arts, a professional at this level needs to participate in such training from time to time. This will greatly ensure the department to improve in its student instruction and our student learning outcomes and performances in college and community functions. This recommendation supports and satisfies student instruction aligned with GE/ILO 1, 2, 5 & 6. The department further requests that this request be met during this upcoming cycle.

**Do not forget to include all your required evidence. Required evidence is listed on page 2 of this template.**