



“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**

Other Language Department

Fall 2018 to Summer 2019

Fall 2019 to summer 2020

Fall 2020 to Summer 2021

Program Review Completed By:

Name	Title	Signature	Date
Shuyun SUSAN Tsai	Associate Professor (Mandarin)	<i>Shuyun Tsai</i>	5/4/2022
Reiko Kawamura	Associate Professor (Japanese)	<i>Reiko</i>	

Program Review Certified By:

Name	Title	Signature	Date
Deikola Olikong	Dean of Academic Affairs Division	<i>[Signature]</i>	5/4/2022

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

Name	Title	Signature	Date
Ligaya Sara	Institutional Researcher	<i>[Signature]</i>	5/4/2022

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 – 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 mission of Other Language department at Palau community college is to enable students to attain the skills necessary to listen, speak, and read in a language other than English. Students will also gain a proper understanding and insight into cultural differences as well as lifelong language skills

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

Other language Department at Palau Community College is directly linked to the mission of the college that is critical thinking and problem solving (ILO1), Communication (ILO2), Quantitative and Technological Competence (ILO3), Diversity (ILO4), and Civic responsibility (ILO5) to developing personal excellence for students of the other language courses.
(Appendix A: department mapping that shows alignment of CLOs – GE/ ILOs)

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

Other language department consists of Chinese-Mandarin, Japanese, and Palauan languages.

The first, the teaching of Japanese language began about 40 years ago, when the college was known as Micronesia Occupational Center (MOC). The Japanese language courses provided practicing acceptable pronunciation and oral-aural skills that learn common phrases in everyday social and business contacts. Currently, the Japanese language has 4 courses. Over the years, the 2 fundamental Japanese language courses are required for all Tourism and Hospitality program.

The second, the course of Palauan language began approximately 20 years ago. The Palauan language courses provided basic conversation skills, furthermore orthography and grammar. In Fall 2015, Palauan study program has established. Palauan language courses are required for Palauan Study program.

Moreover, Chinese-Mandarin Course at Palau Community college began more than 10 years ago, had corporate with the Ministry of Education in Taiwan. Few years ago, it changed to Taiwan International Cooperation and Development Fund (ICDF). Chinese-Mandarin provides a fundamental course to be able to learn common phrases used in daily social and business contacts with acceptable pronunciation. Over the years, the course is required for Tourism and Hospitality program-Tour Services.

These other language courses were general education core requirements for AAS, AS, and AA Degree.

II. Student and Faculty Data

Figure 1 – Course Completion Data

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

FA 2018					FA 2019					FA 2020				
<u>Course</u>	Passed	Failed	Withdraw	Enrolled	<u>Course</u>	Passed	Failed	Withdraw	Enrolled	<u>Course</u>	Passed	Failed	Withdraw	Enrolled
CH109	4	0	1	5	CH109	1	0	1	2	CH109	8	0	0	8
JP109	25	3	7	35	JP109	24	3	9	36	JP109	29	4	9	42

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

SP 2019					SP 2020					SP 2021				
<u>Course</u>	Passed	Failed	Withdraw	Enrolled	<u>Course</u>	Passed	Failed	Withdraw	Enrolled	<u>Course</u>	Passed	Failed	Withdraw	Enrolled
CH109	5	1	0	6	CH109	4	2	0	6	CH109	5	0	0	5
JP119	7	1	2	10	JP119	9	3	2	14	JP109	9	0	2	11
										JP119	6	1	5	12
										PW101	4	0	1	5

Table 1c. Course Completion of Department 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
N/A					N/A					N/A				

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

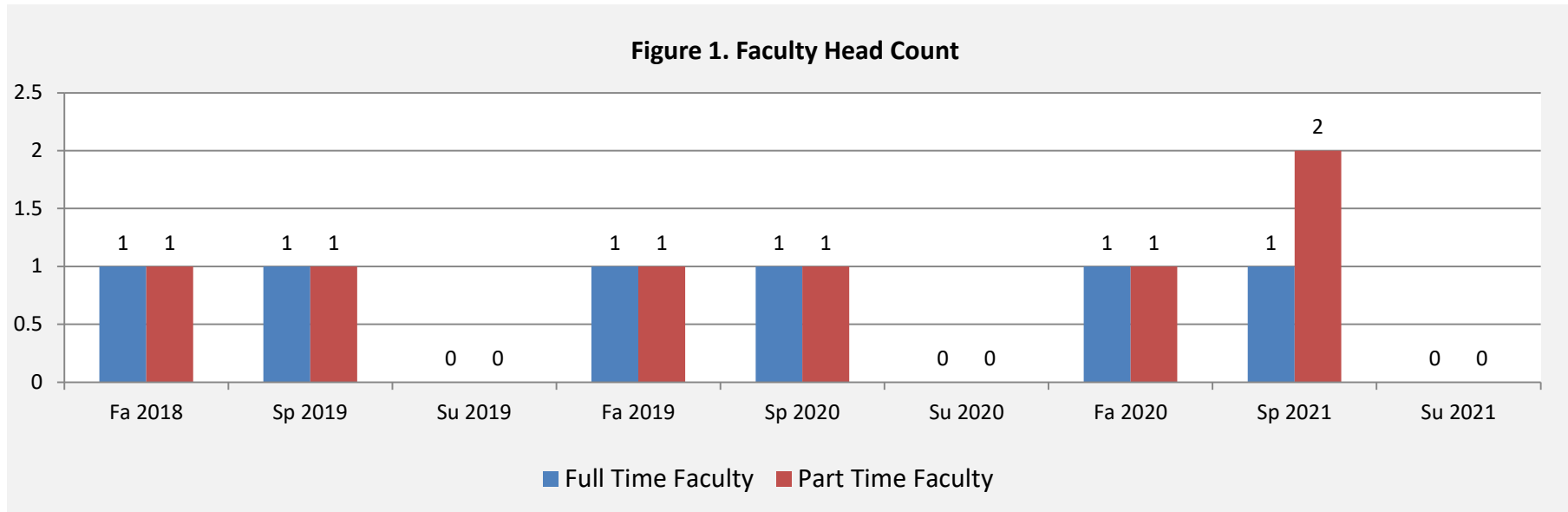
Table 1a shows the number of enrolled students is increasing gradually year by year.

Table 1b shows the number of enrolled students is smaller compared with Table 1a.

Table 1a Fall semester has JP109 and Table 1b has JP119, which is a continuation course of JP109.

Table 1c shows the other language department has not opened in the summer semester.

Figure 1 – Faculty Information



Provide summary of Figure 1 including its trends analysis below.

Other language department has 3 faculties- one in each language. –Chinese (Mandarin), Japanese, and Palauan. Japanese language is Full time faculty and the other languages-Chinese (Mandarin) and Palauan are Part time faculty. When offered PW101 in Semester Spring 2021, We had three faculty in each language.

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
2018-2019	6 (CH109, JP109, JP119, JP209, JP219, PW101)	100%		100%
2019-2020	6	100%	JP109 (update/CLO revision) JP209 (Text/ update) JP219 (update)	100%
2020-2021	6	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.

JP109 Course outline has revised numbers of CLO effective from Fall 2019 semester. It had 5 CLOs, then changed to 4 CLOs. Because the previous CLO1 (pronunciation) and previous CLO 4(Speaking) combine into one CLO in the new course outline.
JP209 and JP219 course outlines were updated with currently suitable. However, both JP209 and JP219 courses have not opened for more than 10 years.

CH109, JP119, and PW101 course outlines will be updated soon.

IV. Course Assessment Data

Year 1: School Year Fall 2018-Summer 2019

Semester Assessed	Course Assessed	CLO-GE/ILO Mapping	Results of Assessments
Fall 2018	CH109	CLO 1 – GE/ILO 2	CLO1: 100% of students assessed performed at the proficiency level.
		CLO 2 – GE/ILO 2, 4	CLO2: 75% of students assessed performed at the proficiency level.
		CLO 3 – GE/ILO 2, 4	CLO3: 100% of students assessed performed at the proficiency level.
		CLO 4 – GE/ILO 2, 4	CLO4: 75% of students assessed performed at the proficiency level.
		CLO 5 – GE/ILO 2, 4	CLO5: 100% of students assessed performed at the proficiency level.
	JP109	CLO 1 – GE/ILO 1, 2	CLO1: 100% of students assessed performed at the proficiency level.
		CLO 2 – GE/ILO 1, 2	CLO2: 100% of students assessed performed at the proficiency level.
		CLO 3 – GE/ILO 1, 2	CLO3: 96% of students assessed performed at the proficiency level.

Spring 2019		CLO 4 – GE/ILO 1, 2	CLO4: 88% of students assessed performed at the proficiency level.
		CLO 5 – GE/ILO 1, 2	CLO5: 75% of students assessed performed at the proficiency level.
	CH109	CLO 1 – GE/ILO 2	CLO1: 92% of students assessed performed at the proficiency level.
		CLO 2 – GE/ILO 2, 4	CLO2: 100% of students assessed performed at the proficiency level.
		CLO 3 – GE/ILO 2, 4	CLO3: 92% of students assessed performed at the proficiency level.
		CLO 4 – GE/ILO 2, 4	CLO4: 92% of students assessed performed at the proficiency level.
		CLO 5 – GE/ILO 2, 4	CLO5: 100% of students assessed performed at the proficiency level.
	JP119	CLO 1 – GE/ILO 1, 2	CLO1: 75% of students assessed performed at the proficiency level.
		CLO 2 – GE/ILO 1, 2	CLO2: 88% of students assessed performed at the proficiency level.
		CLO 3 – GE/ILO 1, 2	CLO3: 63% of students assessed performed at the proficiency level.
		CLO 4 – GE/ILO 1, 2	CLO4: 100% of students assessed performed at the proficiency level.
		CLO 5 – GE/ILO 1, 2	CLO5: 38% of students assessed performed at the proficiency level.

Year 2: School Year Fall 2019-Summer 2020

Semester Assessed	Course Assessed	CLO-GE/ILO Mapping	Results of Assessments
Fall 2019	CH109	CLO 1 – GE/ILO 2	CLO1: 100% of students assessed performed at the proficiency level.
		CLO 2 – GE/ILO 2, 4	CLO2: 100% of students assessed performed at the proficiency level.
		CLO 3 – GE/ILO 2, 4	CLO3: 100% of students assessed performed at the proficiency level.
		CLO 4 – GE/ILO 2, 4	CLO4: 100% of students assessed performed at the proficiency level.
		CLO 5 – GE/ILO 2, 4	CLO5: 100% of students assessed performed at the proficiency level.
	JP109	CLO 1 – GE/ILO 1, 2	CLO1: 88% of students assessed performed at the proficiency level.
		CLO 2 – GE/ILO 1, 2	CLO2: 77% of students assessed performed at the proficiency level.
		CLO 3 – GE/ILO 1, 2	CLO3: 81% of students assessed performed at the proficiency level.
		CLO 4 – GE/ILO 1, 2	CLO4: 42% of students assessed performed at the proficiency level.
	CH109	CLO 1 – GE/ILO 2	CLO1: 100% of students assessed performed at the proficiency level.

Spring 2020		CLO 2 – GE/ILO 2, 4	CLO2: 67% of students assessed performed at the proficiency level.
		CLO 3 – GE/ILO 2, 4	CLO3: 67% of students assessed performed at the proficiency level.
		CLO 4 – GE/ILO 2, 4	CLO4: 100% of students assessed performed at the proficiency level.
		CLO 5 – GE/ILO 2, 4	CLO5: 67% of students assessed performed at the proficiency level.
	JP119	CLO 1 – GE/ILO 1, 2	CLO1: 82% of students assessed performed at the proficiency level.
		CLO 2 – GE/ILO 1, 2	CLO2: 73% of students assessed performed at the proficiency level.
		CLO 3 – GE/ILO 1, 2	CLO3: 73% of students assessed performed at the proficiency level.
		CLO 4 – GE/ILO 1, 2	CLO4: 91% of students assessed performed at the proficiency level.
		CLO 5 – GE/ILO 1, 2	CLO5: 45% of students assessed performed at the proficiency level.

Year 3: School Year Fall 2020-Summer 2021

Semester Assessed	Course Assessed	CLO-GE/ILO Mapping	Results of Assessments
Fall 2020	CH109	CLO 1 – GE/ILO 1, 2	CLO1: 100% of students assessed performed at the proficiency level.
		CLO 2 – GE/ILO 1, 2, 4	CLO2: 63% of students assessed performed at the proficiency level.
		CLO 3 – GE/ILO 1, 2, 4	CLO3: 63% of students assessed performed at the proficiency level.
		CLO 4 – GE/ILO 1, 2, 4	CLO4: 100% of students assessed performed at the proficiency level.
		CLO 5 – GE/ILO 1, 2, 4	CLO5: 63% of students assessed performed at the proficiency level.
	JP109	CLO 1 – GE/ILO 1, 2	CLO1: 91% of students assessed performed at the proficiency level.
		CLO 2 – GE/ILO 1, 2	CLO2: 88% of students assessed performed at the proficiency level.
		CLO 3 – GE/ILO 1, 2, 4	CLO3: 56% of students assessed performed at the proficiency level.
		CLO 4 – GE/ILO 1, 2, 4	CLO4: 59% of students assessed performed at the proficiency level.
Spring 2021	CH109	CLO 1 – GE/ILO 1, 2	CLO1: 80% of students assessed performed at the proficiency level.
		CLO 2 – GE/ILO 1, 2, 4	CLO2: 100% of students assessed performed at the proficiency level.
		CLO 3 – GE/ILO 1, 2, 4	CLO3: 100% of students assessed performed at the proficiency level.
		CLO 4 – GE/ILO 1, 2, 4	CLO4: 100% of students assessed performed at the proficiency level.

		CLO 5 – GE/ILO 1, 2, 4	CLO5: 67% of students assessed performed at the proficiency level.
	JP109	CLO 1 – GE/ILO 1, 2	CLO1: 56% of students assessed performed at the proficiency level.
		CLO 2 – GE/ILO 1, 2	CLO2: 44% of students assessed performed at the proficiency level.
		CLO 3 – GE/ILO 1, 2, 4	CLO3: 44% of students assessed performed at the proficiency level.
		CLO 4 – GE/ILO 1, 2, 4	CLO4: 22% of students assessed performed at the proficiency level.
	JP119	CLO 1 – GE/ILO 1, 2	CLO1: 29% of students assessed performed at the proficiency level.
		CLO 2 – GE/ILO 1, 2	CLO2: 29% of students assessed performed at the proficiency level.
		CLO 3 – GE/ILO 1, 2	CLO3: 57% of students assessed performed at the proficiency level.
		CLO 4 – GE/ILO 1, 2, 4	CLO4: 100% of students assessed performed at the proficiency level.
		CLO 5 – GE/ILO 1, 2, 4	CLO5: 14% of students assessed performed at the proficiency level.
	PW 101	CLO 1 – GE/ILO 1, 2	CLO 1: 100% of students assessed performed at the proficiency level.
		CLO 2 – GE/ILO 1, 2, 4	CLO 2: 100% of students assessed performed at the proficiency level.
		CLO 3 – GE/ILO 1, 2, 4, 5	CLO 3: 100% of students assessed performed at the proficiency level.
		CLO 4 – GE/ILO 1, 2, 3	CLO 4: 100% of students assessed performed at the proficiency level.

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

Each CLOs is between 14% to 100% of students assessed performed at the proficiency level.

In Spring 2021, most CLOs in JP109 and JP119 have not reached proficiency level. Back to Face-to-face session, but still short teaching hours (2 times per week, total 56 hours) compared with the previous semesters (5 times per week, total 80 hours). Needed to adjust the course contents or Signature Assignments.

Since Fall 2020, the CLO-GE/ILO Mapping has changed. (Appendix A: CLOs – GE/ILOs Mapping) But some FAMED grids mentioned misplaced ILO and PLO followed the old Mapping. In the FAMED grid, the CLO-GE/ILO followed the old version Mapping, but the data here in the Program Review is the new version Mapping. (Appendix C: FAMED grid of all course assessment data)

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

Year Assessed	List GE/ILOs	Proficiency Level	Result of Assessments
2018-2019	GE/ILO 1	82%	In Fall 2018, 92% of students assessed met the proficiency level and in Spring 2019, 73% of students assessed met the proficiency level which ended the school year with 82% at proficiency level.
	GE/ILO 2	87%	In Fall 2018, 91% of students assessed met the proficiency level and in Spring 2019, 84% of students assessed met the proficiency level which ended the school year with 87% at proficiency level.
	GE/ILO 4	92%	In Fall 2018, 88% of students assessed met the proficiency level and in Spring 2019, 96% of students assessed met the proficiency level which ended the school year with 92% at proficiency level.
2019-2020	GE/ILO 1	72%	In Fall 2019, 72% of students assessed met the proficiency level and in Spring 2020, 73% of students assessed met the proficiency level which ended the school year with 72% at proficiency level.
	GE/ILO 2	82%	In Fall 2019, 88% of students assessed met the proficiency level and in Spring 2020, 77% of students assessed met the proficiency level which ended the school year with 82% at proficiency level.
	GE/ILO 4	88%	In Fall 2019, 100% of students assessed met the proficiency level and in Spring 2020, 72% of students assessed met the proficiency level which ended the school year with 88% at proficiency level.
2020-2021	GE/ILO 1	71%	In Fall 2020, 76% of students assessed met the proficiency level and in Spring 2021, 69% of students assessed met the proficiency level which ended the school year with 71% at proficiency level.
	GE/ILO 2	71%	In Fall 2020, 76% of students assessed met the proficiency level and in Spring 2021, 69% of students assessed met the proficiency level which ended the school year with 71% at proficiency level.
	GE/ILO 3	100%	In Spring 2021, 100% of students assessed met the proficiency level in PW101
	GE/ILO 4	72%	In Fall 2020, 67% of students assessed met the proficiency level and in Spring 2021, 75% of students assessed met the proficiency level which ended the school year with 72% at proficiency level.
	GE/ILO 5	100%	In Spring 2021, 100% of students assessed met the proficiency level in PW101

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.

Each GE/ILO in Other language departments is 71%-100%. And achieved proficiency level.
GE/ILO 1 is 82, 72, and 71% by school year, slightly decreasing.
GE/ILO 2 is 87, 82, and 71%, slightly decreasing.
GE/ILO 3 is 100%,
GE/ILO 4 is 92, 88, and 72%, slightly decreasing.
GE/ILO 5 is 100%.

Most GE/ILO in Other language departments is slightly decreasing, in this 3-year period. Students had unexpected hybrid or online sessions due to global pandemic (for 4 weeks in Spring 2020 semester) and decreasing teaching hours (Since Fall 2020 semester until now).

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: 3 rd cycle		Years: Fall 2015- Summer 2018
Action Plan Activity/Objectives	Status Complete/Ongoing/Incomplete	Updates of Action Plan(s) (Report action plans individually.)
Continuous reviews and update of CLOs and other necessary related documents	Complete	Continuous reviews and update of CLOs and other necessary related documents as needed.
Faculty development	Complete	Participated meeting, workshop and training in professional development for instructors <ul style="list-style-type: none"> Distance Education Training (Dec 19-20, 2018) Technology Training (May 28-29, 2019) Institutional Effectiveness Training (Aug 7-8, 2019) Distance Education Training (Dec 17-18, 2019) End-of semester Meeting & Mini workshop (May 26-27, 2020) Distance Education Training by PREL Region 18 & Region 19 (Aug 11-13, 2020) Institutional Effectiveness Workshop (Jan 6, 2021) Integration Technology into Teaching Training (May 19, 2021)
Facilities improvement	Complete	Japanese Language Lab was renovated in Spring 2019, removing the Students Partition type Table and Mounting Panel for Tape recorder for LL System with desks and chairs for students. Then now, we all relocated using a regular classroom.

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 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.

All previous department review action plans are completed.

Due to improved internet access, we are able to get more information and resources in teaching. Not only documents but also visual and audio materials. Moreover, the ZOOM school plan which PCC provides for, also helps the online course going well. The good internet access and ZOOM plan did help to improve teaching methods and faculty development to get updated information. (Spring 2022 semester)

In addition, the institution provides 775-numbers and 775 Family plan groups, 350 minutes of mobile calls and 30 gigabytes also helps a lot for remote work. (Spring 2022 semester)

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
Continuous reviews and update of CLOs and other necessary related documents	Continue to review and update course learning outlines to ensure better alignment between what is taught in the classroom and what is student evaluated on. The plan will also make sure consistent and updated alignment of CLOs to GE PLOs to ILOs	None	Whenever it needed
Faculty development	Participate in professional development for instructors. The workshops or training sessions for instructors to improve skills in lecturing. The plan will ensure instructors are up-to-date on the latest techniques and relevant information for improvement of student learning.	Information, Funding, time	At any time

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.

Continuously review and update each course in the department. Online teaching as well Internet access has been developed and improved in this cycle. Thus, it will effectively update teaching materials and methods as needed.

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	N/A	N/A	N/A
Facility	N/A	N/A	N/A
Equipment	Pen Tablet (iPod with apple pencil) or digital note	\$200~ \$800	To grading/ correcting Student's Kana Hand-writing works through Moodle or electronic.
Supplies	Office supplies	\$200 per year	To support teaching: grading, record keeping, and supplemental materials for teaching
Software	N/A	N/A	N/A
Training	Conducting Group Interaction/learning in language		To increase students' motivation and participation in class through the peer interaction
Other	N/A	N/A	N/A
Total	N/A	\$400~\$1,000	N/A

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 office supplies resource request will allow courses to be conducted in an organized manner from class planning and preparation to its assessment at the end of semester. This may relate basic teaching and connect all learning outcomes.