

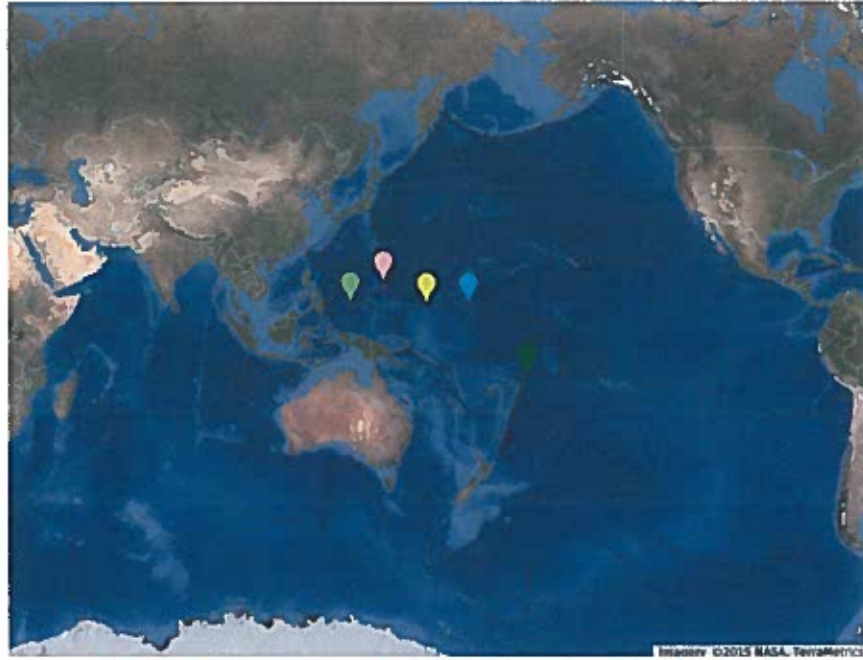
PPEC

Pacific Postsecondary Education Council

Report to Accrediting Commission of Community and Junior Colleges (ACCJC)

July – December 2017

A Glance:



<https://mapsengine.google.com/map/edit?mid=zBxIzykZRzxIkRQRuvE2OINs>

	240736	243638	376695	240745	243647
	American Samoa Community College	College of Micronesia-FSM	College of the Marshall Islands	Guam Community College	Palau Community College
Street address or post office box (HD2016)	PO Box 2609	Kolonia	Oceanside Uliga - PO Box 1258	1 Sesame Street	Medalaih
City location of institution (HD2016)	Pago Pago	Pohnpei	Majuro	Mangilao	Koror
ZIP code (HD2016)	AS	FM	MH	GU	PW
Name of chief administrator (HD2016)	96799-2609	96941	96960	96913	96940
Institution's internet website address (HD2016)	Seth P. Galea'i	Joseph Daisy	Dr. Theresa Koroivulaono	Dr. Mary A.Y. Okada	Patrick U. Tellei
Longitude location of institution (HD2016)	www.amsamoa.edu	www.comfsm.fm	www.cmi.edu	www.guamcc.edu	www.palau.edu
Latitude location of institution (HD2016)	-170.742774	158.158189	171.378129	144.808944	134.473744
Street address or post office box (HD2016)	-14.322636	6.909759	7.102688	13.440649	7.343177

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	American Samoa Community College	College of Micronesia-FSM	College of the Marshall Islands	Guam Community College	Palau Community College
Total enrollment (DRVEF2015)	1285	2215	995	2334	627
Full-time equivalent fall enrollment (DRVEF2015)	939	1700	794	1450	441
Full-time enrollment (DRVEF2015)	705	1440	693	1003	347
Part-time enrollment (DRVEF2015)	580	775	302	1331	280
Full-time retention rate 2015 (EF2015D)	100	66	48	58	58
Part-time retention rate 2015 (EF2015D)	100	56	40	44	66
Current year GRS cohort as a percent of entering class (EF2015D)	69	70	81	24	68
12-month unduplicated headcount undergraduate 2015-16 (DRVEF122016)	1635	2701	1319	3214	800
12-month full-time equivalent enrollment: 2015-16 (DRVEF122016)	1009	1723	791	1648	440

	240736 American Samoa Community College	243638 College of Micronesia- FSM	376695 College of the Marshall Islands	240745 Guam Community College	243647 Palau Community College
Percent of total enrollment that are American Indian or Alaska Native (DRVEF2015)	0	0	0	0	0
Percent of total enrollment that are Asian/Native Hawaiian/Pacific Islander (DRVEF2015)	91	100	100	95	100
Percent of total enrollment that are Asian (DRVEF2015)	1	0	1	42	0
Percent of total enrollment that are Native Hawaiian or Other Pacific Islander (DRVEF2015)	90	100	99	53	99
Percent of total enrollment that are Black or African American (DRVEF2015)	0	0	0	1	0
Percent of total enrollment that are White (DRVEF2015)	0	0	0	2	0
Percent of total enrollment that are Hispanic/Latino (DRVEF2015)	0	0	0	0	0
Percent of total enrollment that are Race/ethnicity unknown (DRVEF2015)	0	0	0	1	0
Percent of total enrollment that are two or more races (DRVEF2015)	0	0	0	0	0
Percent of total enrollment that are Nonresident Alien (DRVEF2015)	9	0	0	1	0
Percent of total enrollment that are women (DRVEF2015)	67	55	47	55	54

	240736 American Samoa Community College	243638 College of Micronesia- FSM	376695 College of the Marshall Islands	240745 Guam Community College	243647 Palau Community College
Adult age (25-64) enrollment undergraduate (DRVEF2015)	201	355	206	713	181
Adult age (25-64) enrollment full-time students (DRVEF2015)	55	202	123	231	45
Adult age (25-64) enrollment part-time students (DRVEF2015)	146	153	83	482	136
Percent of undergraduate enrollment under 18 (DRVEF2015)	1	1	1	0	0
Percent of undergraduate enrollment 18-24 (DRVEF2015)	83	82	78	68	71
Percent of undergraduate enrollment 25-64 (DRVEF2015)	16	16	21	31	29
Percent of undergraduate enrollment over 65 (DRVEF2015)	0	0	0	0	0

	240736 American Samoa Community College	243638 College of Micronesia- FSM	376695 College of the Marshall Islands	240745 Guam Community College	243647 Palau Community College
Full-time first-time degree/certificate-seeking undergraduate enrollment (DRVEF2015)	264	496	273	90	125
Undergraduate enrollment (DRVEF2015)	1285	2215	995	2334	627
First-time degree/certificate-seeking undergraduate enrollment (DRVEF2015)	382	708	327	155	180
Transfer-in degree/certificate-seeking undergraduate enrollment (DRVEF2015)	2	0	3	24	1
Continuing degree/certificate-seeking undergraduate enrollment (DRVEF2015)	901	1505	659	1800	438
Nondegree/certificate-seeking undergraduate enrollment (DRVEF2015)	0	2	6	355	8
Full-time undergraduate enrollment (DRVEF2015)	705	1440	693	1003	347
Full-time transfer-in degree/certificate-seeking undergraduate enrollment (DRVEF2015)	2	0	2	12	1
Full-time continuing degree/certificate-seeking undergraduate enrollment (DRVEF2015)	439	944	418	837	218
Full-time nondegree/certificate-seeking undergraduate enrollment (DRVEF2015)	0	0	0	64	3
Part-time undergraduate enrollment (DRVEF2015)	580	775	302	1331	280
Part-time first-time degree/certificate-seeking undergraduate enrollment (DRVEF2015)	118	212	54	65	55
Part-time transfer-in degree/certificate-seeking undergraduate enrollment (DRVEF2015)	0	0	1	12	0

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	American Samoa Community College	College of Micronesia-FSM	College of the Marshall Islands	Guam Community College	Palau Community College
Part-time continuing degree/certificate-seeking undergraduate enrollment (DRVEF2015)	462	561	241	963	220
Part-time nondegree/certificate-seeking undergraduate enrollment (DRVEF2015)	0	2	6	291	5

	240736	243638	376695	240745	243647
	American Samoa Community College	College of Micronesia-FSM	College of the Marshall Islands	Guam Community College	Palau Community College
Number of students receiving an Associate's degree (DRV2016)	216	281	86	224	63
Number of students receiving a certificate of 1 but less than 4-years (DRV2016)	17	135	43	82	0
Graduation rate total cohort (DRVGR2016)	35	22	7	17	15
Graduation rate men (DRVGR2016)	24	18	11	14	15
Graduation rate women (DRVGR2016)	41	25	3	19	15
Percent of full-time first-time undergraduates awarded any financial aid (SFA1516)	92	96	100	79	92
Percent of full-time first-time undergraduates awarded federal state local or institutional grant aid (SFA1516)	92	96	100	79	92
Percent of full-time first-time undergraduates awarded federal student loans (SFA1516)	0	0	0	0	0
Percent of students enrolled exclusively in distance education courses (DRVEF2015)	0	0	1	0	0
Percent of students enrolled in some but not all distance education courses (DRVEF2015)	0	1	0	3	6
Percent of students not enrolled in any distance education courses (DRVEF2015)	100	99	99	97	94
Percent of undergraduate students enrolled exclusively in distance education courses (DRVEF2015)	0	0	1	0	0
Percent of undergraduate students enrolled in some but not all distance education courses (DRVEF2015)	0	1	0	3	6
Percent of undergraduate students not enrolled in any distance education courses (DRVEF2015)	100	99	99	97	94
Physical books as a percent of the total library collection (DRVAL2015)	98	63	78	13	98
Physical media as a percent of the total library collection (DRVAL2015)	2	3	3	2	2
Digital/Electronic books as a percent of the total library collection (DRVAL2015)	0	34	19	86	0

SOURCE: Integrated Postsecondary Education Data System, National Center for Education Statistics

American Samoa Community College

Introduction

The American Samoa Community College (ASCC) was established in 1970 to provide post-secondary education opportunities in the liberal arts, teacher training, vocational-technical education and general education to the residents of American Samoa. ASCC offers Associate of Arts and Associate of Science degrees and a Bachelor's in Education, as well as certificate programs in a variety of academic and technical areas.

As an open admissions institution, the ASCC fosters successful student learning by providing high quality educational programs to foster successful student learning that will enable students to achieve their educational goals, and services that will prepare students for:

- Transfer to institutions of higher learning
- Successful entry into the workforce
- Research and extension in human and natural resources
- Awareness of Samoa and the Pacific.

Accreditation Updates

- The ASCC is accredited under the purview of the Western Association of School and College – Accreditation Commission for Community and Junior Colleges (WASC-ACCJC). The College is required to submit its Midterm Report to the ACCJC in October 2018.
- The College began its thorough review of its Institution-Set Standards (ISS) in the summer of 2017. The institution followed a rigorous process to ensure that all had agreed to the standards and that targets were confident, yet realistic. The 2017 Review of the ISS follows the Catalog Cycle of Review. After two years of monitoring the standards, the data was presented to stakeholders to dialogue on the effectiveness of the standards in gauging student achievement and the viability of the targets. The discussion and participation was very positive and encouraging that the institution is headed in the right direction.

General Highlights

- American Samoa College Research Foundation: In an effort to bring more funding to the institution, the American College Research Foundation (ASCRF) was revived under the chairmanship of ASCC President, Dr. Rosevonne Pato. The first order of business was to apply for 501(c)(3) status, which exempts the organization from federal income tax on charitable contributions made to them under Title 26 of the United States Code. The ASCRF was approved for this status in October of this year. In June, the ASCRF hosted a Golf Tournament to raise funds to provide student scholarship and professional development opportunities for staff and faculty, with support from businesses and people in the community.

- In late June, five ASCC students traveled to Portland State University (PSU) to attend a six-day orientation for BUILD EXITO, a program designed to support undergraduate students interested in pursuing research careers in the biomedical, behavioral and social sciences and engineering funded by the National Institute of Health (NIH). Students accepted to BUILD EXITO receive scholarships, stipends, mentoring, summer seminars, paid job experience engaging in hands-on research, and dedicated academic and financial aid advising, with these incentives increasing the longer they remain in the program.
- Multipurpose Building: The Multi-Purpose Building will soon open its doors to the community early January 2018. The Building is designed to house several departments under the Student Services Division to efficiently serve the needs of students here at ASCC. It also includes an auditorium for academic activities and performances. The new structure is energy-efficient and contains extra amenities such as a student lounge, and facilities for events and conferences. Designed by Honolulu firm Clifford Planning & Architecture, the layout of the complex was conceived to exist in harmony with the existing ASCC infrastructure, particularly the fale Samoa (Samoan House) that stands nearby.
- Faculty Achievement Awards were presented in January to recognize excellence in teaching and department leadership. During a dinner ceremony for all faculty and department heads, President Dr. Rosevonne Pato gave special mention to those who had gone “above and beyond” in pursuit of student achievement, and encouraged all of those gathered to continue their fine efforts in helping ASCC to achieve its Mission.
- ASCC students selected for summer internships included Ms. Quendolyn Gaoioi Eseroma being chosen by the Federal Aviation Administration (FAA) to participate in a 10-week paid internship as part of its Minority Serving Institutions intern program. In addition, 15 ASCC students participated in summer internships locally at the Division of Agriculture, Community and Natural Resources (six), as well as overseas in neighboring Samoa (six), Micronesia (3) and Viet Nam (1). These student internships, with the responsibilities they entail, give young men and women the opportunity to demonstrate the ASCC Institutional Learning Outcomes, particularly as Critical Thinkers, Global Citizens and Responsible Leaders.
- In alignment with the ASCC Mission of increasing awareness of Samoa and the Pacific, Okenaisa Fauolo, Director of the Samoan Studies Institute gave a public lecture on “Siva Samoa,” or traditional dance within the context of Samoan culture. While Pacific islands dance and culture has been the subject of previous research, most of this work has been by non-Pacific islanders, whereas the work of the SSI is an example of cultural research taking place “from the inside”.

Prepared by CMI administrators and faculty for PPEC

The College of the Marshall Islands (CMI)

Mission

The mission of the College of the Marshall Islands is to provide access to quality, student-centered, post-secondary educational services to the Marshallese people. The College also provides selective higher education programming, intellectual resources, and research specific to the needs of the nation and the larger Pacific community. (Approved February 8, 2017)

Introduction

The College provided educational services to 1052 students in fall semester 2017. Of those, there were 679 full time and 373 part-time students from across the Republic of the Marshall Islands, the Micronesian region and further afield. The following report covers the period from June 1 – November 30, 2017.

General Accreditation Updates

Currently, the Mid-term Report to ACCJC is in development. The Report provides updates on all of the responses to the recommendations addressed in the College of the Marshall Islands (CMI) Follow-Up Report submitted in October 2016 to ACCJC and Follow-Up Team Report received by CMI on December 6, 2016. The Mid-term Report is due for submission on March 15, 2018.

Following the removal of the warning sanction and the reaffirmation of accreditation in January 2017, CMI completed the first cycle of program reviews (2015-2016) under the first Integrated Planning cycle and is now in the final phases of collating program reviews for evaluation in the second cycle. The experience has been instructional particularly, in the need for more training for quality outcomes and coordination of teams for optimal performance.

Accreditation training for selected CMI colleagues continues. The Institutional Researcher attended Advance ISER and new evaluator training conducted by ACCJC in Honolulu on November 15 & 16, 2017. As more accreditation training opportunities arise, CMI will continue to send selected personnel as the college builds much-needed capacity in accreditation.

Updates from the Office of the President

Update of ongoing CMI initiatives

As CMI continues to implement the Bujen Kallejar/Strategic Plan 2016-2018, it is evident that institutional capacity in this area will also need considerable strengthening.

The following update was provided by the Institutional Effectiveness Committee (formerly the Institutional Planning Committee).

The Bujen Kallejar/Strategic Plan 2016-2018:

- Overall, the achievement rate is 42% or that 42% of the KPI targets in the Strategic Plan for 2016 were achieved.
- The update rate is 69% which means that not all KPIs had data reported.
- The achievement rate is considerably low and indicates very low performance of the College in achieving its 2016 KPI targets considering that 69% of the KPI data was reported.
- In terms of the College Performance Indicators that have institution set standards, 79% have been achieved.
- With the 105 identified activities in the Strategic Plan, 11% have been completed. This is very low especially since the end of the Strategic Plan is now just over a year away (2018). However, on closer inspection this may be due to misreporting or under-reporting of data. 30% of the activities were reported as having "Not Started". Renewed emphasis on reporting and monitoring is already underway.

Recommendations that have been submitted by the Institutional Effectiveness Committee (formerly the Institutional Planning Committee) are listed as follows:

- Responsible people or offices in charge of activities must update the data in the Strategic Plan monitoring system.
- With the recent changes in the Role, Scope and Authority of the Institutional Effectiveness Committee (IEC, previously known as Institutional Planning Committee) with which the planning role shifted to the Executive Council (EC), IEC will recommend that EC closely monitor and assign when required, responsible task owners to ensure compliance with reporting responsibilities. In addition, some responsibilities have been re-assigned to other positions (than those initially assigned) and these need much closer scrutiny.
- EC is now required to start addressing and mitigating the low completion rate of strategic activities, high proportion of activities that are "Not Started", relatively high but still incomplete data report on Strategic Plan indicators and low achievement rate of the Strategic Plan indicators.

While these results leave ample room for improvement, the most encouraging feature of this report is that for the first time, CMI teams are engaged with implementation, identifying issues for mitigation in the implementation process and review and improvement of Strategic Plan activities. Furthermore, the integration of strategic with budget programmatic activities is another new practice that was first implemented in 2016 and now being evaluated for effectiveness.

The METO

The development of the METO¹ – Education Master Plan is currently underway. The first draft of this first ever Education Master Plan at CMI is being reviewed by the President and two Vice Presidents and is scheduled to be submitted to the Board for a first read in February 2018. Four operational plans that emanate from the METO are also in their first phase of development. The plans are the:

- Enrollment Management Plan;
- Information Technology Master Plan;
- Facilities Master Plan; and
- Safety and Security Master Plan.

The new Strategic Plan proposed for 2019-2023 will also be developed alongside these college plans to ensure alignment across and between college processes and outcomes. Again, as a first-time activity at CMI, this process is being rolled out with close attention to detail and planning as the CMI team is capacity building at the same time in this area.

Academic initiatives

In direct response to stakeholder feedback about placement test issues CMI developed the following three initiatives which were rolled out in summer, 2017. Updates on these critical student-centered initiatives are provided below.

Dual Enrollment

In its revamped dual enrollment program, the College has taken a cautious approach to dual enrollment. The first attempt by the college a few years ago was not successful or sustainable hence the current approach. Many factors contributed to the unsuccessful first implementation, prominent among them a lack of coordination, support and funding. Discussions and agreements between CMI and the high schools this time have been much more coordinated and systematic. Furthermore, \$8000.00 has been provided by the Ministry of Education and \$2000.00 by CMI to support dual enrollment, totaling \$10,000.00 for Marshallese students' fees. This is a notable inclusion which was absent when the initiative was first implemented.

The update on dual enrollment students in the fall semester 2017, is provided below:

- Total number accepted and registered at the beginning of the semester: 7
- Withdrawals: 2
- Remaining students: 5

The five students have all passed their midterm tests.

Classes being taken: English: Fundamentals of Speech - 1 student
English: Composition - 4 students

¹ The METO or stick chart is used to teach and record and record the swells of the sea. Meto were used by Marshallese sailors to navigate and are made out of coconut midrib or pandanus root and shells.

These students have the same access and rights to services as any other regular college student. They have access to the tutoring services provided by the Academic Support Program (ASP), access to the library, internet, textbooks, student programs and even their instructor faculty hours and advising.

Final examination results for the students enrolled in dual enrollment in fall 2017 should be available for the first 2018 PPEC report.

Multiple Measures

It is still too early to evaluate any significant trends for the students enrolled through the new multiple measures system at CMI. The following information reports the work in progress from the Office of Institutional Research.

The following multiple measures are now used to evaluate high school student entry into CMI.

- High school cumulative grades;
- Junior and senior Math;
- Junior and senior English;
- CMI placement test and MISAT; and
- Any other standardized exam taken, e. g. ACT, TOEFL

In order to assess the effectiveness of the new placement process, three measures have been identified - retention rates, course final grades and course midterm grades. At this time, retention rates and course final grades can only be computed for the summer 2017 cohort while fall 2017 midterm grades in English are used for the summer 2017 and fall 2017 cohorts. The fall 2017 midterm trend is also presented in relation to the previous fall semester's midterm trend to identify similarities or differences.

Overall, summer 2017 placed students did not perform better than the summer 2016 students however, the difference is insignificant. Summarily, the fall 2017 cohorts in one credit level English course are performing relatively well compared with fall 2016, almost similarly with previous fall semester cohorts while summer 2017 cohorts are performing less satisfactorily than other cohorts.

In another credit level English course, the fall 2017 and summer 2017 cohorts' midterm grades are significantly lower than the previous semesters.

The Accelerated Program cohort generally has a better retention rate at compared to the second developmental education level in previous summer semesters. Further information and significant trend patterns will emerge much more clearly in the next few semesters and be reported as updates become available. For CMI, this information will be critical to informing continued improvements for student achievement and success.

Accelerated Program

The first Accelerated Summer intensive program in English was offered at CMI in summer 2017. Thirty-eight (38) brand new high school graduates at Developmental Education Levels 2 and 3 were enrolled for 8 weeks to get them ready for credit level in the fall (2017). Thirty-six (36) were housed in the dormitories and two students lived off-campus.

Week 4: End of Level II

- Thirty-eight (38) students passed and proceeded to Level III.
- Of the 38 that made it into Level 3, a total of 5 students were borderline academically.
- Instructors and embedded tutors planned extra special classroom and online activities for them.
- Students were also given one-on-one support in class by the embedded tutors and they did extra work during lunch break tutorials (with embedded tutors) and evening supervised homework time (with duty instructors and embedded tutors).

Week 8- End of Level III

- At the end of Level 3, 31 students passed and proceeded to credit level programs
- The 7 students did not make it into credit level at the end of Level 3 repeated the courses which they needed to pass.

Latest update

- ✓ Students placed in Level 2 in summer 2017 (and who participated in the AP program) performed much better than Level 2 students in summer 2016.
- ✓ None of the Level 2 students in summer 2016 received a final grade better than a C while more than 30% of Level 2 students in summer 2017 received at least a final grade of B.
- ✓ Almost all (97%) students in the Accelerated Program moved up to Level 3 in the same summer semester.
- ✓ A finding in the report is that a significant proportion of Accelerate Program students are not doing well in their credit speech class. There could be a number of factors contributing to this, so as a first response, the Developmental Education department is enhancing their program on speech skills.

Most importantly, the process of tracking these students through their programs (after the Accelerated Program) continues to provide crucial data for the college in relation to initiatives designed to improve student learning and achievement. As the College moves much more decisively towards creating direct and sustainable responses for improving student achievement, embedding tracking systems and data compilation, analysis and management are central activities. Capacity-building CMI's personnel at all levels in this area is also underway as the renamed Institutional Effectiveness Committee with their revised roles engages directly by identifying and mitigating issues and providing updates to the college. Finally updates to the Board of Regents are provided during scheduled Board meetings throughout the year.

The Performance Management System

Cycle 1 of the implementation phase of the Performance Management System (PMS) ended in May and September (2017) respectively for faculty and non-faculty CMI employees.

Significantly, the end of Cycle 1 for faculty was characterized by some fundamental disagreements with administrators about the evaluation system used and the results that emanated. Meetings between faculty representatives and senior administrators and then faculty senate and administrators did not resolve major differences in opinion resulting in a directive from the President to comply with Board-approved policy. Subsequently, in a meeting between the CMI President and the Faculty Senate President, agreement was reached to continue working together to address any outstanding issues and to ensure that amendments to the PMS in this first review period are appropriately integrated.

Many valuable lessons have been learned from this experience and were very quickly used for the end-of-Cycle 1 evaluation by non-faculty employees which followed in October- November, 2017. Although the final results in this section are still pending (at the time of submitting this report), feedback from the staff senate indicate that the PMS has been positively received and is contributing to the identification of areas for improving performance.

Overall, the process of mainstreaming new college-wide systems and processes will be challenging as CMI continues to transform fundamental elements of its operations. Dialogue and collaborative consultations throughout this process have been invaluable as faculty, staff and administrators work through the issues in alignment with the CMI Mission.

College of Micronesia-FSM (COM-FSM)

Introduction

The College of Micronesia-FSM (COM-FSM) is a learner-centered institution of higher education that is committed to the success of the Federated States of Micronesia by providing academic and career & technical educational programs characterized by continuous improvement and best practices.

COM-FSM will celebrate its 25th anniversary during March-April 2018. The college traces its roots to the former Community College of Micronesia, which was established during the U.S. Trust Territory of the Pacific Islands administration during the 1970s.

The Federated States of Micronesia (FSM) is a nation of 607 islands scattered across approximately a million square miles of the northwestern Pacific Ocean. Each of the four states of the federation --Chuuk, Kosrae, Pohnpei and Yap -- has its own unique language and culture. COM-FSM has six total campuses across the four states of the FSM serving approximately 2,200 students. The National Campus located on Pohnpei, and the FSM Fisheries and Marine Institute

located in Yap state, serves students from all four states, while four state campuses, serve residents of each respective state.

General Accreditation Updates

Planning Cycle: Core Values, Mission Review, Vision Statement, and Strategic Plan

As part of its five-year planning cycle, COM-FSM completed a visioning process and developed a [Strategic Plan 2018-2023](#) that was presented to, and approved by, the Board of Regents during their [September 14, 2017](#), meeting in the state of Kosrae. Fall 2017, the college has begun the process for revising its five-year *Integrated Educational Master Plan* (IEMP) and targets May 2018 for its completion.

Institution Set Standards and Mission Fulfillment Indicators

As part of the planning process, the college reviewed and revised its Institution Set Standards and Mission Fulfillment Indicators. These are updated on the college [website](#) and presented to the Board of Regents during their quarterly meetings. Additionally, the college is working with [Periscope Data](#) to automate its Program Data Sheets and other essential analytics.

Follow Up Report

COM-FSM completed its October 15, 2017, [Follow Up Report](#) and submitted the report to ACCJC. The college responded to five Recommendations for improvement, two compliance Recommendations, and one Commission Recommendation, and included an update to the Commission for progress made on the implementation of the college's 21 Actionable Improvement Plans (AIPs). College President, Joseph M. Daisy, EdD, will be accompanied by Board Chairperson, Tulensru Waguk, PhD, and the ALO, Frankie Harriss, EdD, for an appearance before the ACCJC Commission during their January 2018 meeting.

Compliance *Recommendation 6* in the *Follow Up Report* is derived from Standard III.A.6. An [October 24, 2017](#), letter from ACCJC President, Richard Winn, EdD, announced that Standard III.A.6 is likely to be deleted and thus not likely "a deciding factor in the Commission's deliberation."

Highlights and Initiatives

USED Commendation

COM-FSM received a commendation from the USED for its timely National Student Loan Data System (NSLDS) reporting and for being able to consistently maintain 100% accuracy in its reporting. The COM-FSM Financial Aid Office has been contacted by USED staff for the purposes of sharing college strategies and best practices. The strategies provided by the COM-

FSM Financial Aid Office will be disseminated to other colleges and universities in the US, and its territories, as a model for best practices.

American Association of Community Colleges (AACC)

President, Joseph M. Daisy, EdD, has been appointed to serve as a Commissioner on the AACC *Commission on Global Education* from July 1, 2017-June 20, 2019. And, Vice President, Frankie Harriss, EdD, has been appointed to serve as a Commissioner on the AACC *Commission on Communications and Marketing* July 1, 2017-June 20, 2019.

Guam Community College (GCC)

Introduction

Guam Community College is a multi-faceted, public, career and technical education institution, serving as Guam's State Agency for Career and Technical Education under the United States Vocational Education Act of 1946 (and subsequent amendments). The College offers over 40 associate degrees and certificates combined, and over 50 apprenticeable trades in the Apprenticeship Training Program. GCC delivers postsecondary education on-site, although a limited distance education program allows students on Guam to attend courses online. Off-site, the College primarily delivers secondary education at six (6) Guam public high schools, and short-term, specialized training at local businesses. Additionally, GCC offers adult education programs and assistance: English as a Second Language, Adult Basic Education, Adult Secondary Education, High School Equivalency preparation and testing, and Adult High School Diploma. Since its inception through the Community College Act of 1977 (as amended by Public Law 31-99 in 2011), GCC continues to fulfill its mission to be a leader in career and technical workforce development, providing the highest quality, student-centered education and job training for Micronesia.

General Updates

Student Demographics. Guam Community College served 2,218 students in Fall 2017, which is nine (9) percent less students enrolled than in Fall 2016. Eighty percent of GCC students identify as either Chamorro (43 percent) or Filipino (41 percent); the third largest percentage of students identify as Chuukese (4 percent). As gleaned from the past 10 years, about 60 percent of GCC students are 18 to 25 years old; and, over 50 percent of students are female. Two-thirds of the Fall 2017 students desire to earn an Associate of Arts/Science. Nearly 40 percent of enrolled students indicate they are new to GCC, whereas 50 percent indicate they are continuing or returning students. Similar to the prior Fall semester, 44 percent of students attend GCC full-time while more than half of the postsecondary population attend college on a part-time basis.

Chalani 365. Chalani 365 is a year-round registration program that GCC launched in 2017 as part of the effort to increase student retention and completion. Chalani 365 allows students to register for classes in the upcoming semester, as well as two consecutive semesters thereafter. Students are not required to pay in advance for pre-registered courses. A long-term educational plan is used to guide a student as s/he develops a timeline to completion, giving students the opportunity to achieve success within a desired time period.

CLYMER Program. The Classroom Learning Yields Math and English Readiness (CLYMER) Program is an alternative opportunity to the placement test, which allows students to enroll in college-level math and/or English upon meeting prior learning eligibility requirements. For instance, a Guam Department of Education (GDOE) high school graduate may use the CLYMER program to enroll into college-level math if s/he completed high school Algebra II with a “B” or better and earned an overall grade point average of at least 3.4. Eligibility requirements are based on assessment of academic performance by students enrolled at GCC between 2010 and 2016 in comparison with their high school academic performance.

Convocation. The President greeted and welcomed the faculty to campus on August 14, 2017. The theme of GCC’s annual Convocation was “Reimagining GCC: Prospects for Greater Student Success.” The Vice President for Academic Affairs highlighted achievable steps to help students succeed in his Convocation address. The Business & Visual Communications Department chair and the Automotive Department chair presented on how their respective departments engaged in transformational efforts that resulted in increased student enrollment, and they provided updates on progress in their respective programs.

College Assembly. The Fall College Assembly occurred on Monday, October 23, 2017. As the last assembly before the Accreditation visit in March 2018, the ISER Coordinator reviewed the ISER Process; each of the four Standard Chairs reported their progress; and, the Accreditation Liaison Officer described the components of the ISER. The AIER Office presented key findings of the 2016 Community College Survey of Student Engagement (CCSSE) after which, faculty, staff and administrators discussed aspects of lowest student engagement in small groups, as revealed in the CCSSE report, and how various stakeholders can help promote student success. The Title IX Office and Campus Safety and Security Task Force provided information on sexual harassment procedures. Various offices delivered updates on areas of underperformances that were identified during the breakout session of the Spring 2017 College Assembly. Stress-relief sessions were offered, including *Chair Yoga*, *Total Body Workout*, *Techniques to Minimize Stress*, and *Brisk Walk and Talk with Mike*. At the day’s end, three concurrent meetings were held for faculty, staff and administrators: *Faculty Union General Membership Meeting*, *Staff Senate General Membership Meeting*, and *Equal Employment Opportunity professional development training*.

40th Anniversary Events. In July, GCC employees constructed a Liberation Day float that highlighted the new GCC logo. The 2017 GCC Par Excellence Golf Tournament was held on

September 30, and proceeds were used for ten (10) GCC Foundation \$1000 scholarships. On November 10, GCC employees and sponsors celebrated the College's 40th anniversary in style at Dusit Thani hotel with the theme "Party like it's 1977." On November 12, GCC hosted the fifth GCC/First Hawaiian Bank John K. Lee Jr. 5K/2K; proceeds were used to provide funding for two John K. Lee \$1500 scholarships and one \$500 Supervision and Management scholarship.

2017 Graduation. On May 12, GCC conferred 573 degrees, certificates or diplomas upon 525 graduates – the largest number of credentials and the largest graduating class in the College's 40-year history. Thus, for the first time, tickets were required for the graduation ceremony hosted at the University of Guam.

Accreditation Updates

Institutional Self Evaluation Report Draft V. The Accreditation Standard Committees (I, II, III and IV) revised ISER Draft III to produce Draft IV and Draft V, which is currently available for feedback by the college community. Draft V is complete with all three components: (1) the Overview and Context to help the visiting team understand Guam and the College; (2) the Body to address the four Standards, including Initiatives and Plans Emerging from the ISER Process, and (3) the Quality Focus Essay to propose two future projects. The ISER Coordinator and the Accreditation Liaison Officer plan to incorporate feedback from the campus community and make the final touches to the ISER Draft V before it is presented to the Board for final approval. GCC thanks all members of the college community who provided their input to the draft document, thus ensuring the broad participation of all GCC stakeholders, as well as the integrity of the entire ISER process.

Palau Community College

Accreditation Updates

Palau Community College became an accredited institution in 1977 and to date, it has been accredited for forty (40) years. The college last self evaluation report was submitted to the Accrediting Commission for Community and Junior Colleges (ACCJC) – Western Association of Schools and Colleges (WASC) in the fall of 2015 with a campus visit conducted in the spring of 2016. In July of 2016, the Accrediting Commission for Community and Junior Colleges (ACCJC) accredited Palau Community College for eighteen (18) months with a required Follow-Up Report to be submitted in October of 2017 addressing twelve (12) Recommendations from the Visiting Team in spring of 2016.

The college Accreditation Steering Committee comprised of membership representing different departments and divisions of the college including Faculty Senate Association (FSA), Associated Students of Palau Community College (ASPCC), and Classified Staff Organization (CSO) representatives met on a regular basis to address the Visiting Team's 12 Recommendations. On October 9, 2017, Palau Community College submitted its 2017 Follow-Up Report to ACCJC President Richard Winn with electronic copies of evidence in support of the report. The ACCJC's January 2018 meeting will discuss the college's 2017 Follow-Up Report and Palau Community College looks forward to receive the Commission's decision after its meeting in January 2018.

To support the college effort to stay and remain an accredited institution, the college sent participants to attend the 2017 AIR Forum in Washington, DC, as well as the 2017 Nuventive Annual Training in Pittsburgh, PA during July this year. To ensure that the required assessment of student learning outcomes and service area outcomes are conducted on a regular basis including program reviews of programs and service areas, the college provides opportunities for its employees to continue required trainings to ensure institutional assessment and improvement of its services. At the end of November, the college allowed three (3) individuals specifically the Accreditation Liaison Officer, the Vice President of Administration & Finance, and the Director of Financial Aid to attend a one week Federal Student Aid (FSA) annual training with the US Department of Education in Orlando, FL. The conference provided USDOE new policies, policy updates and other important information that the college must be aware of to continue its compliance and eligibility for Title IV funds.

Palau Community College has continued assessment and accreditation trainings and workshops during this period. In August 2017, an assessment workshop was conducted for two (2) days with instructional areas before the beginning of fall semester 2017. In early October, an assessment workshop was conducted for two (2) days with non-instructional and non-academic programs and service areas to ensure assessments and results of assessments are used to make institutional decisions, as well as resource allocations for service area improvements.

The college continues to provide assessment and accreditation trainings and workshops to its employees to ensure that the college continues to be and remain an accredited institution serving the Republic of Palau and the Micronesia region.

College Program Highlights

- Palau Community College Career & Technical Education instructors participated in a National Center for Construction Education and Research (NCCER) Safety Training

Workshop conducted by Herbert Johnson an Education Director of Guam Contractors Association (GCA) Trades Academy. A group of twelve instructors earned 40 non credit hours and construction safety certificates in July 2017.

- Palau Community College, Ministry of Education, and Pacific Resources for Education and Learning (PREL) hosted the 30th Pacific Educational Conference (PEC) in July of this year. This four-day conference brought participants from U.S. Mainland, American Samoa, Hawaii, Guam, CNMI, Kosrae, Pohnpei, Republic of the Marshall Islands, Yap, Palau, Japan, Thailand, and Malaysia. About a thousand (1,000) attended this conference which provided 143 Workshop Sessions, 8 Pre-Conferences, 26 Poster Sessions, and 22 Conference Exhibitors. PEC is organized for Pacific educators and hosted in turn by different island communities in conjunction with local departments of education, public school systems, and local colleges. The focus of PEC is to promote professional development with activities in skill building workshops, educational awareness, and networking of best practices.
- PCC hosted Pacific Postsecondary Education Council Summer meeting in July 15-16, 2017 prior to 30th Pacific Educational Conference. The council met to address concerns and needs of the Pacific island postsecondary institutions and further provide avenue for network in which they can share and discuss pertinent educational topics.
- PCC Cooperative Research and Extension hosted a Livestock Forum with this year's theme: *"Our Food Security Depends on Palauan Farmers"*. The forum discussed relevant agriculture topics in piggery business services, piggery production: supply and demand, agriculture and aquaculture financing through local bank, piggery farming business plan, and non government technical supports in piggery farming. Farmers, non government agencies, local bank, and government representative participated in this two day forum to support and improve local piggery businesses as part of United Nation's Sustainable Development Goals: Food Security and Sustainable Consumption and Production pattern.
- PCC faculty, staff, and administrators gathered together at the annual convocation on August 11, 2017. The annual convocation agenda include remarks from President of the college and President of Faculty Senate Association followed by brief updates on accreditation and institution-set standard for student achievement, and United Nation's Sustainable Development Goals.
- Meet the President. On August 21 -24, 2017, students who make up the college student body met with the college President. These meetings are scheduled each semester to

welcome and recognize new students and to familiarize them with many available services offered. It is also an opportunity for the President to address students concerns and issues at the beginning of Fall Semester 2017. Participating island entity are Marshall Islands, Chuuk, Kosrae, Pohnpei, Yap, and Palau.

- This year, a cohort of seven (7) students attended a newly created PCC Career and Technical Education Lab School program where they will complete and earn high school diploma and an associate of science degree at the end of four years of study. Students follow minimum required subject areas of secondary education in Palau which will provide main common core of English, Math, Science, Social Studies, Health, Computer, and Palauan including electives. Under the two year degree/certificate program, students follow the existing accredited degree program at PCC and will begin on the second year of attendance.
- On November 22, 2017 Palau Community College held its Thanksgiving Endowment Fundraising Event at PCC Courtyard. Board of Trustee Chairman, Student Trustee, President, administrators, faculty, staff, and students gathered to support the college fundraising event through live radio talkshow. The college was able to raised \$63,755.93 this year through cash donations, raffle drawing ticket sales, and in-kind donations. The college is thankful for the support from government offices, non profit organizations, local businesses, friends of the college and individuals who share the vision and the mission of the college to continue to provide lifelong learning experience to our students and the community.