

PPEC

Pacific Postsecondary
Education Council

Report to

ACCJC

Accrediting Commission of
Community & Junior Colleges

January - June

2019

Geographic Location of Community College Campuses (satellite map)



<https://mapsengine.google.com/map/edit?mid=zBxIzykZRzx1kRQRuvE2OINs>

	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 (HD2017)	PO Box 2609	Kolonia	Oceanside Uliga Majuro	1 Sesame Street	Medalaih
City location of institution (HD2017)	Pago Pago	Pohnpei		Mangilao	Koror
ZIP code (HD2017)	96799-2609	96941	96960	96913	96940
Name of chief administrator (HD2017)	Rosevonne Pato	Joseph Daisy	Dr. Theresa Koroivulaono	Dr. Mary A.Y. Okada	Patrick U. Tellei
Institution's internet website address (HD2017)	www.amsamoa.edu	www.comfsm.fm	www.cmi.edu	www.guamcc.edu	www.palau.edu
Longitude location of institution (HD2017)	-170.742774	158.158189	171.378129	144.808944	134.473744
Latitude location of institution (HD2017)	-14.322636	6.909759	7.102688	13.440649	7.343177
State abbreviation (HD2017)	AS	FM	MH	GU	PW
FIPS state code (HD2017)	60	64	68	66	70
Bureau of Economic Analysis (BEA) regions (HD2017)	9	9	9	9	9

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	American Samoa Community College	College of Micronesia- FSM	College of the Marshall Islands	Guam Community College	Palau Community College
Total price for in-district students living on campus 2017-18 (DRVIC2017)		12113	9415		9031
Total price for in-state students living on campus 2017-18 (DRVIC2017)		12113	9415		9031
Total price for out-of-state students living on campus 2017-18 (DRVIC2017)		12113	9635		9391
Total price for in-district students living off campus (not with family) 2017-18 (DRVIC2017)	10550	12530	9415	17764	7950
Total price for in-state students living off campus (not with family) 2017-18 (DRVIC2017)	10550	12530	9415	17764	7950
Total price for out-of-state students living off campus (not with family) 2017-18 (DRVIC2017)	10850	12530	9635	18964	8310
Total price for in-district students living off campus (with family) 2017-18 (DRVIC2017)	8050	9350	8095	7264	5850
Total price for in-state students living off campus (with family) 2017-18 (DRVIC2017)	8050	9350	8095	7264	5850
Total price for out-of-state students living off campus (with family) 2017-18 (DRVIC2017)	8350	9350	8315	8464	6210
Adult age (25-64) enrollment all students (DRVEF2017)	168	251	164	638	145
Adult age (25-64) enrollment undergraduate (DRVEF2017)	168	251	164	638	145
Adult age (25-64) enrollment graduate (DRVEF2017)	0	0	0	0	0
Adult age (25-64) enrollment full-time students (DRVEF2017)	45	146	89	268	48
Adult age (25-64) enrollment full-time undergraduate (DRVEF2017)	45	146	89	268	48
Adult age (25-64) enrollment full-time graduate (DRVEF2017)	0	0	0	0	0
Adult age (25-64) enrollment part-time students (DRVEF2017)	123	105	75	370	97
Adult age (25-64) enrollment part-time undergraduate (DRVEF2017)	123	105	75	370	97
Adult age (25-64) enrollment part-time graduate (DRVEF2017)	0	0	0	0	0
Percent of undergraduate enrollment under 18 (DRVEF2017)	0	1	5	1	1
Percent of undergraduate enrollment 18-24 (DRVEF2017)	84	86	79	68	72
Percent of undergraduate enrollment 25-64 (DRVEF2017)	15	12	16	31	27
Percent of undergraduate enrollment over 65 (DRVEF2017)	0	0	0	0	0

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	American Samoa Community College	College of Micronesia-FSM	College of the Marshall Islands	Guam Community College	Palau Community College
Full-time first-time degree/certificate seeking undergraduates (GRS Cohort) as percent of all undergraduates (DRVEF2017)	24	28	24	24	25
Percent of total enrollment that are American Indian or Alaska Native (DRVEF2017)	0	0	0	0	0
Percent of total enrollment that are Asian/Native Hawaiian/Pacific Islander (DRVEF2017)	90	100	100	95	100
Percent of total enrollment that are Asian (DRVEF2017)	1	0	0	45	2
Percent of total enrollment that are Native Hawaiian or Other Pacific Islander (DRVEF2017)	89	100	100	50	98
Percent of total enrollment that are Black or African American (DRVEF2017)	0	0	0	1	0
Percent of total enrollment that are Hispanic/Latino (DRVEF2017)	0	0	0	1	0
Percent of total enrollment that are White (DRVEF2017)	0	0	0	2	0
Percent of total enrollment that are Race/ethnicity unknown (DRVEF2017)	0	0	0	1	0
Percent of total enrollment that are Nonresident Alien (DRVEF2017)	9	0	0	0	0
Percent of total enrollment that are two or more races (DRVEF2017)	0	0	0	0	0
Percent of total enrollment that are women (DRVEF2017)	66	56	49	56	55
Percent of students enrolled exclusively in distance education courses (DRVEF2017)	0	0	3	0	0
Percent of students enrolled in some but not all distance education courses (DRVEF2017)	0	0	0	2	10
Percent of students not enrolled in any distance education courses (DRVEF2017)	100	100	97	98	90
Percent of undergraduate students enrolled exclusively in distance education courses (DRVEF2017)	0	0	3	0	0
Percent of undergraduate students enrolled in some but not all distance education courses (DRVEF2017)	0	0	0	2	10
Percent of undergraduate students not enrolled in any distance education courses (DRVEF2017)	100	100	97	98	90
Total enrollment (DRVEF2017)	1095	2022	1032	2055	532
Full-time equivalent fall enrollment (DRVEF2017)	809	1645	790	1342	420

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	American Samoa Community College	College of Micronesia- FSM	College of the Marshall Islands	Guam Community College	Palau Community College
Full-time enrollment (DRVEF2017)	615	1454	667	982	364
Part-time enrollment (DRVEF2017)	480	568	365	1073	168
Full-time retention rate 2017 (EF2017D)		61	59	67	63
Part-time retention rate 2017 (EF2017D)		51	53	48	46
Current year GRS cohort as a percent of entering class (EF2017D)	70	88	87	50	89
12-month unduplicated headcount total: 2016-17 (DRVEF122017)	1581	2704	1329	2845	749
12-month unduplicated headcount undergraduate: 2016-17 (DRVEF122017)	1581	2704	1329	2845	749
12-month full-time equivalent enrollment: 2016-17 (DRVEF122017)	916	1677	792	1499	463
Graduation rate total cohort (DRVGR2017)	30	23	5	18	20
Graduation rate men (DRVGR2017)	25	24	6	18	22
Graduation rate women (DRVGR2017)	34	21	3	18	18
Graduation rate American Indian or Alaska Native (DRVGR2017)					
Graduation rate Asian/Native Hawaiian/Other Pacific Islander (DRVGR2017)	30	23	5	18	20
Graduation rate Asian (DRVGR2017)	38		0	21	
Graduation rate Native Hawaiian or Other Pacific Islander (DRVGR2017)	29	23	5	15	20
Graduation rate Black non-Hispanic (DRVGR2017)				25	
Graduation rate Hispanic (DRVGR2017)	0			0	
Graduation rate White non-Hispanic (DRVGR2017)				0	
Graduation rate two or more races (DRVGR2017)				0	
Graduation rate Race/ethnicity unknown (DRVGR2017)	100			100	
Graduation rate Nonresident alien (DRVGR2017)	37				
Pell Grant recipients - Overall graduation rate within 150 percent of normal time (DRVGR2017)	32	23	5	19	20
Did not receive Pell Grants or Subsidized Stafford Loans - Overall graduation rate within 150 percent of normal time (DRVGR2017)	0	14	0	14	

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	American Samoa Community College	College of Micronesia-FSM	College of the Marshall Islands	Guam Community College	Palau Community College
Percent of full-time first-time undergraduates awarded any financial aid (SFA1617)	93	96	100	83	96
Percent of full-time first-time undergraduates awarded federal state local or institutional grant aid (SFA1617)	93	96	100	83	96
Average amount of federal state local or institutional grant aid awarded (SFA1617)	3014	5383	5034	5195	5039
Percent of full-time first-time undergraduates awarded federal grant aid (SFA1617)	93	96	100	83	96
Average amount of federal grant aid awarded to full-time first-time undergraduates (SFA1617)	2830	5252	4989	5179	4984
Percent of full-time first-time undergraduates awarded Pell grants (SFA1617)	93	96	100	83	96
Average amount of Pell grant aid awarded to full-time first-time undergraduates (SFA1617)	2758	5252	4989	5174	4901
Percent of full-time first-time undergraduates awarded other federal grant aid (SFA1617)	63	0	0	1	40
Average amount of other federal grant aid awarded to full-time first-time undergraduates (SFA1617)	107			417	202
Percent of full-time first-time undergraduates awarded state/local grant aid (SFA1617)	11	37	4	0	5
Average amount of state/local grant aid awarded to full-time first-time undergraduates (SFA1617)	1516	339	1104		1143
Percent of full-time first-time undergraduates awarded institutional grant aid (SFA1617)	0	0	0	1	0
Average amount of institutional grant aid awarded to full-time first-time undergraduates (SFA1617)				1333	

Source: IPEDS Data Center, National Center for Education Statistics, U.S. Department of Education. Institute of Education Sciences

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 received its initial accreditation in 1976 and continues to remain accredited under the purview of the Western Association of Schools and Colleges (WASC) Accrediting Commission for Community and Junior Colleges (ACCJC). ASCC offers Associate of Arts, Associate of Science degrees and a Bachelor's in Elementary Education, as well as certificate programs in a variety of academic and technical areas.

Accreditation Updates

Institutional Self-Evaluation Report Training: In early January, the College hosted a workshop and training on Accreditation, given by Dr. Stephanie Droker who serves as the ACCJC Liaison for the American Samoa Community College. Dr. Droker's visit to ASCC marks the first occasion ever where an ACCJC-WASC official has given a workshop/training at the College. Prior to the opening of the workshop, Dr. Droker held meetings with Dr. Pato and several administrators, as well as the Board of Higher Education, and took a tour of the campus. The workshop commenced on Wednesday, January 16th, with the 18 members of the ASCC Accreditation Steering Committee. Dr. Droker shared her insights on accreditation purpose, eligibility requirements and standards. When the workshop had concluded, Dr. Droker had time for further meetings with the College's Core Curriculum Committee, Faculty Senate, and President's Advisory Council.

ASCC Midterm Report Accepted by the ACCJC: In late January, ASCC President Dr. Rosevonne Pato received an official Memo from the ACCJC President Dr. Richard Winn informing the College that the Commission has determined that the institution's progress is appropriate and has accepted its Midterm Report. The acceptance of the College's Midterm Report by the ACCJC marks another milestone in the College's quest to fulfill its Mission.

General Highlights

ASCC-SSI Launches Three New Books: The ASCC-Samoan Studies Institute (SSI) held a book launching ceremony in January 2019 to celebrate the publication of three new works produced in collaboration with the community. American Samoa's First Lady Cynthia Malala Moliga gave the keynote address at the event, which was attended by numerous guests from the community and the College. The first new publication, "Ua Tālā le Ta'ui 3," is a bilingual book of 15 indigenous narratives/folklores from selected villages of Tutuila, and the third volume of the SSI's Tala le Ta'ui series. At the ceremony, the men and women from various Tutuila villages who had lent their input to the SSI publications were seated as guests of honor alongside the First Lady at the front of the MPC auditorium. The second new book, "Enugagana," is a bilingual glossary compiling terms from over 20 disciplines (Agriculture, Math, English, etc) collated from resources both local and international. The third of the new works is "Pi faitau - Samoan Alphabet", a volume based on the work of the LMS missionaries who pioneered written Samoan Language.

Independent Samoa Ministries Staff Visit ASCC-ACNR to Learn about Little Fire Ant: The recent discovery of little fire ants in American Samoa has alarmed the territory's Pacific island neighbors, including officials in Independent Samoa. ACNR hosted a fact-finding visit by Ministry of Natural Resources and Environment CEO and ACEO Tofa Ulu Bismarck Crawley and Seumaloisalafai Afele Fai'ilagi, along with Ministry of Agriculture and Fisheries ACEO Lupeomanu Pelenato Fonoti. ACNR staff updated the visitors on current status of the little fire ant infestation and efforts to control it. To prevent possible spread of the ants to Samoa, the Independent State has imposed restrictions on certain goods from American Samoa and is educating its people to report any possible occurrences of the ants on their islands. The ACNR Media Specialist, GIS specialists and Extension Agent have collaborated on an educational video on the little fire ant to be shown on local TV to raise awareness and engage the community in detecting and controlling little fire ants on Tutuila.

BPW Pago Pago Teams with ASCC Business Department to present Seminar: The Business and Professional Women (BPW) of Pago Pago collaborated with the ASCC Business Department to present the lunchtime seminar “Make That Job Yours!” in February. ASCC Business majors and other students, along with guests from the community, filled the College’s Multi-Purpose Center auditorium to hear three local experts on the topic of hiring share their insights on how potential employees can get the most out of the job application process. The event was co-sponsored by the student club Business Ambassadors of ASCC (BAOA), whose members came dressed in impressive professional attire that reflected their commitment to quality performance in the workplace. Those in attendance received a pleasant surprise when American Samoa Congresswoman Aumua Amata attended the event to show her support. Invited to give opening remarks, Amata talked about her own first job. Following the Congresswoman, Salamasina Satele, Acting Human Resources Manager with the American Samoa Power Authority (ASPA); Lisa Gebauer, Director of Human Resources at Bluesky Communications; and Nadine Solofa-Taufa’asau, Store Manager of Neil’s ACE Home Center, shared their perspectives on how best to approach a job-hunting process.

ASEPA and ASCC-ACNR conduct Pesticide Applicator Training for Chinese Farmers: The American Samoa Environmental Protection Agency (ASEPA) and ACNR conducted a special pesticide applicator training program specifically for Chinese farmers in early March. This is the first time Chinese farmers have attended a pesticide applicator training. While many Chinese farmers produce vegetables that are sold to the Department of Education’s School Lunch Program and grocery stores, they have never attended any ASEPA or ACNR Quarterly Pesticide Applicator Safety Certification trainings because they do not understand English or Samoan. Because of this, the two agencies applied for a pesticide grant that would fund pesticide training for these farmers to make sure that they are in compliance with pesticide rules and regulations. Along with ACNR Agriculture Extension Program Manager Autagavaia Tunai Alfred Peters, ASEPA’s Environmental Specialist Tualagi Gaoteote conducted the training for 11 Chinese farmers. Feng Ling Zhang was hired to translate the training materials into the Chinese language. She also helped during the training sessions by translating training information for the Chinese farmers to reinforce the curriculum and to avoid any confusion or miscommunication.

Local High School Student participates in the International Science and Engineering Fair in Arizona: Carl D. Balauro, a senior from Fa’asao Marist High School, came in 2nd place in the 2019 Territorial High School Science Fair. Carl worked with American Samoa Community College-Agriculture Community and Natural Resources (ACNR) staff on his project entitled, “An Assessment of the Impacts of Organic Mulching Materials on Pak Choi (*Brassica rapa chinensis*) Performance and Plant Growth.” He is one of the six high school students who represented American Samoa in the Intel International Science and Engineering Fair in Phoenix, Arizona in May 2019.

BUILD-EXITO Representatives Encourage Careers in Biomedicine for ASCC Students: For the past five years, ASCC has been a partner in BUILD EXITO, an undergraduate research-training program that supports students on their pathway to becoming scientific researchers, and aims to increase the diversity of the biomedical research workforce of the United States. Two representatives from BUILD EXITO, Principal Investigator Dr. Carlos Crespo and Dr. Toeutu Faaleava, Director of the McNair Scholarship, both from Portland State University (PSU), traveled to American Samoa in February to promote BUILD EXITO and to strengthen the partnership with ASCC in support of it. While in the Territory, Dr. Crespo and Dr. Faaleava paid courtesy visits to ASCC President Dr. Rosevonne Pato and other administrators to discuss transferability for students who choose to continue their education at PSU after graduating from ASCC. They met with the EXITO/ASCC team who actively recruit students for BUILD EXITO, and assisted with this effort by consulting with students interested in the program. Dr. Crespo and Dr. Faaleava also reached out to the parents of current BUILD EXITO scholars from ASCC by hosting a dinner meeting at Sadie’s by the Sea.

Local Artists Unveil Tank Farm Murals for Community: The unveiling ceremony of the Lalolagi o le Sami (World of the Sea) Tank Farm Mural Project took place in February. The project, led by ASCC Instructor

and artist Regina Meredith-Fitiao in collaboration with the American Samoa Petroleum Cooperative, Inc. (ASPC), culminated in the installation of new public artworks by ten local artists on the wall of the petroleum processing facility (a/k/a “Tank Farm”) in Gataivai. Many of the participating artists are former ASCC students. Of the ten muralists, William P. Faga, Jr., Niuafolau Pua, Vaimili Tyrell, Duffy Hudson, Raymond Keleti, and Puataunofu Tofaeono are all ASCC alumni who earned Associate in Arts degrees with an emphasis in Art, with Tofaeono having graduated just this past December. Other artists on the diverse team of included Faitoto'aetasiofaleomavaega Nick King, also a graduate in Liberal Arts from ASCC; Su'a Wilson Fitiao (Tufuga ta Tatau); Sekio Fuapopo, the eldest muralist with art credentials from the San Francisco Art Institute; and Meredith-Fitiao herself, who holds a Master of Fine Arts in Painting from San Diego State University. All of the muralists work full time as educators, artists, and professionals in specific fields.

ASCC Teacher Education Summer Lab School: The ASCC American Samoa Bachelors Program (ASBEP)/Teacher Education Department (TED) expanded its Summer School Program to two local public schools in the territory. Fully sponsored by the American Samoa Department of Education (ASDOE), the Summer Lab School will be implemented this summer in two of the public schools with the largest enrollments in the territory, Pava'ia'i Elementary School and Manulele Tausala Elementary School. The Summer Lab School was established to provide on-site learning experiences for pre-service and in-service students enrolled in the College's Bachelor's program. The first Summer Lab School offered by the ASCC-ASBEP was launched in June 2018.

ASCC-TTD Receives AAI Grant Award: The ASCC Trade and Technical Department (TTD) has been awarded a grant from the American Apprenticeship Initiative (AAI). Updated tools and equipment procured from the award will enable students to accomplish the hands-on component of TTD courses, reinforcing the lecture component. The equipment/tools will be shared between the regular TTD trade programs and its Apprenticeship/Workforce Development (AWD) program. AAI funds will further enable the recruitment of two full-time personnel and eight adjuncts, as well as facilitating TTD licenses and certification, and procurement of supplies and other institutional resources. One of the requirements of the AAI is the recruitment from unemployed high school graduates, and the TTD will provide an additional pathway for this disadvantaged group to supplement their declared trade majors and facilitate their achievements. During the two-year period covered by the AAI award, the TTD will offer three sessions per year (spring, summer, and fall) to meet the required 144 contact hours. Eight courses will be offered per session, with a target enrollment of 70 students per session for the first year and a 15% increase of enrolment on the second year.

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 966 students in spring semester, 2018. Of those, there were 620 full time and 346 part-time students from across the Republic of the Marshall Islands, the

Micronesia region and further afield. The following report covers the period from January 7 – May 31, 2019.

General Accreditation Updates

The College has set up its ISER Steering Committee chaired by the ALO and Vice President for Academic and Student Affairs (VPASA), Dr. Elizabeth Switaj. There are thirteen other members with ten chairing the different standards, one faculty co-chair and two at large members. At each participatory governance committee meeting attended by the ALO, she shares a selected standard for discussion so that each committee gains a better understanding of what the standard means in the CMI context. Embedding the ISER-writing process in this way is a first for CMI.

The key focus of accreditation efforts at CMI during the spring semester of 2019 was raising awareness of accreditation and ensuring that all employees of the college understand that accreditation is everyone’s responsibility. This started with open discussions of Standard II.A at the January faculty symposium and continued with evaluation against standards integrated into both committee and operational meetings. The Accreditation Steering Committee began meeting on a monthly basis from February 2019 and has developed a timeline for the completion of the Institutional Self Evaluation Report due in 2021, an accreditation FAQ, bilingual slides about accreditation to be shown on electronic screens around campus, and an internal working website for the 2021 ISER, which had its soft launch in May. A translation of the standards is in progress and expected to be completed by the end of June.

In order to comply with ACCJC standard I.B.3, the Institutional Effectiveness Committee is currently reviewing the college KPIs and Institution Set Standards. The College needs to ensure that we have set stretch goals and that we establish a regular mechanism for assessment of KPIs and remedial action where necessary. Once completed this document will be shared with all CMI constituents.

The President, Dr. Theresa Koroivulaono, Vice President for Academic and Student Affairs, Dr. Elizabeth Switaj, the Jaluit Distance Education Center Coordinator, Kenneth Fernando and the Director of Institutional Research and Assessment, Cheryl Vila attended the ACCJC Conference April 30-May 3. The first three gave a presentation highlighting the work of the Jaluit Center and how its practices create resilient student and learning support services.

Academic initiatives

During the spring 2019 semester, the development of academic initiatives at the College of the Marshall Islands focused on shortening students’ time to completion in order to improve the institution’s 150% completion rate. As 85% of students entering during the past three fall semesters have placed into developmental-level English courses, the experience of students in these pre-credit courses has been identified as an essential place to start. Building on the success of accelerated initiatives in developmental English, which were initially piloted in the summer of 2017, the Developmental Education program developed redesigned curricular pathways for developmental English. The summer Accelerated Program and Intensive English initiative in fall and summer allowed students who placed into the second of three developmental English levels to complete levels two and three in one semester. The table below shows their completion rates for both the developmental coursework and the credit-level coursework.

	Developmental Level 2 Completion Rates	Developmental Level 3 Completion Rates	Credit Level Completion Rates

<i>Semester Cohort</i>	ENG 086	ENG 089	ENG 096	ENG 099	ENG 105	ENG 111
<i>SU17</i>	97%	97%	84%	87%	65%	43%
<i>FA17</i>	100%	100%	87%	76%	80%	73%
<i>SP18</i>	92%	92%	65%	65%	100%	50%

While not every cohort met institution-set standards of 70% completion for the first semester of credit-level English, students did persist and continue their college studies during the following semester. Because of these positive results, starting in fall 2019, the Developmental Education Department will no longer offer level one. Instead, students who place into level one will be placed into level two with additional class time and wraparound support. Students who place into level two with lower scores will take standard level two courses, while students who place into level two with higher scores will take levels two and three during a single semester. In addition, there are plans to pilot, in spring 2020, a co-requisite model for students who place into level three, which will allow them to complete their developmental English and credit-level English courses at the same time.

At the same time that the Developmental Education Department was developing their plan for a redesigned curriculum, faculty from the STEM Department were collaborating with faculty from the RMI Public Schools System (PSS) to develop a math bridge course. This course for high school seniors, designed collaboratively by CMI and PSS faculty with the support of REL Pacific will allow students who pass the final assessment to enter CMI credit-level mathematics courses without having to take the CMI placement test. The course will be offered starting fall 2019, and the objective is for 25% of PSS graduates to be eligible to enroll in credit-level mathematics courses at CMI in 2020, 50% in 2021, and 75% in 2022.

In addition, the Curriculum Committee began a review of programs and requirements focused on removing curricular obstacles to completion. All programs developed prerequisite maps showing how existing course requirements and prerequisites affect time to completion. The most important result to come from these efforts is that the A.S. in Nursing program now only requires 77 credits instead of 86. Changes to general education requirements were also recommended, with the committee removing ENG 112: Composition II from these requirements and forming an additional working group to conduct a full review of general education.

Finally, in April, a team consisting of the Vice President for Academic and Student Affairs, the Dean of Academic Affairs, the Chair of Liberal Arts, and the Chair of STEM attended an American Association of Community Colleges workshop on implementing a Guided Pathways Model. The team identified key strengths and areas in need of improvement at this workshop and will use these areas to guide institutional discussions starting in fall 2019, with full implementation of the model expected to occur over the course of three years.

Graduation

For the first time in CMI's history, three graduation ceremonies will take place. At the main Uliga campus, the 26th commencement exercises were held on May 23. At the Ebeye Center, the graduation ceremony took place on May 28. The final graduation ceremony is scheduled for June 4.

Uluga campus

1. There were 49 Adult & Basic Education graduates receiving their high school equivalency diplomas at the May 2019 graduation ceremony.
2. There were 181 graduates from our degree programs, the highest number of graduates in CMI's history to date.
3. Altogether, a total of 217 awards were made to the class of 2019, 33% more than last year 2018.
4. 70% received associate's degrees, 24% received certificates in 6 different areas namely, accounting clerkship, carpentry, Marshallese Language Arts, Marine Science, Teaching and Public Health and 6% received the very first Bachelor of Arts degrees in Elementary Education.
5. For the 2019 graduating class who completed 217 degree programs it took a little more than 5 years on average to qualify for the degrees being awarded on May 23. To this end, CMI continues to implement initiatives especially in the last 2 years that should shorten the time to completion as we aim to graduate students at the Associate degree level in 2-3 years.
6. We have the first ever Bachelor's program graduates with 13 out of 16 of the first cohort completing the Bachelor of Arts in Elementary Education.
7. For our male graduates there are a few more at 53% than our female graduates at 47%.
8. However, with the average cumulative GPA, our female graduates scored higher than their male colleagues; 3.0 for females and 2.7 for males.
9. In 3 Key Performance Indicator areas at CMI we have exceeded our expectations:
 - We set the standard for our bachelor level degrees at 10 and in the class of 2019 we awarded 13 bachelors' degrees achieving 30% more than we expected.
 - At the associate degree level we set the standard at 102 and we awarded 150 AS and AA degrees exceeding the standard by 47%.
 - Finally, at certificate level, we set the standard at 41 and the class of 2019 received 52 certificates, 27% more than the set standard.

Overall trends highlight continuous improvement in completion rates, a genuine interest in diversifying as reflected in the 6 types of certificates being awarded.

Ebeye Center

1. 29 Adult & Basic Education graduates received their high school equivalency diplomas;
2. 7 graduates received their Certificates of Completion in Teaching (CCT);
3. 3 graduates received their Associate of Science in Elementary Education; and
4. There was 1 Nursing graduate.
5. Total number of awards: 40.

Jaluit Center

1. 17 Adult & Basic Education graduates received their high school equivalency diplomas.
2. 1 graduate in Nursing received an AS in Nursing.

Summary

Collaborative partnerships especially in the last four years have contributed to many new initiatives for improvement in critical areas of the college. An internal collaboration will result in the restructure of the CMI Developmental Education Department with the removal of the lowest level (level 1) in fall 2019 and the introduction of a co-requisite model in spring 2020. The Math transition course currently in development by CMI and the Public School System (PSS) instructors and offered for the first time at RMI public schools in Fall 2019, is targeted to raise college credit level entry from 13% - 25% by spring 2020. This project is a collaboration with external partners namely CMI with the PSS and the Regional Education Laboratory, REL (Pacific).

As Large Ocean States¹ one of our greatest strengths as Pacific Island nations is in forming relevant and sustainable collaborative partnerships. Pooling scarce resources and avoiding silos have paid huge dividends for CMI with the increasing number of initiatives and improvements that have been documented in these PPEC reports.

Guam Community College

Introduction

Since its inception through the Community College Act of 1977 (as amended by Public Law 31-99 in 2011), Guam Community College 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. GCC serves as Guam's State Agency for Career and Technical Education under the United States Vocational Education Act of 1946 (and subsequent amendments). As a multi-faceted, public, career and technical education institution, the College currently offers 26 associate degrees and 18 certificates. GCC delivers postsecondary education on campus in fall and spring semesters and during summer. Off-site, the College primarily delivers secondary career technical education at six Guam public high schools, as well as short-term, specialized training at local businesses. Additionally, GCC offers adult education programs and services, namely English as a Second Language, Adult Basic Education, High School Equivalency preparation and testing, and Adult High School Diploma.

General Updates

The Spring 2019 semester kicked off into full gear beginning with the New Student Orientation introducing students to key information from the Admissions and Registration, Counseling, Financial Aid, Accommodative Services, Student Support Services, Project AIM, Environmental Health and Safety, and Sustainability at GCC. Students also received a guided tour of the campus

¹ The RMI and other Pacific Islands are usually referred to as "Small Island Developing States" (SIDS).

with integrated highlights of GCC's academic programs, resources, and student services. Spring 2019 enrollment totaled 1,878 students.

The Center for Student Involvement and the Council on Postsecondary Student Affairs organized the 2019 Spring Festival and Tour of the Pacific with over 523 registered students in attendance together with visitors from around the region who arrived to help kick-off the first ever CTE Regional Summit.

The first-ever 2019 CTE Regional Summit held on the GCC campus attracted over 200 local and regional participants, which included the following colleges: College of the Marshall Islands (CMI), Northern Marianas College (NMC), Palau Community College (PCC), College of Micronesia-FSM (COM-FSM), Windward Community College (WCC) and Kapiolani Community College (KCC). The summit included panel discussions, paper presentations, a hair and fashion show presented by the Cosmetology students, skills demonstration labs in carpentry, automotive, criminal justice, lodging management, and AutoCAD, and break-out sessions on various CTE topics from the island and the region.

With the facilitation efforts of the Souder and Betances husband and wife team, the College has organized a complete update of its Institutional Strategic Master Plan (ISMP), 2020-2025. Feedback from various stakeholder sessions were gathered, analyzed, and integrated into the crafting of the new goals and initiatives included in the update. The finalized plan is being coursed through the College's Board for review and approval.

The College has embarked on an aggressive effort to modernize its technology infrastructure through the Banner Modernization Project which kicked off in the fall semester of 2018 and is scheduled to conclude in the fall semester of 2019. The Banner Modernization Project includes efforts to transition GCC's Banner hardware and software systems into the Cloud environment in an effort to maximize the availability and scalability of such environment. The project also includes the implementation of the Ellucian Degree Works application, the eVisions Argos reporting solution, the Banner Analytics application, and the Ellucian GO! Mobile platform amongst other integrated applications that work together with the Banner enterprise resource platform. Student success is the primary focus of the project with the majority of the project resources dedicated to improving the overall student experience at GCC.

Accreditation Updates

2019 ACCJC Partners in Excellence Conference: What the Future Holds: Innovative Conversations to Improve Academic Quality. The 2019 ACCJC Conference offered five conference tracks which GCC participated in through its active delivery of a conference break-out session entitled **"We Got This!": What Everyday Accreditation Means at Guam Community College.** Likewise, GCC stood out through its participation in the CEO and ALO Forums, and through facilitation of the various sessions throughout the conference. GCC had the opportunity to network and share successes and strategies with other ACCJC regional colleges

and peers, particularly its most recent accreditation success, which garnered the ISER zero recommendations both in compliance and improvement.

Palau Community College

Accreditation Updates

Palau Community College became an accredited institution in 1977 and to date, it has been accredited for forty-two (42) years.

In January, 2019 PCC FSA Training was held for three days to administrators, faculty, classified staff and student representatives. The training provided US Department of Education policy updates, Gainful Employment, Consumer Information Disclosure and requirements to remain eligible for Title IV aid.

On January 15th, ACCJC President Richard Winn and Commission Chair Ian Walton visited the college and met with the College Board of Trustees, the Executive Committee, and provided a lecture on Accreditation to administrators, faculty, classified staff and students. A tour of the campus was provided to them including the Cooperative Research and Extension (CRE) Station at Ngeremlengui State located at the big island of Babeldaob. On January 16th, the college had an opportunity to provide President Winn and Chair Walton a tour of the Palau Southern Lagoon (rock islands). On January 17th, Dr. Winn and Dr. Walton with the college President, Dr. Patrick U. Tellei paid a courtesy visit to the US Embassy in the Republic of Palau.

In preparation for the college Midterm Report 2020, the college Accreditation Steering Committee continues to update the college ISER 2015 actionable improvement plans. The first draft of the Midterm Report 2020 was submitted to the Accreditation Office on March 29, 2019. The Accreditation Steering Committee met on May 20 – 24, 2019 to review the first draft of the report to ensure that the college reports the facts and any claimed evidence does support the progress of ISER 2015 actionable improvement plans. The second draft of the report is slated for submission in October 2019. The college Midterm Report 2020 will be ready for submission by the end of February 2020.

On April 5th, the college submitted the required ACCJC Annual Report and is scheduled to submit the ACCJC Annual Fiscal Report on June 30, 2019 to the Commission. On April 30th to May 3rd, the college attended the ACCJC Conference – Partners in Excellence 2019 in San Francisco, California. During the conference, the college presented results of its student success since fall 2016 through a concurrent session titled *Undoing Developmental Courses Helped Increased Our Student Success at Palau Community College*. The PowerPoint of this presentation is available on the ACCJC conference website link at <https://accjc-conference.org/conference-presentations/>.

The college continues to educate and involve its constituents with accreditation Standards, Eligibility Requirements, policies and requirements. It will continue to comply with ACCJC Standards by assuming accreditation as a daily operation responsibility. The college will also

continue to support student learning and student achievement by providing professional development to support instructions and instructional services.

College Program Highlights

- The Republic of Palau Public Law 4-2, cited as the Higher Education Act of 1992, mandates that members of the PCC Board of Trustees meet each year in order to elect its officers and establish its calendar of regular meetings. During their annual meeting in January of this year, trustees voted unanimously to elect Reverend Billy G. Kuartei as the new Chairman of the college Board of Trustees, Ms. Romana Wong as the new Vice Chairperson and Minister of Health Dr. Emais Roberts as secretary and treasurer. Thus, the new officers of the PCC Board of Trustees are as follows: Reverend Billy G. Kuartei, Chairman; Romana Wong, Vice Chairperson; Dr. Emais Roberts, Secretary/Treasurer; Masa-Aki N. Emesiochl, member and Student Trustee Kirah I. Rebelkuul. Secretary/Treasurer Dr. Roberts will succeed former chairman Emesiochl to represent the Board on the three-member College of Micronesia Board of Regents. In addition, the PCC Board of Trustees organized its standing committee. *Academic Program Committee Emesiochl; Finance/Personnel Committee -Chairman, Trustee Roberts; Facilities - Chairman, Trustee Kuartei, and Student Affairs Committee - Chairperson Student Trustee Rebelkuul.* All committee include key college officials are Ex-Hoc Members.
- On April 12, 2019 Palau Community College Continuing Education and PCC Cooperative Research Extension held an awarding ceremony for ten trainees from Pohnpei, Yap and Palau. The training was designed to equip participant the knowledge and skills needed in brackish water to grow mangrove crab. Participants were introduced to the tools and skills needed in the management of mangrove crab hatchery, nursery, and grow-out methods. Knowledge acquired during this training includes collection of brood stock and spawners, managing spawning, egg incubation, and hatching. Rearing of mangrove crab larvae, preparation of tanks for spawning and nursery operations including food production such as microalgae and rotifers.
- On May 17, 2019 PCC commemorates its 56th Commencement Exercises. A total of eighty-six (86) students received their degrees from Palau Community College and seventeen (17) graduated from PCC Adult High School Program. Dr. Thomas Krise President of the University of Guam was this year's commencement speaker. He is a retired U.S. Air Force Lieutenant Colonel and a former President of the Pacific Lutheran University in Tacoma, Washington. The Valedictorian for the Class of 2019 is Ms. Francine K. Ngemaes. Ms. Ngemaes received her degree in Community and Public Health Program. This year's Outstanding Citizenship Award recipient was presented to

Mr. Bradley R. Augustine a student of ED-Elementary Education Program. Ms. Ngemaes and Mr. Augustine are distinguished member of Phi Theta Kappa (PTK) International Honor Society-Beta Omicron Zeta Chapter (BOZ).

- National Institute of Health - National Institute of Diabetes and Digestive and Kidney Diseases (NIH-NIDDK) officials visited the campus and met with PCC President Dr. Patrick U. Tellei. They also had the opportunity to visit local high schools in Palau and provided information about NIH-NIDDK Short-Term Research Experience for Underrepresented Persons (STEP-Up) program which is hosted by the college. The STEP-Up program is designed to provide opportunities for individual high school students in biomedical and behavioral research as well as hands-on clinical laboratory and social/behavioral research during summer session.



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Office of the President & CEO

PPEC Bi-Annual Report to ACCJC
January – June 2019

College Data:

PPEC Report to ACCJC

	2017	2018
	College of Micronesia-FSM	College of Micronesia-FSM
Street address or post office box (HD2016)	Kolonia	Kolonia
City location of institution (HD2016)	Pohnpei	Pohnpei
ZIP code (HD2016)	96941	96941
Name of chief administrator (HD2016)	Joseph Daisy	Joseph Daisy
Institution's internet website address (HD2016)	www.comfsm.fm	www.comfsm.fm
Longitude location of institution (HD2016)	158.158189	158.158189
Latitude location of institution (HD2016)	6.909759	6.909759
Total enrollment (DRVEF2017)	2022	1931
Full-time equivalent fall enrollment (DRVEF2017)	1645	1587
Full-time enrollment (DRVEF2017)	1454	1415
Part-time enrollment (DRVEF2017)	568	516
Current year GRS cohort as a percent of entering class (EF2017D)	88	87
Full-time retention rate 2017 (EF2017D)	61	58
Current year GRS cohort as a percent of entering class (EF2016D)	78	88
12-month unduplicated headcount undergraduate: 2016-17 (DRVEF122017)	2704	2683
12-month full-time equivalent enrollment: 2016-17 (DRVEF122017)	1677	1696
Percent of undergraduate enrollment that are American Indian or Alaska Native (DRVEF2017)	0	0
Percent of undergraduate enrollment that are Asian/Native Hawaiian/Pacific Islander (DRVEF2017)	100	0
Percent of undergraduate enrollment that are Asian (DRVEF2017)	0	0
Percent of undergraduate enrollment that are Native Hawaiian or Other Pacific Islander (DRVEF2017)	100	99



Percent of undergraduate enrollment that are Black or African American (DRVEF2017)	0	
Percent of undergraduate enrollment that are Hispanic/Latino (DRVEF2017)	0	0
Percent of undergraduate enrollment that are White (DRVEF2017)	0	0
Percent of undergraduate enrollment that are two or more races (DRVEF2017)	0	1
Percent of undergraduate enrollment that are Race/ethnicity unknown (DRVEF2017)	0	0
Percent of undergraduate enrollment that are Nonresident Alien (DRVEF2017)	0	0
Percent of undergraduate enrollment that are women (DRVEF2017)	56	55
Adult age (25-64) enrollment undergraduate (DRVEF2017)	251	230
Adult age (25-64) enrollment full-time undergraduate (DRVEF2017)	146	125
Adult age (25-64) enrollment part-time undergraduate (DRVEF2017)	105	105
Percent of undergraduate enrollment under 18 (DRVEF2017)	1	1
Percent of undergraduate enrollment 18-24 (DRVEF2017)	86	88
Percent of undergraduate enrollment 25-64 (DRVEF2017)	12	12
Full-time first-time degree/certificate-seeking undergraduate enrollment (DRVEF2017)	572	607
Full-time undergraduate enrollment (DRVEF2017)	1454	1415
Full-time transfer-in degree/certificate-seeking undergraduate enrollment (DRVEF2017)	0	0
Full-time continuing degree/certificate-seeking undergraduate enrollment (DRVEF2017)	881	807
Full-time nondegree/certificate-seeking undergraduate enrollment (DRVEF2017)	1	1
Part-time undergraduate enrollment (DRVEF2017)	568	516
Part-time first-time degree/certificate-seeking undergraduate enrollment (DRVEF2017)	75	91
Part-time transfer-in degree/certificate-seeking undergraduate enrollment (DRVEF2017)	0	2
Part-time continuing degree/certificate-seeking undergraduate enrollment (DRVEF2017)	488	422
Part-time nondegree/certificate-seeking undergraduate enrollment (DRVEF2017)	5	1

Undergraduate enrollment (DRVEF2017)	2022	1931
First-time degree/certificate-seeking undergraduate enrollment (DRVEF2017)	647	698
Transfer-in degree/certificate-seeking undergraduate enrollment (DRVEF2017)	0	2
Continuing degree/certificate-seeking undergraduate enrollment (DRVEF2017)	1369	1229
Nondegree/certificate-seeking undergraduate enrollment (DRVEF2017)	6	2
Full-time first-time degree/certificate-seeking undergraduate enrollment (DRVEF2017)	572	607
Percent of students enrolled exclusively in distance education courses (DRVEF2017)	0	0
Percent of students enrolled in some but not all distance education courses (DRVEF2017)	0	0
Percent of students not enrolled in any distance education courses (DRVEF2017)	100	100
Percent of undergraduate students enrolled exclusively in distance education courses (DRVEF2017)	0	0
Percent of undergraduate students enrolled in some but not all distance education courses (DRVEF2017)	0	0
Percent of undergraduate students not enrolled in any distance education courses (DRVEF2017)	100	100
Number of students receiving an Associate's degree (DRVC2017)	241	284
Number of students receiving a certificate of 1 but less than 4-years (DRVC2017)	114	126
Graduation rate total cohort (DRVGR2016)	22	23
Graduation rate men (DRVGR2016)	18	24
Graduation rate women (DRVGR2016)	25	21
Physical books as a percent of the total library collection (DRVAL2017)	55	53
Physical media as a percent of the total library collection (DRVAL2017)	4	4
Digital/Electronic books as a percent of the total library collection (DRVAL2017)	40	43
Percent of full-time first-time undergraduates awarded any financial aid (SFA1516)	96	96
Percent of full-time first-time undergraduates awarded federal state local or institutional grant aid (SFA1516)	96	96

Accreditation Update:

The 2019 Annual Report and Fiscal Report were submitted March 25, 2019.

A summary of results are: (a) enrollment is down 5% from last year; (b) course completion rate is 74% - above the Institution Set Standard (ISS) of 70%; (c) number of certificates awarded FY 2017-2018 is 126 – above the ISS of 100; (d) number of degrees awarded FY 2017/2018 is 291 – above the ISS of 280; and (e) transfer rate is 1% - below the ISS of 3%.

The college has begun preparation of the Mid-Term Report due in March 2020.

VPIA/ALO, Karen Simion, is leading the team effort to prepare the Mid-Term report. A first draft is near completion. This will leave editing, inclusion of final data, and governance review for the summer and fall semester. Board approval is scheduled for December 2019.

The Board of Regents has implemented the plan to resolve the issues stated in the August 3, 2018, letter of concern from ACCJC President, Richard Winn. The regents participated in board development during the March 2019 board meeting. The training was on the college's protocols for implementing purposeful dialogue and development of administrative procedures for Board policies. The Board held a special meeting on May 1, 2019, adopting a resolution to officially remove a member who was exceeding the term limitations according to policy. A second session for Board development is scheduled for the September 2019 meeting. The final resolution of this issue will be when the National Government approves the nomination of a new representative to the Board for Pohnpei State.

College of Micronesia-FSM Highlights

Facilities

National Campus Student Center and Career and Technical Education Center Technical Building and Infrastructure Upgrade – As of April 9, Beca, the architectural firm, was instructed to proceed with the design revision as recommended by United States Army Corps of Engineers and FSM-Project Management Unit/College of Micronesia-FSM Facilities Implementation Team. U. S. Office of Interior Affairs (OIA) has approved the funds for the additional work and the grant #D19AF00062 has been issued. Construction is anticipated to commence August 2019.



Student Center – National Campus

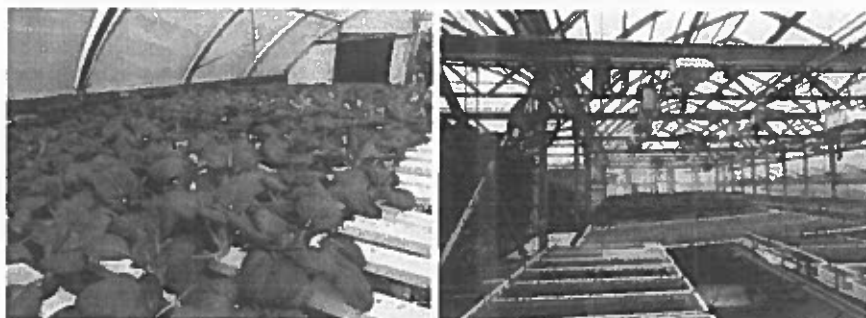
On April 24, 2019, the college also received approval to submit the estimated design cost for Chuuk Campus and request for the grant award. OIA has approved funding obligated by the State of Chuuk to support the cost for the design.

Enrollment Management and Student Services

The college's Financial Aid Office reported awarding 100% of Pell Grant eligible students as of May 8, 2019. This has been an enormous effort on the part of the Financial Aid Office staff to reach out to students to complete the FAFSA and other required papers.

Center for Entrepreneurship – Caroline Fishing Company (CFC) to start a new hydroponic farm company

Through the assistance of the Center for Entrepreneurship, Caroline Fishing Company has started the process of purchasing greenhouses and hydroponic systems for the 100 by 60 foot hydroponic farm. The hydroponic farm is expected to produce 1,787 crops per week or 129,542 pounds of crops per year. The director will be supervising the operations of the greenhouses and will be in charge of training agriculture students before they can apply for a job. CFC will give high priority to COM-FSM graduates and students in hiring their employees. The company agreed to hire two to three members of the Hydroponic of the Pacific (COM-FSM students) to be the first employees.



Career & Technical Education Center (CTEC) Recognized as ETA Testing Center

The college's CTEC is now a recognized test center for Electronics Technician Association (ETA) certification exam. Professor Nelchor Permitez, PhD is the certified test administrator. The CTEC programs will be evaluated and once compliance is determined, ETA will certify the programs. The certificate signifies that the courses in Electronics and Telecommunications align with and meet the knowledge and skills competency standards needed by the industry.

Institution Set Standards (ISS)

Graduation rates have increased. The college now exceeds the ISS for graduation rate (full-time, First-time cohort) 100%. The college has met the ISS stretch target for graduation rate 150% and exceeded the ISS at 200%.

	Graduation rate (Full-time First- time cohort) 100%	Graduation rate (Full-time First- time cohort) 150%	Graduation rate (Full-time First- time cohort) 200%	Number of degrees awarded	Number of certificates awarded
Fall 2011 / 2011- 2012	2.4%	18%	33%	314	141
Fall 2012 / 2012- 2013	1.1%	12.4%	20%	341	134
Fall 2013 / 2013- 2014	9.0%	20.1%	33%	305	118
Fall 2014 / 2014- 2015	1.2%	15.0%	21%	343	105
Fall 2015 / 2015- 2016	7.7%	18.7%	24%	271	149
Fall 2016 / 2016- 2017	7.7%	21.9%	29%	246	122
Fall 2017/2017- 2018	7.3%	22.6%	33%	291	126
Fall 2018/2018- 2019	10.5	29%	30%	TBD in Fall 2019	TBD in Fall 2019
Institution-Set Standards (ISS)	6.0%	16.0%	25%	280	100
Stretch Target	12%	29%	35%	355	160
Current Performance for ISS	4.5%↑	13%↑	5%↑	11.1↑	26↑
Current Performance for Stretch Target	-1.5%↓	0.0%↑	-5%↓	-64↓	-34↓