

PPEC

Pacific Postsecondary
Education Council

Report to

ACCJC

Accrediting Commission of
Community & Junior Colleges

January - June

2020

Geographic Location of Community College Campuses (satellite map)



<https://mapsengine.google.com/map/edit?mid=zBxIzykZRzxLkRQRuvE2OINs>

	240736 American Samoa Community College	243638 College of Micronesia- FSM	376695 College of the Marshall Islands	240745 Guam Community College	243647 Palau Community College
Street address or post office box (HD2017)	PO Box 2609	Kolonia	Oceanside Uliga	1 Sesame Street	Medalaih
City location of institution (HD2017)	Pago Pago	Pohnpei	Majuro	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

	240736 American Samoa Community College	243638 College of Micronesia- FSM	376695 College of the Marshall Islands	240745 Guam Community College	243647 Palau Community College
Undergraduate enrollment (DRVEF2018)	1037	1931	1119	2082	497
First-time degree/certificate-seeking undergraduate enrollment (DRVEF2018)	309	698	336	536	121
Transfer-in degree/certificate-seeking undergraduate enrollment (DRVEF2018)	13	2	5	16	3
Continuing degree/certificate-seeking undergraduate enrollment (DRVEF2018)	669	1229	770	1125	351
Nondegree/certificate-seeking undergraduate enrollment (DRVEF2018)	46	2	8	405	22
Full-time undergraduate enrollment (DRVEF2018)	613	1415	740	935	267
Part-time undergraduate enrollment (DRVEF2018)	424	516	379	1147	230
Percent of total enrollment that are American Indian or Alaska Native (DRVEF2018)	0	0	0	0	0
Percent of total enrollment that are Asian/Native Hawaiian/Pacific Islander (DRVEF2018)	90	99	100	94	100
Percent of total enrollment that are Asian (DRVEF2018)	1	0	0	41	2
Percent of total enrollment that are Native Hawaiian or Other Pacific Islander (DRVEF2018)	89	99	99	53	98
Percent of total enrollment that are Black or African American (DRVEF2018)	0	0	0	1	0
Percent of total enrollment that are Hispanic/Latino (DRVEF2018)	0	0	0	0	0
Percent of total enrollment that are White (DRVEF2018)	0	0	0	2	0

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Percent of total enrollment that are Race/ethnicity unknown (DRVEF2018)	0	1	0	2	0
Percent of total enrollment that are Nonresident Alien (DRVEF2018)	10	0	0	0	0
Percent of total enrollment that are two or more races (DRVEF2018)	0	0	0	0	0
Percent of total enrollment that are women (DRVEF2018)	69	55	49	55	62
Percent of students enrolled exclusively in distance education courses (DRVEF2018)	0	0	0	0	0
Percent of students enrolled in some but not all distance education courses (DRVEF2018)	0	0	0	0	11
Percent of students not enrolled in any distance education courses (DRVEF2018)	100	100	100	100	89
Total enrollment (DRVEF2018)	1037	1931	1119	2082	497
Full-time equivalent fall enrollment (DRVEF2018)	784	1588	893	1320	344
Full-time enrollment (DRVEF2018)	613	1415	740	935	267
Part-time enrollment (DRVEF2018)	424	516	379	1147	230
12-month unduplicated headcount total: 2017-18 (DRVEF122018)	1370	2683	1399	2732	621
12-month full-time equivalent enrollment: 2017-18 (DRVEF122018)	977	1696	882	837	410
Full-time retention rate 2018 (EF2018D)		58		62	58
Part-time retention rate 2018 (EF2018D)		37		46	36
Graduation rate total cohort (DRVGR2018)	63	29	11	19	30
Graduation rate men (DRVGR2018)	71	23	11	15	38
Graduation rate women (DRVGR2018)	58	34	11	23	22
Pell Grant recipients - Overall graduation rate within 150 percent of normal time (DRVGR2018)	60	30	10	20	32

	240736 American Samoa Community College	243638 College of Micronesia- FSM	376695 College of the Marshall Islands	240745 Guam Community College	243647 Palau Community College
Physical books as a percent of the total library collection (DRVAL2018)	97	53	82	10	95
Digital/Electronic books as a percent of the total library collection (DRVAL2018)	0	43	14	89	0
Average net price-students awarded grant or scholarship aid 2017-18 (SFA1718)	2302	4302	2722	5848	927
Percent of full-time first-time undergraduates awarded any financial aid (SFA1718)	91	98	96	75	92
Average amount of federal state local or institutional grant aid awarded (SFA1718)	5748	5703	5902	5309	5244
Percent of full-time first-time undergraduates awarded Pell grants (SFA1718)	91	95	96	75	90
Average amount of Pell grant aid awarded to full-time first-time undergraduates (SFA1718)	5472	5651	5889	5270	5024
Total price for in-state students living on campus 2018-19 (DRVIC2018)		12113	9415		10231
Total price for out-of-state students living on campus 2018-19 (DRVIC2018)		12113	9635		10591
Total price for in-state students living off campus (not with family) 2018-19 (DRVIC2018)	10550	12530	9415	17764	11150
Total price for out-of-state students living off campus (not with family) 2018-19 (DRVIC2018)	10850	12530	9635	18964	11510
Total price for in-state students living off campus (with family) 2018-19 (DRVIC2018)	8050	9350	8095	7264	7650
Total price for out-of-state students living off campus (with family) 2018-19 (DRVIC2018)	8350	9350	8315	8464	8010

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 2021:

The College continues to finalize its draft of the Institutional Self Evaluation Report (ISER). The College submitted its Annual Report and Fiscal Report to ACCJC in April 2020.

Governance:

In accordance with the American Samoa Government's suspension of Government travel due to the spread of Corona Virus, ASCC suspended all ASG/ASCC travel on March 5, 2020. On March 12, 2020 the Immediate Action Plan for COVID-19 Preparations was issued detailing the College restrictions and guidelines on travelers, visitors to campus, campus sanitization measures, and social distancing measures. On March 16, 2020 all College courses prepared for online instruction and instructional services via MOODLE format. With the Government's Emergency Declaration "Code Blue", ASCC Board of Higher Education approved of the ASCC President's Action Plan for online instructional and student support services. On March 20, 2020 the Amended Declaration closed all public schools and the College. This amendment put the next level of the Action Plan into place closing the College to face-to-face instruction, requiring all faculty to work from home and identified Student Services staff to limited work hours on campus (effective March 23, 2020). On March 25, 2020 the 2nd amended ASG Code Blue Status set the implementation of the next level of the Action Plan which restricted work hours to a 50% capacity and a 20 hour work week for all government workers with the exception of first responders and essential workers.

The College continues to follow the approved Plan of Action in compliance with the levels of declaration set by the Governor of American Samoa.

General Highlights:

- In January, ASCC had an opportunity to attend the National Science Foundation sponsored Advanced Technological Education (NSF ATE) workshop to upgrade knowledge and skills in preparing the existing and future workforce for high-tech companies that drives our economy.
- In February, ASCC Agriculture Community and Natural Resources (ACNR) dedicate the completion of the restoration on one of its facility that provides storage for field and lab research equipment and supplies that was damaged as a result of hurricane Gita.

- ASCC has all of its courses offered this spring semester online through the MOODLE platform as of March 23, 2020.
- ASCC has completed its annual audit and the financial report has been submitted to ACCJC as part of its annual report submission.

College of the Micronesia - FSM

Introduction

The College of Micronesia-FSM Mission Statement reads, *“The College of Micronesia-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 and technical educational programs characterized by continuous improvement and best practices.”*

The College of Micronesia-FSM (COM-FSM) is a multi campus institution with the National Campus located in Palikir, Pohnpei, and a State Campus in each state. The COM-FSM college also includes the FSM Fisheries and Maritime Institute located in Yap. The area most directly served by the college is the Federated States of Micronesia, which includes approximately two million square miles of the western Pacific Ocean and a population of over 110,000. The college offers 1 baccalaureate degree, 14 associate degrees, and 17 certificate programs. The college also offers fisheries and maritime instruction for fishing, navigation and engineering that meet Standards of Training, Certification and Watchkeeping (STCW) regulations.

Accreditation Updates

The college held three virtual site visits (implementation follow-up) with ACCJC April 28, 29, and 30 for the Bachelor of Science in Elementary Education program. Meetings were held with administrators, faculty involved in the shared governance structure and students. The purpose of the visit was to verify implementation of the program, discuss results, assessment of student learning, challenges, and possible changes.

Joseph M. Daisy, Ed.D. resigned his position as president of the college on January 31, 2020 to move to his new position as Chancellor of Kauai Community College. Dr. Daisy served eight years as president of COM-FSM. In honor of his service, FSM-FMI christened the newly repaired rowboat, “President Daisy”. We wish him the best at his new position.



Karen Simion, Vice President for Instructional Affairs is currently serving as acting President. The Presidential Search Committee has announced the position with the timeline for completion by January 2021.

General Updates

COVID-19 Response – The college requested and was granted a shortened semester for spring 2020 due to COVID-19. Both the School Participation Team and ACCJC approved the shortened term. Prior to the end of the term, the college conducted information sessions on the virus and how to prevent spread of the virus. The college suspended classes on March 17 and we were able to assist 126 students of 174 in returning to their home states just as the airlines ceased regular service to the islands. The remaining 48 students were allowed to remain in the residence halls. These students continued to have meals at the dining hall and access to wifi but were not allowed off campus. The 54 students at the Fisheries and Maritime Institute (FMI) in Yap continued with course work since that campus is essentially closed to the public most of the time. We will be assisting 13 of the 15 graduates in finding a way home in May. The states have closed borders so people can leave, but they cannot enter. Lifting of this travel ban will determine how we get the FMI students home. The college was able to complete entrance/placement testing for new students prior to suspension of classes. Plans for a summer session are to provide online classes.

Traditional Navigation – The college will offer for the first time a year-long non-credit course in traditional navigation. Master Navigator Ali Haleyalur will teach the course in collaboration with Okeanos Foundation for the Sea. The course includes traditional navigation and Applied Seamanship on Off-shore Sailing Canoes. Completers will participate in the traditional ceremony for novice navigators and receive certificates of completion from the college and Okeanos at the end of one year. The purpose is to revive and strengthen the culture of traditional sailing and voyaging and at the same time provide modern seamanship training which may lead to increased job opportunities for the students.

BS in Elementary Education – The Bachelor of Science program began in fall 2019 with an enrollment of 13 and grew to an enrollment of 41 for spring 2020. The program is offered now in all four states of the FSM. 8 students graduated in spring of 2020. Enrollment is expected to grow as students continue to complete admission requirements and the associate degree and third-year certificates in elementary education.

Improving Quality Basic Education (IQBE) – The college is providing teacher training for the IQBE grant in collaboration with National Department of Education and the Asian Development Bank. The college has been conducting a series of academies in each state for the Teacher’s Learning Community/Lead Teachers, classroom teachers and in some states curriculum specialists. The training topics include the national Quality Pedagogy Framework, literacy and math. College education faculty observe teachers participating in the academies and provide feedback on implementation between each of the three academies. A total of 355 participants were trained in year 2 (2019).

Pohnpei Small Business Development Center (SBDC) – Pohnpei SBDC opened on January 16, 2020 and is working in collaboration with the college Center for Entrepreneurship. Since opening, the Center has helped eight clients start up or expand their businesses through counseling services. Pohnpei SBDC’s services have also increased FSM’s Capital injection to \$50,000.00 in start up business. The center will conduct a series of workshops in collaboration with FSM Development Bank and Small Business Guarantee and Financing aimed at increasing their client’s probability to get approval for loans.

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 955 students in the spring semester, 2020. Of those, there were 571 full-time and 384 part-time students from across the Republic of the Marshall Islands (RMI), the Micronesian region and further afield. The following report covers the period from 6th January – 29th May 2020.

In February, the Board of Regents announced that Dr. Irene Taafaki was the new CMI President. Dr. Taafaki worked as the Director of the University of the South Pacific Campus in the Marshall Islands for over twenty years. She will start work at CMI on 18th May. Incumbent president Dr. Koroivulaono will work with Dr. Taafaki as part of a two-week orientation program before leaving on 29th May.

General Accreditation Updates

CMI continues to enjoy the longest period in its history of regional accreditation without sanctions. Internally, preparation for CMI's 2021 comprehensive review is continuing, with widespread participation. College committees have integrated examination of standards into their agendas, and departments report on work relevant to standards as part of the College's revised program review process. The site visit by the ACCJC peer review evaluation team is scheduled for March 15 – 18, 2021.

The CMI internal ISER website can be viewed at: <https://sites.google.com/cmi.edu/2021-iserworking-site/>

ISER Process Update

Selected drafts from the Standards' subcommittees are being sent to the Accreditation Liaison Officer (ALO). The first full draft of the ISER is scheduled to be completed by June, 2020. Plans are in place for feedback on specific standards sections from standing committees before then. If there are delays in receiving feedback the Standards subcommittees will solicit feedback from relevant committees on specific sections at the same time as the full draft is shared with the college community. The major reasons for the delay are as follow:

- personnel involved in the writing process were also heavily involved in COVID-19 preparation activities, and
- because many participants have not taken part in accreditation activities before, drafts have needed additional revisions to be ready for sharing beyond the steering committee.

Accreditation-Related Gaps

1. AY2018-2019 Assessments and 2019-2020 RSAs are well overdue from standing committees. Committee assessments in particular are part of the way we as an institution meet standards I.B.7 and IV.A.7.
2. Incomplete webpages are making it difficult to gather evidence. Also, website issues have been a problem for us during past comprehensive evaluations. An ad hoc committee under the Institutional Effectiveness Committee (IEC) will be working to address issues such as these with published college information. Not all academic programs clearly show course sequencing, program purpose and other required elements. The Enrollment Management Committee (EMC) and IEC are monitoring.
3. There have been issues with the availability of the academic catalog. EMC expects to see processes and timelines from the calendar and catalog subcommittee this week.
4. The Integrated Planning Manual does not yet reflect the most updated framework. This is in progress through IEC.
5. A policy from 2010 allowing adjunct faculty to be hired with lower qualifications (as is the current practice) was uncovered by the committee. However, it was only approved by

the Executive Council. It will be revisited by the Human Resources Committee (HRC) and brought forward again.

6. The Standard III.A group has also found that the College lacks a clear process for assessing the number of faculty required. This was discussed at length by the Accreditation Steering Committee. Finding these gaps shows that the process is working, but it also shows why it is important that self-evaluation be an ongoing process. The earlier in the process we find gaps, the easier it is to correct them.

Strategic Activities

1. Department Chairs are currently working on program webpages to ensure that they include the program's purpose, content, course requirements (program sheet), course sequencing (program length and pathway), and learning outcomes.
2. The carpentry program, VCARP held a successful DIY Carpentry workshop at the basketball court in April.
3. This year's exit survey of graduates will include self-assessment against the ISLOs.
4. Due to the threat of COVID-19, graduation ceremonies at both Majuro and Ebeye will need to be carried out virtually to avoid large gatherings.
5. The Jaluit DE Center is having ongoing internet connection. Instructors of courses offered there have exercised admirable flexibility which include working closely with the Center Coordinator in finding ways to keep students on track.
6. Administration of the CCFSSE (Community College Faculty Survey of Student Engagement) is ongoing until May 15th. The results will help CMI to assess which areas of student engagement need attention most urgently.
7. 100% of courses now have Moodle shells and are designed to include "regular and substantive interaction". In Spring 2019 there were 97 active Moodle courses. In Spring 2020, the 204 active Moodle courses were the result of CMI's accelerated response to COVID-19 preparedness.
8. The Moodle Showcase evenings on April 27, 29 and 30 enabled faculty members to share examples of online course designs including student-centered, interactive modules, tracking student progress through gradebook and integrating other apps like google classroom and zoom.
9. Thirteen trainees were enrolled in the new agroforestry courses, which kicked off on Monday May 4. This is part of the Ridge to Reef Grant.
10. The Enrollment Management Committee (EMC) has been reviewing disaggregated data related to the declining retention rates of new students. The EMC found that most students who drop out do so after the first semester. Students with GPAs below 1.00 or who do not pass any credit-level courses in the first semester are at particular risk. Women have been retained at a lower rate than men up until the Fall 2018 entering cohort; unfortunately, among students entering in Fall 2018 women persisted at a higher rate than men not because the rate increased for women but because it decreased for men. Nursing students have the lowest first-year retention rates.

Math Bridge Initiative with the Public School System (PSS)

One of the key challenges to improving CMI’s degree completion rate is that the vast majority of entering students require remedial courses before they can begin taking degree-applicable course. To reduce the number of new students who require lower-level math on entering CMI, the College has been working with PSS to reduce the curricular gap between the high schools and CMI. In partnership with REL Pacific, discussions began in 2018 about the development of a math transition course for high school seniors. This course is now being taught for the first time. To ensure the quality of this course, six CMI math instructors are currently mentoring seven PSS math teachers through site visits and virtual meetings. The table below provides the relevant information.

CMI Math Instructor (Mentor)	PSS Math teachers (Mentee)	Schools
Ernest Canonigo	Ms Nessy	Marshall Islands High School (MIHS)
Adeyayo Ogunmokun	Bill Carland and Timoci Ratidara	MIHS
Edward Alfonso	Rizaldo Juanga	Northern Islands High School
Michae Corpuz	Kitione Karawa	Laura High School
Waisiki Baleikorocau	Randall Abbang	Jaluit High School
Rosalinda Sumaoang	Tevita Naqaruqaru	Kwajalein High School

Zoom technology allowed mentoring to continue for teachers in Jaluit and Wotje atolls when a travel ban was put in place to prevent the spread of Dengue Fever in Fall 2019. When the ban was lifted in spring semester 2020, the CMI instructor-mentor for the Northern Islands High School traveled to Wotje for his mentor’s site visit. Class observations took place for grade 12 Math, after which discussions between the mentor and mentee were conducted. The mentor also observed Math classes from grades 9 -11.

The following recommendations were made by the mentor after his trip and provides a sample of the interaction and engagement for achieving student learning outcomes through improved teaching.

1. Continue the use of a collaborative learning approach among students through the use of rich tasks or self-made rich tasks.
2. Emphasized the use of productive persistence in securing and assuring that the students were warmly welcomed throughout the school year and regularly affirming that they can pass and be ready for College-credit, Math Classes.
3. Ensure that the rich tasks are completed within allocated class times so may need to adjust one to two-hour class sessions.

4. Emphasized teacher-readiness for problem-solving in relation to Math transition course content.
5. Teachers should remember that there are different kinds of learners in a classroom so should be using different methods to encourage the maximum levels of interest from the students.
6. Revision techniques from one class to the next were very important so that students could connect their learning experiences on a continuum.
7. Continue regular communication between the mentor and mentee through email and phone calls about any queries and problems especially with the end of semester fast approaching.

Five out of six CMI instructor-mentors were able to visit their high school teacher-mentees' at four out of five high schools in Majuro, Kwajalein and Wotje atolls. The visit to Jaluit High School (JHS) was not possible due to domestic flight challenges but regular communication was conducted through emails and zoom video conferences. Final results are yet to be confirmed as examinations are currently underway (at the time of writing this report). Students who successfully complete the transition course and pass the final assessment will, for the first time in RMI history, be able to enter credit-level math at CMI without having to take the placement test.

Response to the Coronavirus at CMI

Like colleges throughout the region (and the world over), CMI's spring 2020 semester has been fundamentally affected by the COVID-19 pandemic. Accelerated online course development, emergency purchases of laptops and devices for internet connectivity and the establishment of the Majuro coronavirus Quarantine Center at the CMI Arrak campus required considerable dexterity in planning and implementation from late January to the present time (May 10, 2020). Disaster Management policy and procedures were approved by the Board of Regents in a special meeting on March 24 and are now available on the CMI website. Updates for both students and faculty in relation to preparedness for online and hybrid learning and teaching are also provided on the CMI website. Working from home should there be a confirmed COVID-19 case in Majuro is also part of disaster management procedures especially for senior administrators and selected staff members.

Emergency food and other supplies have been purchased and stored in case of shortages on island due to travel restrictions impacting the supply chain. In March and April, the Land Grant team planted green-leaf and other vegetables which can be harvested in 4 – 5 weeks as the majority of Majuro's vegetables are imported. The first harvest on 5th May supplied CMI students and employees with vegetables including bok choy, lemon grass, sweet potato leaves, kang kong and okra. The Land Grant team also distributed 400lbs of fish on 7th May, the result of several fishing trips in March and April designed to provide healthy protein supplements. While face to face classes continue with Moodle and zoom used for some hybrid course delivery, all departments have prepared for immediate lockdown when a COVID-19 case is confirmed on island.

Since there have been no confirmed COVID-19 cases in the RMI, some graduates and Majuro community members are petitioning the RMI Government to allow the usual graduation ceremony to take place. Whether or not the Government will allow the petition remains to be seen. Since March, plans for commencement exercises and the graduation ceremony on 28th May have been well underway and these include live-streaming and the use of as many classrooms as

possible to ensure that there are not more than 25-30 people in one space. The Adult Basic Education (ABE) program which is the equivalent of GED, will hold a separate graduation ceremony in the morning with the credit program graduates processing in the afternoon.

Summer and fall classes are scheduled to run as usual except if there is at least one confirmed COVID-19 case on island. Once lockdown is announced by the RMI Government, classes will continue as distance learning courses.

Summary

Spring 2020 has been and continues to be a singularly challenging time for the CMI family. The COVID-19 pandemic necessitated agile, robust, visionary and collaborative planning and action. The College voluntarily established the COVID-19 Quarantine Center at the Arrak campus, and relocated 36 students and approximately 20 employees from Arrak to the Uliga campus (almost 30 miles apart on Majuro Atoll). Subsequently, groups of persons under investigation (PUI) were quarantined for 14 days by the Ministry of Health & Human Services.

In early March, the RMI Government closed our national borders to incoming passengers with very strict entry and processing protocols for supply ships and planes. Two United flights in April uplifted outgoing passengers to Honolulu and to Guam. US citizens employed as CMI instructors were given the opportunity to leave on these flights and one instructor whose contract ends in May took up the offer. His courses are in Moodle so he is teaching online for the rest of the spring semester. As the spring semester draws to a close, registrations for summer and fall have continued as planned. Face to face classes are scheduled unless COVID-19 is confirmed on island in which case, instruction will take place online.

The current Travel Advisory, #13 has extended the travel ban on incoming passengers until 5th June. Whether or not this ban is continued thereafter remains to be seen. The College however is well-placed to continue classes in the modes required. The incoming president has a suite of eight institutional plans¹ poised for implementation across all areas of governance, administration, learning and teaching, research and student support services. Designed with mission-driven goals and activities, the CMI Planning framework ensures that integrated planning is continuous and sustainable especially in the process of transitioning from one CMI President to another.

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

¹ <https://www.cmi.edu/about-cmi/annual-report/integrated-planning/>

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

Enrollment for the spring 2020 semester dropped by approximately six percent (6%) to 1,755 when compared to the enrollment in the prior year spring 2019 semester following the U.S. nation-wide trend tracked and reported by the National Student Clearinghouse. Despite this retention challenge, GCC continues to work with the island and region by offering quality education and training to meet the workforce needs of the community.

The College's application to offer a four-year Bachelor of Science in Career and Technical Education (BS CTE) program was approved by ACCJC and will start in the Fall 2020 semester. The program is open to candidates with an Associate Degree in any CTE field and new high school graduates. The program aims to produce high-quality CTE educators who will possess technical expertise and culturally responsive educational competencies and values to address chronic teacher shortages in the Pacific region, particularly in Guam and Micronesia. This new program will be housed at the Education Department.

With the January 30, 2020 World Health Organization's (WHO) declaration of a Global Health Emergency, the January 31, 2020 United States Health and Human Services' declaration of a public health emergency for the United States, and the March 13, 2020 declaration of a national emergency over the COVID-19 outbreak in the continental United States by President Donald Trump, I Maga'hagan Guahan (Governor of Guam Lourdes A. Leon Guerrero) declared a state of emergency for the island of Guam to respond to the novel Coronavirus (COVID-19) on March 14, 2020. Although the Guam Community College closed on March 16, 2020 and remains closed until further notice, faculty and students were still engaged in remote instruction through the use of Moodle, Google Classroom and other remote learning tools available to them .

The campus closure resulted in the cancellation of the Spring College Assembly, the Faculty Union Meeting and other governance committee meetings, the Math Festival, the Culinary Buffets, the Spring Festival, the Commencement Ceremony, and other scheduled events and meetings. The College remains vigilant and steadfast in its efforts to ensure students' needs are met during this pandemic and every avenue exhausted to provide the education and support necessary to achieve our educational mission. Courses were moved into the online environment where appropriate, student services were moved completely online and via remote formats, course resumption and grading procedures were communicated widely through MyGCC, and the

college continues to plan to address the challenges and opportunities as a result of the COVID-19's disruption of the Spring 2020 semester.

Accreditation Updates

The College is currently preparing all necessary requirements to offer selected courses and to pilot one program entirely through distance education as guided by the Accrediting Commission for Community and Junior Colleges. Even prior to the Covid-19 pandemic, various courses have already been offered through the hybrid format and are well positioned for the move to distance education.

Palau Community College

College Program Highlights

- At the end of December 2019, Palau Community College (PCC) hosted its End-of-the-Year Endowment Luncheon as a token of appreciation for over eight-hundred (800) bi-weekly contributors who have continued supporting and contributing to the PCC Endowment Fund.
- In January 2020, PCC President Dr. Patrick U. Tellei held his customary meetings with students during the Spring Semester Orientation and Registration at PCC Assembly Hall.
- During the month of January, PCC Academic Affairs created a two-year Palauan Studies cohort program for the Ministry of Education teachers and the Ministry of Community & Cultural Affairs staff.
- For the first time, PCC Continuing Education offered a Palauan Orthography class for the community members included law makers, ministers and judges.
- PCC Emergency Preparedness Task Force (EPTF) met and discussed preventive measures to keep the campus safe from the new virus. In addition, PCC and EPTF outlined preventive actions/habits that will help prevent the spread of the new virus on campus and the community.
- In February 2020, PCC Science Department Associate Professor and students met with a lead researcher for the Western Pacific under UOG/UH Island of Opportunity Alliance-Louise Stokes Alliances for Minority Participation Program (IOA-LSAMP) grant.
- During the month of February, PCC Cooperative Research & Extension conducted several community outreach programs on healthy food and nutrition programs such as the Expanded Food Nutrition and Education Program (EFNEP).

- PCC Multi-Species Hatchery harvested and released over ten thousand crablets to the wild (Ngermeduu Bay). This effort was done in support of the ongoing collaborative project on stock enhancement for mangrove crabs between the PCC-CRE, The Nature Conservancy (TNC) and The Environment Inc. (TEI).
- In March 2020, PCC-CRE, STEP-UP and Pacific Academic Institute for Research (PAIR) collaborated and worked on two entomological studies..
- During the month of March, PCC hosted a Career & Technical Education (CTE) Awareness Week. Students from different elementary and high schools in Palau.

College Response to COVID-19 Pandemic

Like the rest of Palau, and the world for that matter, Palau Community College had and continues to make hard decisions on how to continue its operations, especially student learning with minimal interruption while ensuring the safety, health and wellbeing of its students, faculty, staff and the community. In response to COVID-19 the college immediately developed and implemented its preventive and response measures which included (1) memo on COVID-19 global situation and national responses, including national executive orders and directives, (2) College's responses, including indefinite suspension of all off-island travels, temporary limited access to Library, (2) spring 2020 remaining instructional day, (3) cancelling classes for one week to allow instructors to prepare to shift instructional delivery modes and (4) under strict compliance with social distancing measures instructors held sessions with students to provide instructions on how the rest of the semester will proceed. Since Charter Day and Spring Break were not observed, there was no need extend the semester additional days. Tutoring centers, the Library, and the Online Computer Lab remain open for students to support student needs with all practicing established guidelines for social distancing and other preventive measures. Since the start of the pandemic, the college's management team has been holding weekly, sometime twice per week, virtual meetings via Zoom to monitor the COVID-19 situation and to plan and carry out its programs and services accordingly.