

PPEC

Pacific Postsecondary Education Council

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

January – June 2014

Pacific Postsecondary Education Council (PPEC)

The Pacific Postsecondary Council, PPEC, is a consortium of presidents and chancellors of higher education institutions in the U.S. and U.S. affiliated Pacific Islands who have agreed to work collaboratively to serve the needs of member institutions as they address regional and postsecondary education issues. Member institutions are from American Samoa, Commonwealth of the Northern Marianas Islands, Republic of the Marshall Islands, Federated States of Micronesia, Guam, Republic of Palau, and the State of Hawaii.

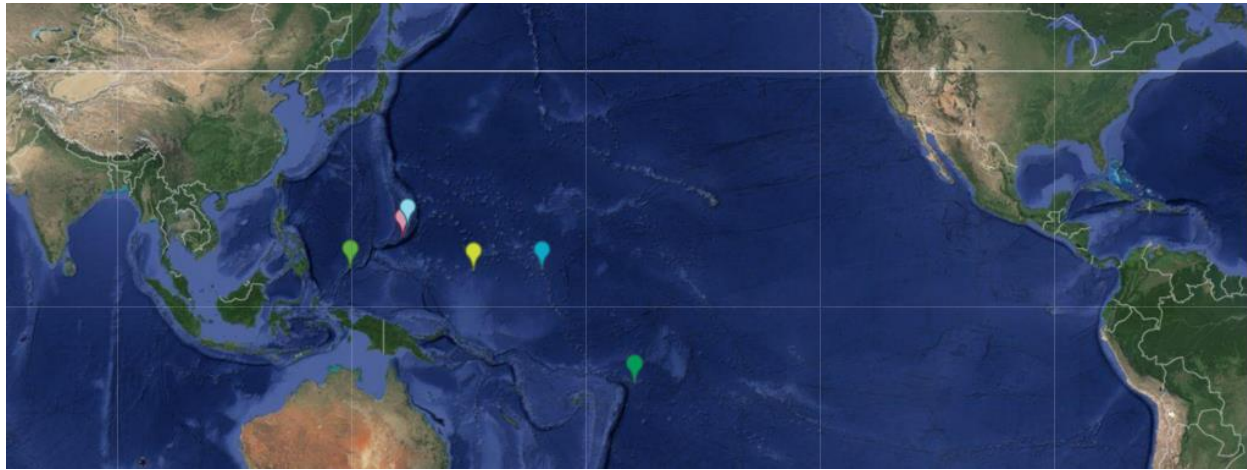
The purpose of PPEC is to:

- Encourage and develop regional planning and postsecondary education throughout the Pacific;
- Serve as a forum to address common educational issues and to foster cooperation in solving common problems facing Pacific people and their environment;
- Encourage and sponsor sharing of resources and expertise among member institutions to promote the wise utilization of limited resources and discourage unhealthy competition and wasteful duplication of effort;
- Work as a unit in promoting the uniqueness of Pacific people, their islands, and their cultures;
- Seek resources dedicated to major needs of the region in such areas as communications, alternative energy, human resource development, and planning;
- Articulate compatibility of education programs to facilitate transferability of academic credits among member institutions;
- Develop and foster inter-institutional cooperation and region-wide programs in education, training, community services, research and development; and
- Serve as a coordinating agency for external organizations interested in assisting with postsecondary and continuing education needs of the Pacific, and act as an information clearinghouse for Pacific postsecondary education institutions.







The PPEC higher education institutional leaders in the Pacific region work together to serve the needs of member institutions as they address regional and postsecondary education issues including, but not limited to:

- Facilitating inter-institutional collaboration;
- Enhancing transfer and articulation opportunities for students;
- Strengthening teacher development and information sharing, and
- Encouraging capacity building and development.

At A Glance:



<https://mapsengine.google.com/map/edit?mid=zBxIzykZRzxI.kRQRuvE2OINs>

	240736 	243638 	376695 	240745 	240790 	243647 
	American Samoa Community College	College of Micronesia-FSM	College of the Marshall Islands	Guam Community College	Northern Marianas College	Palau Community College
Street address or post office box (HD2012)	PO Box 2609	Kolonia	Oceanside Uliga - PO Box 1258	1 Sesame Street	As Terlaje Campus	P. O. Box 0009 Madalaii
City location of institution (HD2012)	Pago Pago	Pohnpei	Majuro	Mangilao	Saipan	Koror
State abbreviation (HD2012)	AS	FM	MH	GU	MP	PW
ZIP code (HD2012)	96799-2609	96941	96960	96913	96950-1250	96940
Name of chief administrator (HD2012)	Seth P. Galea'i	Joseph Daisy	Carl S. Hacker	Dr. Mary A.Y. Okada	Dr. Sharon Y. Hart	Dr. Patrick U. Tellei
Institution's internet website address (HD2012)	www.amsamoa.edu	www.comfsm.fm	www.cmi.edu	www.guamcc.edu	www.nmcnet.edu/	www.palau.edu

	240736 American Samoa Community College	243638 College of Micronesia-FSM	376695 College of the Marshall Islands	240745 Guam Community College	240790 Northern Marianas College	243647 Palau Community College
Undergraduate enrollment (DRVEF2012)	1795	2744	1123	2145	1178	680
Total enrollment (DRVEF2012)	1795	2744	1123	2145	1178	680
Full-time equivalent fall enrollment (DRVEF2012)	1060	2105	891	1366	1077	509
Full-time enrollment (DRVEF2012)	562	1782	774	972	1009	423
Part-time enrollment (DRVEF2012)	1233	962	349	1173	169	257
Full-time retention rate 2012 (EF2012D)	31	57	50	65	65	42
Part-time retention rate 2012 (EF2012D)		48	22	37		45
Graduation rate total cohort (DRVGR2012)	14	12	10	61	18	18
Graduation rate men (DRVGR2012)	7	14	10	45	17	24
Graduation rate women (DRVGR2012)	19	11	10	70	18	11
First-time degree/certificate-seeking undergraduate enrollment (DRVEF2012)	545	700	349	342	322	236
Full-time undergraduate enrollment (DRVEF2012)	562	1782	774	972	1009	423
Full-time first-time degree/certificate-seeking undergraduate enrollment (DRVEF2012)	67	519	331	180	288	185
Full-time nondegree/certificate-seeking undergraduate enrollment (DRVEF2012)	0	0	0	94	15	0
Part-time undergraduate enrollment (DRVEF2012)	1233	962	349	1173	169	257

	240736	243638	376695	240745	240790	243647
	American Samoa Community College	College of Micronesia-FSM	College of the Marshall Islands	Guam Community College	Northern Marianas College	Palau Community College
Part-time first-time degree/certificate-seeking undergraduate enrollment (DRVEF2012)	478	181	18	162	34	51
Part-time nondegree/certificate-seeking undergraduate enrollment (DRVEF2012)	0	0	9	979	39	7
Percent of total enrollment that are American Indian or Alaska Native (DRVEF2012)	0	0	0	0	0	0
Percent of total enrollment that are Asian/Native Hawaiian/Pacific Islander (DRVEF2012)	92	100	99	95	80	100
Percent of total enrollment that are Asian (DRVEF2012)	1	0	0	41	27	1
Percent of total enrollment that are Native Hawaiian or Other Pacific Islander (DRVEF2012)	91	100	99	54	53	99
Percent of total enrollment that are Black or African American (DRVEF2012)	0	0	0	1	0	0
Percent of total enrollment that are Hispanic/Latino (DRVEF2012)	0	0	0	1	0	0
Percent of total enrollment that are White (DRVEF2012)	0	0	0	2	1	0
Percent of total enrollment that are Race/ethnicity unknown (DRVEF2012)	0	0	0	1	0	0
Percent of total enrollment that are Nonresident Alien (DRVEF2012)	8	0	1	1	12	0
Percent of total enrollment that are two or more races (DRVEF2012)	0	0	0	0	6	0
Percent of total enrollment that are women (DRVEF2012)	63	54	48	57	59	56

	240736	243638	376695	240745	240790	243647
	American Samoa Community College	College of Micronesia-FSM	College of the Marshall Islands	Guam Community College	Northern Marianas College	Palau Community College
Grand total (EF2012 All students total)	1795	2744	1123	2145	1178	680
Total men (EF2012 All students total)	670	1251	586	926	484	297
Total women (EF2012 All students total)	1125	1493	537	1219	694	383
Full time total (EF2012 All students total)	562	1782	774	972	1009	423
Full time men (EF2012 All students total)	207	786	394	406	413	203
Full time women (EF2012 All students total)	355	996	380	566	596	220
Part time total (EF2012 All students total)	1233	962	349	1173	169	257
Part time men (EF2012 All students total)	463	465	192	520	71	94
Part time women (EF2012 All students total)	770	497	157	653	98	163

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	American Samoa Community College	College of Micronesia-FSM	College of the Marshall Islands	Guam Community College	Northern Marianas College	Palau Community College
Total price for in-state students living on campus 2012-2013 (DRVIC2012)		\$ 9,345	\$ 8,015			\$ 9,031
Total price for out-of-state students living on campus 2012-2013 (DRVIC2012)		\$ 9,345	\$ 8,015			\$ 9,391
Total price for in-state students living off campus (not with family) 2012-2013 (DRVIC2012)	\$10,568	\$ 8,031	\$ 9,975	\$17,794	\$13,120	\$ 7,950
Total price for out-of-state students living off campus (not with family) 2012-2013 (DRVIC2012)	\$10,868	\$ 8,031	\$ 9,975	\$18,994	\$15,400	\$ 8,310
Total price for in-state students living off campus (with family) 2012-2013 (DRVIC2012)	\$ 6,410	\$ 6,471	\$ 7,755	\$ 7,294	\$ 7,520	\$ 5,850
Total price for out-of-state students living off campus (with family) 2012-2013 (DRVIC2012)	\$ 6,710	\$ 6,471	\$ 7,755	\$ 8,494	\$ 9,800	\$ 6,210

SOURCE: U.S. Department of Education. Institute of Education Sciences, National Center for Education Statistics.

College of the Marshall Islands

I. Introduction

The Spring 2014 enrollment consisted of 1014 students, 630 are full time students and 384 are part time students. According to the collected data, total credit hours for developmental courses are 3735 and 7144 credit hours for credit level courses. For total credit hours by academic load status, 8292 was from full-time students and 2578 was from part-time students. This enrollment number continues to be another record for CMI.

II. Accreditation

The College of the Marshall Islands' accreditation is important for several reasons. First, accreditation indicates that the institution has met and maintained the highest levels of educational quality. Second, it means that credits earned at the institution can be transferred and are accepted by other accredited institutions in the United States. Lastly, accreditation status is important as it qualifies students for Pell Grants and other U.S. federal financial aid to pursue higher education at CMI.

Other Accreditation Items

CMI has finally been able to reach an agreed upon amount for the amount of withholding taxes that is owed to the government. During 2009 – 2011 CMI entered into a verbal agreement the Ministry of Finance that instead of paying Withholding taxes CMI would pay for Import Duties where CMI was previously exempt – this was due to serious cash flow issues at CMI. This practice was halted in March of 2011. The agreed upon amount of back taxes is about \$238,000. CMI has entered into a repayment plan with the Ministry amounting to a payment of about \$20,000 per month starting in August of 2014.

Accreditation Team visited CMI as part of a Follow- up visit concerning the Warning status that has plagued CMI for the past several years because of past financial practices and management. The Team produced a report that supported CMI's assertions that these identified issues have been resolved.

CMI is still working on cleaning up installation challenges with the new School Information System. The new SIS has been used starting this Fall of 2013, about 75% of identified issues have been checked off, it is hoped that the systems will be turned over in mid – summer 2014. The new SIS is a tremendous improvement over the old system and is very well liked and appreciated by faculty and staff.

New software for the Business Office, Human Resources and Physical Plant has been purchased and installed. Training has taken place with the Business Office and HR on new software modules and programs. Physical Plant is completing the new assets registry for inclusion into the Maintenance Software, as soon as this is completed, end of May 2014, and will be ready for use.

CMI submitted a Substantive Change Proposal for maritime training in April of 2014. Changes in regional fishing treaties are mandating new levels of crews from the Pacific Islands, so this new training will help the RMI, as well as others in the region, to provide training for people

who want to work on the fishing boats. This will also provide a much cheaper alternative for training than either Hawaii or the Philippines.

III. Update of Ongoing CMI Initiatives

Baccalaureates for Elementary Education and Nursing programs. The College of the Marshall Islands (CMI) received approval from the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools to implement third year (300-level) courses.

CMI has signed an MOU with the University of the South Pacific on a 3 + 1 program for Teacher Education started in January 2014.

The Friends of CMI, University of Maine – Fort Kent and CMI have started a pilot project in the BSN program that combines classroom instruction and distance education. This is being funded through a grant from the Freeman Foundation and with support from the Marshall Islands Scholarship Board. 12 students completed the course work in December 2013 and will receive their diplomas in May 2014. A second cohort of 16 students is being developed and with 5 of the students coming for the Ebeye Hospital. It is anticipated that this cohort will start in June of 2014 and complete coursework in December 2015. These are major developments for the health profession in the RMI.

In addition:

- One of 14 schools participating in the Degree Qualifications Profile Lumina Grant – helps higher education answer the question of what is the value of an A.S. or A.A. degree
- Recipient of many grants for marine conservation for local communities
- Recipient of several grants to support tutoring and internships in STEM areas
- For second consecutive year, training of high school teachers in English and math preparation
- Recipient of a grant through Land Grant from USDA for training high school Math and Science teachers through the use of software developed by the CMI STEM department
- Working closely with the high schools for Teacher and Health Academies
- Development of a Public Health Certificate Program in collaboration with the Ministry of Health
- Representation on many local and governmental committees and boards
 - Coastal Management Advisory Council
 - Teachers State Licensing Board
 - GEF – Small Grants National Steering Committee
 - National Strategic Plan
 - National HR Development Plan
 - Coral Reef Task Force
 - Chamber of Commerce Executive Committee
 - NTC Steering Committee
- Community continuing education
- The Language Commission has been transferred to the College by the government so as to help with continued development of the Marshallese Studies programs, teacher

education and development of publications in Marshallese. The MOU making this official has just been signed.

- CMI will also be seconding one of our instructors to work with the Ministry of Education, through an MOU, in developing and strengthening activities and products for Marshallese language education.
- Training of government workers and others community members
 - Computers
 - Accounting
 - Solar installation and maintenance
- Peer to Peer education – substance abuse
- Conduct and host public forums and meetings
- Creation of specialized certificate programs
 - Climate change for teachers
 - Carpentry
 - Maritime Training will be starting in 2014, as the Marine Resource Authority provided a grant of \$275,000 to continue development various maritime training courses. A substantive change proposal has been submitted to ACCJC
 - Accounting Clerkship commencing in Fall 2014
 - Special Education
 - Teaching Certificate
- Innovative teaching practices
 - Learning Communities
 - Distance Education
 - Courses in English and Education for Ebeye were complete this semester
 - In the near future courses will be offered in Jaluit and Wotje
 - Academic Support Program
- Alternate Energy Initiatives
 - Expansion of CMI solar power from 57kw to 110kw was completed in March of 2014. Providing about 40% - 45% of daily power requirements.
 - All lighting fixtures have been replaced and new LED lighting fixtures installed.
 - Submitted Concept Paper to USAID for support with further expansion of CMI solar from 110KW to 160KW, electric vehicles, formal and informal renewable energy training, household energy efficiency program for CMI employees, and Certificate for resources management.
 - Train the Trainer Solar Training with Arizona State at CMI, is to commence in June 2014.
- Human Resources
 - CMI HR is working very closely with the national government and Ministry of Education where there are areas of mutual concern, such as housing, hiring, evaluations and sharing of general HR experience, information and knowledge.
 - CMI is submitting a proposal in May of 2014 to DOI – Technical Assistance to conduct a much needed personnel audit

College of Micronesia-FSM (COM-FSM)

Introduction

The Federated States of Micronesia (FSM) is a nation of 607 islands scattered across approximately a million square miles of the north-western Pacific Ocean. Each of the four states of the federation --Yap, Chuuk, Pohnpei and Kosrae -- has its own unique language, culture, and needs. College of Micronesia-FSM (COM-FSM) is the national institution of higher education for the FSM. COM-FSM has six total campuses across the four states of the FSM serving approximately 2,600 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.

The mission statement of the College of Micronesia-FSM (COM-FSM) characterizes it as “Historically diverse, uniquely Micronesian and globally connected. The college of Micronesia-FSM is a continuously improving and student centered institute of higher education. The college is committed to assisting in the development of the Federated States of Micronesia by providing academic, career and technical educational opportunities for student learning.”

In 2013, COM-FSM celebrated its 20th anniversary. However, 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.

General Accreditation Updates

Reports to the Commission

COM-FSM submitted a [Follow-Up Report](#) on 07 March 2014 and a *Supplemental Report* May 2014. The reports included a detailing of responses to Standard III.B.2.a. with particular emphasis on the recently completed *COM-FSM Space Utilization and Facilities Master Plan Study*; and an update on steps taken with the FSM government to solidify financial support for the college. To facilitate dialogue with specific stakeholders, the *College of Micronesia-FSM Space Utilization and Facilities Master Plan Study* is presented in eight reports:

- [Part 1 Summary Report](#)
- [Part 2 Detailed Report-Common to All Campuses](#)
- *Part 3*
 - [Detailed Report for the National Campus](#)
 - [Detailed Report for the Chuuk Campus](#)
 - [Detailed Report for the Kosrae Campus](#)
 - [Detailed Report for the Pohnpei Career and Technical Education Center](#)
 - [Detailed Report for the Yap Campus](#)
 - [Detailed Report for the FSM-FMI Campus](#)

April 2014, COM-FSM submitted substantive change proposals for a *Change in Mission Statement* and *Extension of the Third Year Certificate in Teacher Preparation to the State Campuses*.

College-wide Accreditation Training and Gap Analysis

To prepare for the 2015-2016 Self Evaluation and to meet the COM-FSM strategic direction, *Evoke an image of quality*, the vice president for institutional effectiveness & quality assurance conducted a college-wide accreditation training January-April 2014. A major focus of the training was a Standard gap analysis exercise. Personnel in all offices and departments across the college, including the Board of Regents, reviewed all Eligibility Requirements and Accreditation Standards in their area of responsibility (expertise), identified gaps to better meet the Standards (to improve), and formulated Actionable Improvement Plans (AIPs).

AIPs were reviewed in the president's cabinet, and it was agreed progress towards completing AIPs will be an on-going, regular component of cabinet discussions. During training, evolving Accreditation Standards were also reviewed, as COM-FSM will be accountable to new Standards for the upcoming Self Evaluation. COM-FSM strives to proactively meet, in advance, evolving Standards. The target is to complete the Self Evaluation team visit with no identifiable deficiencies. Training will continue with an Accreditation Summit 6-7 August 2014.

Land Grant Funded Accreditation Initiatives

February 7, 2014, College of Micronesia-Land Grant was provided a progress report, [*COM-FSM Accreditation Funding from COM-Land Grant: Brief Progress Report*](#), noting outcomes met, expenditures and remaining expenditures from a \$75K award to COM-FSM for accreditation-related initiatives. A proposal for an additional \$85K, [*COM-FSM: February 2014 Proposal for Accreditation Funding from COM-Land Grant*](#), was made by President Daisy and approved during the February 2014 COM-Land Grant Board meeting.

An outcome of the first COM-Land Grant proposal is that “the assessment coordinator and the Dean of Academic Programs will apply for and complete the WASC Assessment Leadership Academy”. Both individuals applied for and were accepted to the upcoming Assessment Leadership Academy.

Student Achievement and Success

A [*Public Transparency & Accountability*](#) section was added to the COM-FSM homepage to meet evolving Accreditation Standards regarding public accountability. An *Assessment of Student Learning* subsection (<http://www.comfsm.fm/?q=program-assessment>) contains Program Assessment Summaries (PASs) that report assessment plans, assessment results, improvement plans, and recommendations for prospective and current students. Under each program, program data sheets are provided with key student achievement metrics and where relevant, gainful employment data. During May 2014, the site will evolve to include links to recently completed program reviews and narratives articulating linkages between course, program, and institutional level student learning outcomes (moving beyond the program matrices currently provided).

Highlights and Initiatives

Strengthening Purposeful Dialogue

Towards successfully reaching COM-FSM Strategic Plan Goal 5.2: Achieve and Strengthen Purposeful Dialogue, and towards meeting the goals of the *COM-FSM Policy on Communications*, the Communications Policy Working Group (CPWG), a subcommittee of the Executive Committee, has generated several products, one of which is, [*Strengthening Purposeful Dialogue: A Handbook of Guiding Principles, Protocols, and Strategies*](#).

The group expanded on ACCJC's usage of the term *purposeful dialogue*, and generated a definition to guide dialogue at COM-FSM (p. 4). The group achieved the following Communication's Policy goal: "By 2014, the College shall develop guiding principles and protocols for implementing the strategy across the institution in terms of both *internal* and *external* communication. The College shall publish these principles and protocols, with advice on their implementation". The nine guiding principles offered in the handbook have been released one per week on the newsfeed as a serial. For this year's assessment plans, all areas of the college will generate at least one communications outcome using a protocol and strategies from the handbook. Newsfeed serials (URLs):

- <http://www.comfsm.fm/myShark/news/item=802/>
- <http://www.comfsm.fm/myShark/news/item=805/>
- <http://www.comfsm.fm/myShark/news/item=806/>
- <http://www.comfsm.fm/myShark/news/item=807/>
- <http://www.comfsm.fm/myShark/news/item=810/mod=19:42:09>
- <http://www.comfsm.fm/myShark/news/item=811/>
- <http://www.comfsm.fm/myShark/news/item=828/>
- <http://www.comfsm.fm/myShark/news/item=829/>
- <http://www.comfsm.fm/myShark/news/item=830/>

Community College Survey of Student Engagement (CCSSE)

With a strategic direction to *Focus on Student Success*, spring 2013 was the first year COM-FSM implemented CCSSE and obtained benchmark data. Spring 2014 COM-FSM repeated CCSSE and will bi-annually continue to administer the survey. Results will be used to strengthen intra-organizational collaborations that will promote student engagement, improve student learning, and offer evidence of educational quality.

National Student Clearinghouse and National Community College Benchmark Project

COM-FSM is making programming changes to its Student Information System (SIS) in order to regularly collect necessary data for participation in the [National Student Clearinghouse](#). COM-FSM anticipates participation next year. COM-FSM completed its first year of participation in the [National Community College Benchmark Project](#). Data will be used to assess performance and offer evidence of educational quality.

Asian American Native American Pacific Islander Serving Institute (AANAPISI)

COM-FSM received [formal designation](#) from USDE to access, as an eligible institution, the

AANAPISI Grant. This allows COM-FSM access to apply for funds from USDE to “develop programs and services that improve the retention and success rates of Asian Americans, Native Americans, and Pacific Islander students.”

Guam Community College (GCC)

Introduction

Guam Community College is a leader in career and technical workforce development providing the highest quality, student-centered education and job training for Micronesia. Guam Community College (GCC) is a multi-faceted public career and technical educational institution, created by the Community College Act of 1977 (as amended by P.L. 31-99 in 2011) to strengthen and consolidate career and technical education (CTE) on Guam. The College operates secondary and postsecondary CTE programs, adult and continuing education, community education, and short-term specialized training, as dictated by community and industry needs. These programs are delivered both on and off-campus, in satellite programs at Guam’s public high schools and on site at businesses as needed. The College also serves as the State Agency for Career and Technical Education under the United States Vocational Education Act of 1946, 1963, and subsequent amendments. The College offers over 50 programs of study, and prepares students for entry-level employment in career and technical fields or transfer to four-year institutions of higher education. The College offers a variety of community service and special programs to prepare students for college experiences including English as a Second Language, Adult Basic Education, General Education Development (GED) Testing Program preparation and testing, and an Adult High School Diploma program.

General Accreditation Updates

The Office of Assessment, Institutional Effectiveness and Research (AIER), with the continued guidance of the Academic Vice President (also the college’s Accreditation Liaison Officer), and the four (4) accreditation Standard Committees (as standing committees of the Faculty Senate led by faculty members) continue to push forward with preparing a semi-final draft of the college’s accreditation mid-term report due to ACCJC in March 2015.

The college has made excellent progress in addressing the actionable improvement plans (AIPs) and the four evaluation team recommendations as documented and discussed in the reports submitted by the four (4) accreditation Standard Committees. Beginning in May 2014, the AIER office will initiate the merging of the four reports into the semi-final draft mid-term report scheduled for completion by the summer of 2014. From thence, the draft will be shared for campus feedback through the established governance structure with students, faculty, staff, administrators, and the Board of Trustees.

Additionally, the revisions to the 2012 ACCJC Accreditation Standards reflect the commission’s acceptance and adoption of recommendations made over the past three years during the public hearings and feedback period for solicited input from the field, including feedback from the

Guam Community College. The new Accreditation Standards have been shared with the College community in various assemblies and committee meetings. Discussions on demonstrating compliance with the new standards have already begun throughout the campus.

Highlights and Initiatives

On March 10, 2014, the Guam Office of Public Accountability (OPA) reported GCC's continued clean audit streak with a 13th clean bill of financial health from independent auditors Deloitte & Touche, LLP. The OPA took note of GCC's conservation measures which allowed the institution to realize \$70,000 in utility savings.

The campus continues its commitment to excellence through the completion of the ACCJC online Accreditation Basics course. Faculty, staff, administrators, and the Board of Trustees have completed and submitted copies of their Certificate of Completion to the Office of Assessment, Institutional Effectiveness and Research, designated keeper of institutional accreditation evidence. To date, a total of 132 college constituents have completed and submitted their Accreditation Basics Certificate of Completion as detailed in the table below.

Guam Community College-ACCJC Accreditation Basics Online Course Completion Counts

Role	Completed
Administrators	28
Board of Trustees	1
Faculty	43
Staff	60
Grand Total	132

The college assembly held on March 21, 2014 in the MPA included updates from President Dr. Mary Okada on the adopted 2014-2020 Institutional Strategic Master Plan which outlines the college's plan to sustain the momentum of improvement through the continuity of specific initiatives folded into the next six years of strategic goals and initiatives on the following: (1) retention and completion, (2) conducive learning environment, (3) improvement and accountability, and (4) visibility and engagement. Updates from the Vice President for Academic Affairs Dr. Ray Somera included the progress the College has made in partnerships through transfer and articulation agreements with institutions, such as University of Phoenix, Bellevue University, DusitThani College, and the University of Alaska Fairbanks. Updates from the Vice President for Finance and Administration included the progress made by the distance education task force and vendor in drafting the GCC DE Strategic Plan, Needs Assessment, the DE

Readiness Survey, and the DE standard operating procedures. The DE task force is comprised mostly of faculty members, counselors, administrators, and staff. The plan is intended to address hybrid courses and web-enhanced courses also. Finally, information on the College's Prior Learning Assessment (PLA) processes and procedures was provided by the Registrar, information on the progress made on addressing the actionable improvement plans and accreditation recommendations was provided by the AIER Planner and accreditation coordinator, and information on the progress made with the Critical Thinking Assessment Test and its impact on the NCLEX-PN success rates was provided by the Allied Health Director.

GCC experienced another record enrollment for the spring 2014 semester. A total of 2,452 students were registered at the start of the semester with that number increasing to approximately 2,600 students further into the semester as a result of the Keep Your Guard Up initiative. The program was led by the Continuing Education & Workforce Development Office in cooperation with the Governor's Office, Guam Chamber of Commerce, the Guam Contractors Association, the Guam Department of Labor and the Agency for Human Resources Development, and island businesses, to assist nearly 300 soldiers who returned from Afghanistan in January. This GCC-led initiative aimed to equip these returning soldiers with certifiable skill sets that will provide them with greater employment opportunities.

Students were hard at work and play during the spring 2014 semester. During this reporting period, several events were held throughout these months leading up to Commencement 2014: New Student Orientation; GCC CTE Meet and Greet; Adult Education Conference; Students Leading Students Conference; College and Career Readiness Summit; COPSA Movie Nights; COPSA Entertainment Nights; Meet the President; Math Kangaroo Carnival; President's Parade of Shoes; PTK Induction Ceremony; and Commencement.

The College hosted the Payu-Ta, Inc. 4th Annual Micronesia Non Profit Congress-*Justice for ALL* Federal Regional Summit on Friday, April 4, 2014. Payu-Ta, Incorporated is Guam's Umbrella Association of Non Profit Organizations, a support system that promotes and strengthens member organizations' capacities and advocates for a progressive and sustainable Guam community. At this event, federal officials representing various government entities from Washington D.C. provided valuable information on grant funding opportunities specific to our region.

At the 2014 Asian American and Pacific Islander (AAPI) Heritage Month Opening Ceremony in Washington D.C. hosted by the White House Initiative on Asian Americans and Pacific Islanders (WHIAAPI) and the United States Department of the Interior, the newest members to the President's Advisory Commission on AAPIs were welcomed, including GCC's President Dr. Mary Okada. Dr. Okada was selected as the Vice Chair of the President's Advisory Commission. The Commission is charged with working to improve the quality of life of Asian Americans and Pacific Islanders (AAPIs) through increased participation in and access to federal programs. The members will advise President Barack Obama on innovative ways to engage

AAPIs across the country and to improve their health, education, environment, and well-being. In her capacity as commission vice chair, Dr. Mary Okada continues to exemplify the GCC commitment to excellence and success and serves as an excellent role model and mentor for our island students, our community, and our region.