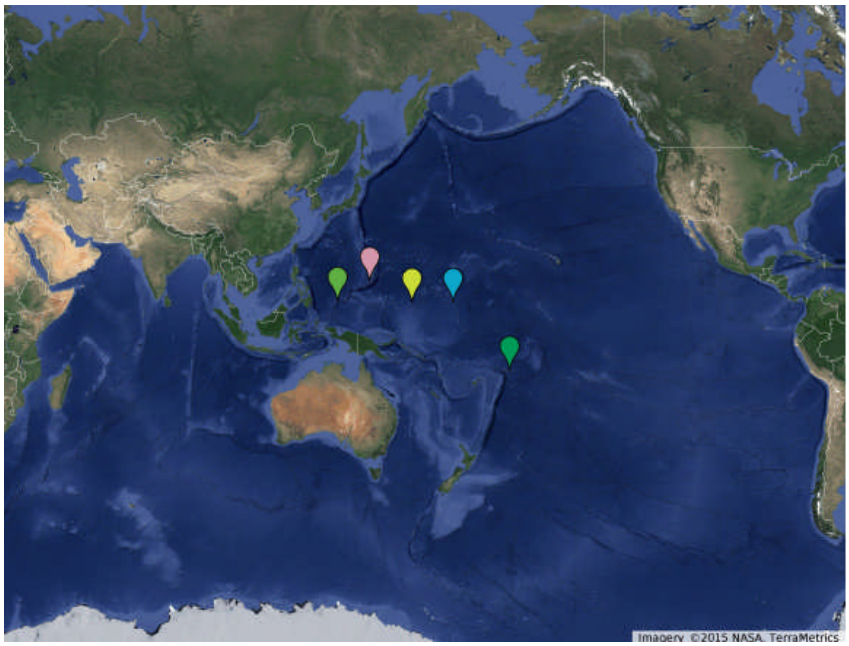
At A Glance:



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	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 (HD2012)	PO Box 2609	Kolonia	Oceanside Uliga - PO Box 1258	1 Sesame Street	P. O. Box 0009 Madalaii
City location of institution (HD2012)	Pago Pago	Pohnpei	Majuro	Mangilao	Koror
State abbreviation (HD2012)	AS	FM	MH	GU	PW
ZIP code (HD2012)	96799-2609	96941	96960	96913	96940
Name of chief administrator (HD2012)	Seth P. Galea'i	Joseph Daisy	Carl S. Hacker	Dr. Mary A.Y. Okada	Dr. Patrick U. Tellei
Institution's internet website address (HD2012)	www.amsamoa.edu	www.comfsm.fm	www.cmi.edu	www.guamcc.edu	www.palau.edu

	240736 **American Samoa Community College**	243638 **College of Micronesia-FSM**	376695 **College of the Marshall Islands**	240745 **Guam Community College**	243647 **Palau Community College**
Total enrollment (DRVEF2013)	1488	2446	1000	2603	646
Full-time enrollment (DRVEF2013)	735	1630	673	1021	417
Part-time enrollment (DRVEF2013)	753	816	327	1582	229
Full-time equivalent fall enrollment (DRVEF2013)	1039	1904	783	1552	494
Undergraduate enrollment (DRVEF2013)	1488	2446	1000	2603	646
First-time degree/certificate-seeking undergraduate enrollment (DRVEF2013)	438	481	260	200	216
Full-time undergraduate enrollment (DRVEF2013)	735	1630	673	1021	417
Full-time first-time degree/certificate-seeking undergraduate enrollment (DRVEF2013)	264	338	235	97	182
Full-time continuing degree/certificate-seeking undergraduate enrollment (DRVEF2013)	471	1292	436	819	231
Full-time nondegree/certificate-seeking undergraduate enrollment (DRVEF2013)	0	0	0	80	2
Part-time undergraduate enrollment (DRVEF2013)	753	816	327	1582	229

	240736 American Samoa Community College	243638 College of Micronesia-FSM	376695 College of the Marshall Islands	240745 Guam Community College	243647 Palau Community College
Part-time first-time degree/certificate-seeking undergraduate enrollment (DRVEF2013)	174	143	25	103	34
Part-time continuing degree/certificate-seeking undergraduate enrollment (DRVEF2013)	577	673	289	1092	185
Part-time nondegree/certificate-seeking undergraduate enrollment (DRVEF2013)	1	0	12	361	7
Percent of total enrollment that are American Indian or Alaska Native (DRVEF2013)	0	0	1	0	0
Percent of total enrollment that are Asian (DRVEF2013)	1	0	1	39	1
Percent of total enrollment that are Black or African American (DRVEF2013)	0	0	0	1	0
Percent of total enrollment that are Hispanic/Latino (DRVEF2013)	0	0	0	0	0
Percent of total enrollment that are Native Hawaiian or Other Pacific Islander (DRVEF2013)	92	100	98	55	99
Percent of total enrollment that are White (DRVEF2013)	0	0	0	2	0
Percent of total enrollment that are two or more races (DRVEF2013)	0	0	0	0	0
Percent of total enrollment that are Race/ethnicity unknown (DRVEF2013)	0	0	0	1	0
Percent of total enrollment that are Nonresident Alien (DRVEF2013)	7	0	0	1	0
Percent of total enrollment that are Asian/Native Hawaiian/Pacific Islander (DRVEF2013)	93	100	99	94	100
Percent of total enrollment that are women (DRVEF2013)	61	52	49	56	53
Full-time, first-time, degree/certificate seeking undergraduates (GRS Cohort) as percent of all undergraduates (DRVEF2013)	18	14	24	4	28
Percent of undergraduate enrollment under 18 (DRVEF2013)	0	1	1	1	0
Percent of undergraduate enrollment 18-24 (DRVEF2013)	82	83	76	68	74
Percent of undergraduate enrollment, 25-64 (DRVEF2013)	17	16	23	30	26
Percent of undergraduate enrollment over 65 (DRVEF2013)	0	0	0	0	0

	240736 American Samoa Community College	243638 College of Micronesia-FSM	376695 College of the Marshall Islands	240745 Guam Community College	243647 Palau Community College
Associate's degree (DRVC2013)	235	293	79	137	99
Certificates of 1 but less than 2-years (DRVC2013)	7	83	1	79	0
Certificates of 2 but less than 4-years (DRVC2013)	0	7	0	0	0
Number of students receiving an Associate's degree (DRVC2013)	235	293	79	137	99
Number of students receiving a Bachelor's degree (DRVC2013)	5				

	240736 American Samoa Community College	243638 College of Micronesia-FSM	376695 College of the Marshall Islands	240745 Guam Community College	243647 Palau Community College
Student-to-faculty ratio (EF2013D)	18	28	28	15	10
Grand total (EFFY2013)	2464	5082	1411	3481	897
Grand total men (EFFY2013)	886	2343	715	1510	372
Grand total women (EFFY2013)	1578	2739	696	1971	525
Graduation rate, total cohort (DRVGR2013)	41	20	4	8	19
Graduation rate, men (DRVGR2013)	30	29	5	10	15
Graduation rate, women (DRVGR2013)	50	13	4	8	23

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

American Samoa Community College

Introduction

ASCC's spring 2015 official enrollment consists of 1,152 students. Majority of the students are female as consistent with historical enrollment figures. This semester, females made up 64% of the enrollment. ASCC serves a vast amount of students, majority of who are of Samoan ethnicity, but also many who come from the US, other Pacific Islands and Asia.

This spring, 48% of the students were enrolled with Full Time credits, typically because majority of incoming freshman are placed in at least one development course. In several cases, students are enrolled in two to three developmental courses which are required to be completed before students can enroll in college level courses. From the Fall 2014 enrollment, 52% of the students were retained on to spring.

ASCC continues to provide the community with certificate/degree programs consistent with its mission which include (1) Bachelors Degree in Education, (8) Associate of Arts Degrees, (18) Associate of Science Degrees, (22) Certificates of Proficiency, and (6) Certificates of Completion.

Accreditation

In February 2015, the Western Association of Schools and Colleges Accrediting Commission for Community and Junior Colleges (WASC ACCJC) issued an order for ASCC to Show Cause. As a response to the WASC-ACCJC action, ASCC has formulated a plan of action to address ACCJC Recommendations through ASCC's 2015-2020 Institutional Strategic Plan, utilizing the process of strategic planning and committee composition. All matters pertaining to accreditation is now being overseen by the Office of Institutional Effectiveness, led by Director Mr. Sonny Leomiti who was also appointed in March 2015 as the new Accreditation Liaison Officer for ASCC.

The institution is in its third month of deliberation and implementation of reformed processes and standards to address the recommendations and increase institutional effectiveness. Each of the planning subcommittees are tasked with addressing recommendations relative to their respective focus areas in ASCC's 2015-2020 Strategic Plan. Input from institutional stakeholders are incorporated into the decision making process through a series of meetings where a consensus is derived on changes to be made.

As of May 2015, the subcommittees have made substantial progress in steps to improve student achievement, governance, employment policies, evaluation processes, and management of fiscal resources. In accordance with ASCC's mission, the college continues to strive to provide quality programs and services.

Highlights and Initiatives

- Construction on the Multi-Purpose Center continued during this quarter and is expected to be completed by the end of 2015. The Multi-Purpose Center will become the hub of

the College's Student Services Division, with its offices and associated services housed in the same building.

- In February, ASCC administrators led a combined audience consisting of adjunct faculty and Teacher Education students through a workshop on the many facets of Assessment. In contrast to regular, full-time faculty, adjunct instructors typically come to ASCC from other local schools or government agencies, and may be employed part-time, or in some cases full-time as support staff under a 12-month contract. Unless they make a transition to full-time faculty, adjuncts do not have Career Service status with ASCC, although they may have it with another place of public sector employment. For several years now, ASCC has held Assessment trainings, workshops and seminars for its full-time faculty, and this most recent workshop offered adjuncts the opportunity to also get "in the loop" with regards to the College's approach to evaluating both its students and degree programs.

- Courses in the Apprenticeship/Workforce Development (AWD) program offered by the Trades & Technology Division (TTD) of ASCC are certified by the US Department of Labor (USDOL). Now, with new revisions approved by the USDOL, AWD courses in the professions of Automotive Technician, Carpenter or Welder can count towards a Registered Apprenticeship. Currently, participants in the late afternoon/early evening AWD courses, many of whom are working professionals seeking to increase their skill levels, work towards a Certificate of Completion for each individual course, which is accepted by the USDOL. By contrast, a Registered Apprenticeship certification indicates the completion of an entire training program in a particular area of expertise, after which the participant receives a Certificate of Completion of Apprenticeship conferred by USDOL to become a journeyman. The AWD Registered Apprenticeship courses in Automotive Technology, Carpentry and Welding are now recognized, approved and accepted by the USDOL Office of Apprenticeship in San Francisco CA, and the TTD will upgrade in stages the AWD courses in other areas of technology and the trades.

- ASCC has renewed its articulation agreements with the following colleges and universities:

	Name of Institution:	**Contact information**
1	Chaminade University of Honolulu, HI	www.chaminade.edu
2	Brigham Young University, Laie,HI	www.byuhawaii.edu
3	Hawaii Pacific University, HI	www.hpu.edu
4	University of Hawaii at Manoa, HI	www.uhmanoa.edu
5	University of Hawaii at Hilo, HI	www.uhh.hawaii.edu
6	Kapiolani Community College, HI	www.kcc.edu

7	Alfred State College, NY	www.alfredstate.edu
8	Dixie State University, UT	http://dixie.edu/futurestudents/academics.php

All existing MOUs and articulation agreements have been updated following a three-five year renewal. Majority of all ASCC GEO requirements are transferable and accepted by the Colleges and University in Hawaii.

College of the Marshall Islands (CMI)

I. Introduction

On April 13 the College of the Marshall Islands welcomed its new president Dr. Theresa Koroivulaono replacing Carl Hacker who served as CMI's president for over three years. Dr. Koroivulaono came from the University of the South Pacific.

The 975 students in Spring 2015 enrollment consisted of 599 full time and 376 part time students. According to the collected data, 508 are in the developmental level and 467 are in credit level. The total credit hours taken by students for developmental courses was 5062 and 5313 for credit level courses.

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.

III. Other Accreditation Items

At the January ACCJC Commission meeting CMI was continued on warning due to some financial issues. The college feels that these issues have now been resolved as shown in their last two audits in which the college has produced a surplus and has drastically reduced its deficit.

For the past year, The College of the Marshall Islands has been working on their Self-Evaluation report which was submitted in January 2015. This was followed up by an external team visit on March 10 – 13. An eight person team visited the college and submitted their report in May 2013. CMI has filed a supplemental report to the Commission and is planning on having their President and Chairman of the Board speak at the Commission meeting in June.

IV. Update of Ongoing CMI Activities

On May 21, the College graduated 137 students with degrees and certificates. This was the largest graduating class for CMI.

The pilot project which was initiated by University of Maine – Fort Kent and CMI has continued with 17 RMI students in the Bachelor's in Education with specialization in math and science program that combines classroom instruction and distance education with funding sourced from the RMI Government's internal funding mechanism. The first cohort of these education students were successful with 13 graduating in May.

On April 10-11, 2015 the College held a retreat to discuss the following:

- Clarify the roles of the BOR based on the relevant statutes and procedure;,
- Clarify indentify the channels for the movement of information from the BOR to CMI and vice versa;
- Discuss the WASC accreditation process; and
- Map the way forward for the development and completion of the first CMI Strategic Plan.

This retreat was attended by the Board of Regents, the President, the Vice Presidents, the Department Chairs, Deans and Directors of the College.

The Institutional Planning Committee continued work on the Strategic Plan and the plan is now in its final review and will be recommended to the BOR for approval at their next meeting.

A new position was created at the College, the Director of Institutional Integrity and Effectiveness. The purpose of this position is to liaise between the BOR and administration. This person will be responsible for managing a comprehensive institutional effectiveness program that assures a systematic and ongoing process of collecting evidence of institutional effectiveness.

A new academic department was created and approved by the BOR. This department is the Marshallese Studies department. At this time the department will be offering two new certificates – Marshallese Language Arts and Marshallese Social Studies. These certificates were created in conjunction with the Ministry of Education to help with the implementation of the new bilingual, bicultural curriculum being established in the public school system.

CMI has implemented a new software assessment program, TracDat. This semester all faculty reported their assessments and analyses of their Student Learning Outcomes into this system. Next semester the Administration units will be doing the same with their Administration Unit

Outcomes. It is anticipated that this system will be fundamental in CMI's quest for continuous quality improvement.

In addition:

- Recipient of many grants for marine conservation for local communities
- Recipient of several grants to support tutoring and internships in STEM areas
- For the fourth consecutive year, training of high school teachers in English and math preparation
- Working closely with the high schools for Teacher and Health Academies
- Water quality program through Land Grant – extension and outreach on outer atolls
- 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
    - TVET Technical Advisory Committee
- Community continuing education
- Training of government workers and other 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
    - Carpentry
    - Maritime Academy providing training for observers and crew members.
    - Accounting Clerkship
    - Education
    - Teaching Certificate
- Innovative teaching practices
    - Learning Communities
    - Distance Education for Ebeye was initiated in January 2014 and has been continuing. It is also being used for our Arrak Campus.
    - Academic Support Program
- Alternate Energy Initiatives
    - Replacement of Damaged solar inverters
    - Installation of Solar Air conditioning units
    - Completion of all energy efficient lighting and air conditioning projects
    - Solar training
- Physical Plant

    - With the installation of the new Maintenance software, Preventative Maintenance (PM) scheduling has become automated and has made maintenance scheduling a simple task.
    - Physical Plant has begun its annual program review. The review is due to the IPC in June, 2015
- CMI Endowment Fund
    - The Government of the Marshall Islands presented a check to CMI for $150,000 for the endowment fund in April.
    - The Bank of Marshall Islands presented a check to CMI for $10,000 for the endowment fund in April
    - Increased levels of awareness across the board about the future of CMI, the RMI and the importance of the Endowment Fund when looking at the uncertainty of the future, particularly with climate change.
- Human Resources
    - HR has developed a team-based evaluation system to move away from individual assessment which has not really helped the College improve staff capacity or program outcomes. The new team-based evaluation system is seen as a better way to gauge a department's performance.

College of Micronesia-FSM (COM-FSM)

Introduction

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

COM-FSM celebrated its 22th anniversary, March 2015. The college traces its roots to the former Community College of Micronesia, which was established during the U.S. Trust Territory of the Pacific Islands administration during the 1970s.

The Federated States of Micronesia (FSM) is a nation of 607 islands scattered across approximately a million square miles of the northwestern Pacific Ocean. Each of the four states of the federation --Yap, Chuuk, Pohnpei and Kosrae -- has its own unique language and culture. 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.

General Accreditation Updates

Accreditation and Quality Assurance Meetings
To stay informed on quality assurance trends, challenges, and opportunities, CEO Joseph M.

Daisy and ALO Frankie Harriss attended the *Council for Higher Education Accreditation (CHEA) and the International Quality Group (CIQG) Annual Meeting and Conference* in Washington D.C. Both also attended the *ACCJC Accreditation Standards Symposium April 23-24, 2015.*

ACCJC Team Service

The visiting team of April 2012 advised, in their *Follow-Up Evaluation Report*

"To gain a greater understanding of practices used at other peer institutions, the team encourages qualified faculty and administrators to consider submitting a request through the College President to the Commission requesting an assignment to a future evaluation team" and "by participation on a Commission evaluation team, the College can greatly increase its internal capacity to comply with Commission Standards and thereby also reduce the reliance on consultants over time" (Kinsella & Murata, p. 5).

To that end, the college has had three employees serve on visiting teams between September 2013 and March 2015; CEO Joseph M. Daisy, ALO Frankie Harriss, and faculty member (and former Commissioner) Susan Moses. COM-FSM will encourage on-going service and strive to broaden participation. COM-FSM will continue support of, and advocating for, the valued peer accreditation process.

Accreditation Training and Self Evaluation Process

March and June 2015, technical writer David J. Adams conducted writing training sessions for the thirteen Self Evaluation writing teams and validation groups. Topics covered were:

- Audience/situational analysis;
- The three-part structure of the report narrative;
- The difficulty in separating language of the three parts;
- Strategies for determining which issues are appropriate for inclusion in the Self-Evaluation section;
- Some advise on the language of the Self-Evaluation;
- Strategies for constructing an Actionable Improvement Plan; and
- Some advise on the language of an Actionable Improvement Plan.

Mr. Adams also obtained special permission to share with COM-FSM his *Clarity, Organization, Precision, Economy (COPE): A Technical Writing Guide for Engineers* (3rd ed.) to assist teams towards producing effective written narratives.

March 2015, Vice President for Institutional Effectiveness and Quality Assurance (VPIEQA), ALO Frankie Harriss, conducted training with writing teams on electronic evidence. The *Protocol for Creating/Submitting Evidence Electronically to ACCJC* (2013, December, 5) was reviewed. Strategies discussed were:

- Improve reader usability;
- Reduce reader efforts necessary to locate and validate evidence provided against the standard and institutional claim; and,

- Reduce cognitive loading for the reader.

James J. Mulik, of Sandy Pond Associates conducted training, in collaboration with the COM-FSM Institutional Research and Planning Office (IRPO) during May 2015. Training focused writing teams on strengthening narrative with institutional data and analyses.

Collectively, COM-FSM is using the Self Evaluation process as an opportunity for capacity building and strengthening compliance with Standard IV.B.4 *Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.* As an example, to ensure Chuukese facilities and security staff could engage in purposeful dialogue about compliance with Standard III.B, employees at Chuuk Campus translated the Standard into Chuukese (III.B Translated to Chuukese).

Highlights and Initiatives
High Performance Team Training

A seven-member team from COM-FSM completed the American Association of Community Colleges (AACC) *High Performance Team Training* January 18-21, 2015, in Washington DC. COM-FSM was one of only four teams selected to participate in the first cohort of this Lumina Foundation funded project. A requirement of the training was for each team to develop a Mini-Work Plan to be implemented upon returning to their institution.

COM-FSM developed a plan to narrow its strategic plan focus on the strategic direction *Focus on Student Success* and specifically to improve course completion rates, retention rates, and degree audits for academic year 2015-2016. The Mini-Work Plan has been shared with the institution and endorsed by the Cabinet, Executive Committee, and Board of Regents.

Guam Community College (GCC)

Introduction

True to its core mission, 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

To address the visiting team's recommendations for improvement from the March 2012 accreditation site visit, the 2015 Accreditation Midterm Report was submitted to the Board of Trustees for review on January 7th, the Board approved and certified the report on February 6th, the report was packaged and mailed to ACCJC on February 10th, and a confirmation receipt and memo was received from ACCJC on February 25, 2015. The accreditation midterm report wrapped up thirty-two (32) months of dedicated time and positive energy by campus constituents, ranging from students, faculty, staff, and administrators to the Board of Trustees, in addressing the actionable improvement plans (AIPs) and the four major team recommendations.

The Distance Education Strategic Plan continues to be developed and feedback from campus stakeholders has been incorporated into the plan and all of its supporting documentation. A DE-specific pilot project is scheduled to commence in the fall of 2015, the final component of the strategic plan as recommended by Ellucian, the third-party vendor hired to assess the College's DE capabilities and prepare the DE Strategic Plan. Four (4) classes will be offered through DE, three (3) of which will be completely online and one class as a hybrid one. Given that Guam is an island in the Pacific Ocean separated from the rest of the mainland United States, Hawaii, and other U.S. territories by vast oceans of water, the College must perform a thorough assessment of distance education and its feasibility and applicability to the mission and vision of the College. At this time, GCC's distance education offerings are clearly specifically for Guam students only.

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 integrate the institutional evidence of compliance with the 2014 Accreditation Standards into the annual self evaluation report.

Highlights and Initiatives

The 2015 President's Performance Appraisal Survey administration period has started and is scheduled to conclude in mid October with a final report scheduled for publication in November. The report provides an overview of the findings of the two performance appraisal surveys of the GCC president by GCC constituents administered in spring, summer, and fall 2015. The report has the following objectives: (a) to obtain information from GCC constituents regarding their

perceptions of the President's performance as an administrator; (b) to assess the President's performance in terms of the four (4) Administrative Unit Outcomes (AUOs) identified in the President's/CEO's Assessment Plan in TracDat, the College's assessment management system; and (c) to gather information about GCC constituents' perceptions of the President's strengths and areas of improvement.

During this reporting period, several events were held with the participation of various constituencies: the New Student Orientation hosted by the Council on Postsecondary Student Affairs (COPSA), the students in the Medical Assisting program helped with the island's homeless count, approximately 300 students attended the Meet the President sessions hosted by COPSA, GCC employees attended the leadership workshop with Barberosopher Terry Sumerlin, Fulbright Ambassador Ken Bus presented a workshop on his experience as a Fulbright IEA Scholar in Germany, the New Employee Orientation welcomed 11 new employees to GCC this spring, the GCC Employees Association held a spaghetti dinner and a carwash fundraiser, COPSA hosted the annual spring Students Leading Students Conference, Mes Chamorro was held in March celebrating and promoting the Chamorro language, culture, and heritage, the College Access Challenge Grant Program held a STEM summit, the Math department held a MathFest and Math Kangaroo, and the Development and Alumni Relations office hosted the 4th annual GCC President's Parade of Shoes event to raise scholarship funds.

The Faculty Performance Evaluation Rubrics and the Faculty Evaluation Plan form for instructional faculty, non-instructional faculty, and department chairpersons have been updated this academic year through negotiations between faculty and administrator teams on the Job Specifications and Evaluation Committee. The new rubrics and evaluation plans, ratified on February 2, 2015 and effective in the fall of 2015, incorporate direct linkages between faculty performance and the College's Institutional Strategic Master Plan. A reflection narrative is expected to accompany the evidence provided by faculty to demonstrate their unique perspectives on how the elements contained within the rubric collectively tie with their work performance under each of the four (4) **ISMP goals of Retention and Completion, Conducive Learning Environment, Improvement and Accountability, and Visibility and Engagement**.

The Office of the Public Auditor announced GCC's 14th consecutive clean audit by independent auditors Deloitte & Touche, LLP in March. GCC is the only Government of Guam agency to attain this noteworthy distinction. The low-risk status accorded to GCC is the result of the College's hard work and diligence in maximizing the use of public funds to benefit our students and the community at large.

Palau Community College (PCC)

Accreditation Updates

To date, the college has been accredited by the Accrediting Commission for Community and Junior Colleges – Western Association of Schools and Colleges for thirty-seven (37) years. Palau Community College's Institutional Self-Evaluation Report is due in spring of 2016. The college is one of the institutions under the ACCJC-WASC to submit its self-evaluation report based on the June 2014 adopted Standards and Eligibility Requirements.

The college Accreditation Steering Committee (ASC) which began the actual work of the Institutional Self-Evaluation Report for 2016 continues tirelessly to review the second draft of the report which was submitted in April of this year to ASC. led by chairs and co-chairs of the four standards representing faculty, support staff and administrators. The ASC Committee is moving forward with their members in writing the final draft along with a final listing of evidence and electronic copies of all evidence of the report to the Accreditation Liaison Officer by August 2015.

The college, through its Accreditation Office, continues its effort to educate the college community of Accreditation Standards, Eligibility Requirements, policies and other requirements through meetings, workshops, assemblies, and the ACCJC accreditation basics online course. To date, 90% of the 198 administrators, faculty and staff have successfully completed the accreditation basics online course. It is the goal of the college to have all of its employees complete the accreditation basics online course by the end of 2015.

In April 2015, the college sent a six (6) member team comprising of the President, ALO, administrators, and faculty who are members of the college Accreditation Steering Committee to attend the ACCJC Accreditation Standards Symposium in San Diego, California. The conference provided support for quality in higher education and its implications for accreditors, regulators, and higher education institutions. Conference presentations were focused on the new accreditation standards that support Leadership and Governance, College Resources, Mission, Academic Quality, Institutional Effectiveness, Integrity, and Student Learning Programs and Resources. The conference also provided an opportunity to meet with other college representatives, who are in the process of writing their Institution Self Evaluation Report to share ideas, deliberate, and discuss the new accreditation standards.

In March 2015, the Palau Community College's Institutional Set-Standards for Student Achievement Committee as required by the ACCJC's Eligibility Requirements, Accreditation Standard I, and U.S. Department of Education 34 Code of Federal Regulations submitted its proposal for review and recommendations and continued the work to refine set standards to ensure they will be achieved by all college programs and service areas. On March 31, 2015, the PCC Institutional-Set Standards for Student Achievement was approved for implementation.

Highlights and Initiatives

- In January and March of this year, Program Reviews for Non-Academic programs and Administrative units were submitted to the Institutional Research and Evaluation Office (IREO). The college Program Review follows its calendar based on a three-year cycle of which it assesses its goals, program strengths and action plans.

- In conjunction with ACCJC Standards and in deference to the current college Accreditation Steering Committee, a Vision & Mission Task Force was created in January of this year to review the currency and relevancy of the PCC Vision & Mission statement and make recommendations as deemed appropriate for action by the President and the Board of Trustees. The Task Force is currently in its final review of the report to be submitted to the College President and the Board of Trustees by May 8, 2015.

- The Palau Community College Endowment Fund has risen above $4,000,000.00 as of April 30, 2015. The college 15 Year Institutional Master Plan Goal 3.1.2 that seeks to generate and utilize effective use of resources to increase the PCC Endowment Fund to reach $10 Million by 2024 and which drives the institutional endowment activities that has resulted in a very successful fundraiser campaign. The College Board of Trustees, President, administrators, faculty, and staff venerate this noteworthy cause for the purpose of securing the future of Palau Community College.

- A collaborative effort between San Diego State University, College of Education-Department of Administration Rehabilitation and Postsecondary Education and Palau Community College in implementing Master of Arts (MA) in Education with a concentration in Postsecondary Education Leadership and a specialization in Public Administration is ongoing. On April 20, 2015, Dr. Kelley E. Crockett, Assistant Professor for Public Administration at SDSU was on campus to begin the second of the ten required courses by the SDSU student cohort.

- On January 6 – 7, 2015, Palau Community College held its first Academic Programs & Departments Symposium. The theme of the symposium was Enhancing Student Learning Outcomes, with the purpose to provide an opportunity for information sharing, addressing challenges and issues faculty and students are facing with classes, successes and failures in achieving learning outcomes and for nurturing an open discussion between faculty, counselors, and the staff on how to ensure students' success and enhance student learning outcomes. During the two day symposium, faculty and counselors were given an opportunity to present an overview, highlights, revisions and updates, concerns and recommendations about their programs and departments followed by Q&A.

- On March 20, 2015, Palau Community College had another Course Assessment/TracDat Training for all faculty. The training was conducted by the Accreditation Liaison Officer and Assistant Accreditation Liaison Officer. The focus of the training was on the FAMED Process, Course Assessment using the FAMED Process, How to Analyze Data, and Integration of Assessment/Evaluation results into the overall institutional planning and implementation. In preparation for the training, all faculty were asked to bring their

laptop computers, FAMED assessment grids (both semesters) of one course assessed in fall 2013 which was also assessed in fall 2014, electronic copies of fall 2014 assessment data, and evidence of every course they taught in fall 2014. The training was successful and resourceful for the faculty to be proficient and knowledgeable in doing their course assessment and also uploading into TracDat.