

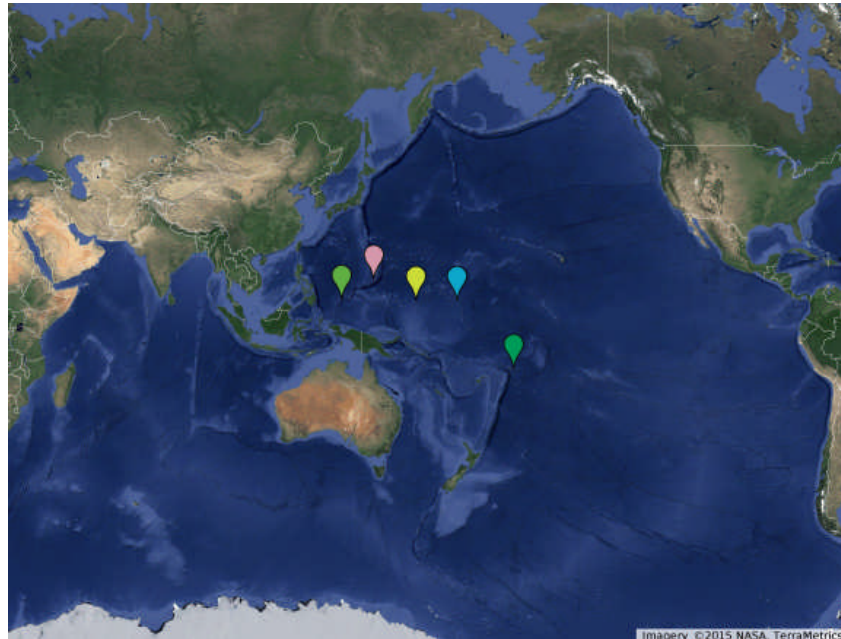
# **PPEC**

## **Pacific Postsecondary Education Council**

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

**January – June 2016**

## At A Glance:



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

	240736	243638	376695	240745	243647
	American Samoa Community College	College of Micronesia-FSM	College of the Marshall Islands	Guam Community College	Palau Community College
Street address or post office box (HD2014)	PO Box 2609	Kolonia	Oceanside Uliga - PO Box 1258	1 Sesame Street	P. O. Box 0009 Madalaii
City location of institution (HD2014)	Pago Pago	Pohnpei	Majuro	Mangilao	Koror
State abbreviation (HD2014)	AS	FM	MH	GU	PW
ZIP code (HD2014)	96799-2609	96941	96960	96913	96940
Name of chief administrator (HD2014)	Seth P. Galea'i	Joseph Daisy	Carl S. Hacker	Dr. Mary A.Y. Okada	Dr. Patrick U. Tellei
Institution's internet website address (HD2014)	<a href="http://www.amsamoa.edu">www.amsamoa.edu</a>	<a href="http://www.comfsm.fm">www.comfsm.fm</a>	<a href="http://www.cmi.edu">www.cmi.edu</a>	<a href="http://www.guamcc.edu">www.guamcc.edu</a>	<a href="http://www.palau.edu">www.palau.edu</a>

	240736 American Samoa Community College	243638 College of Micronesia-FSM	376695 College of the Marshall Islands	240745 Guam Community College	243647 Palau Community College
12-month unduplicated headcount, total: 2013-14 (DRVEF122014)	2110	5536	1398	3669	835
12-month unduplicated headcount, undergraduate: 2013-14 (DRVEF122014)	2110	5536	1398	3669	835
12-month full-time equivalent enrollment: 2013-14 (DRVEF122014)	1224	1897	909	2152	500
Total enrollment (DRVEF2014)	1276	2344	1087	2458	604
Full-time enrollment (DRVEF2014)	716	1604	784	989	368
Part-time enrollment (DRVEF2014)	560	740	303	1469	236
Full-time equivalent fall enrollment (DRVEF2014)	942	1852	886	1482	447
Undergraduate enrollment (DRVEF2014)	1276	2344	1087	2458	604
First-time degree/certificate-seeking undergraduate enrollment (DRVEF2014)	450	558	342	202	164
Full-time undergraduate enrollment (DRVEF2014)	716	1604	784	989	368
Full-time first-time degree/certificate-seeking undergraduate enrollment (DRVEF2014)	322	431	331	103	117

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Full-time, first-time, degree/certificate seeking undergraduates (GRS Cohort) as percent of all undergraduates (DRVEF2014)	25	18	30	4	19
Full-time continuing degree/certificate-seeking undergraduate enrollment (DRVEF2014)	392	1173	453	796	248
Full-time nondegree/certificate-seeking undergraduate enrollment (DRVEF2014)	0	0	0	75	0
Part-time undergraduate enrollment (DRVEF2014)	560	740	303	1469	236
Part-time first-time degree/certificate-seeking undergraduate enrollment (DRVEF2014)	128	127	11	99	47
Part-time continuing degree/certificate-seeking undergraduate enrollment (DRVEF2014)	432	613	283	982	186
Part-time non-degree/certificate-seeking undergraduate enrollment (DRVEF2014)	0	0	9	373	2

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Percent of total enrollment that are American Indian or Alaska Native (DRVEF2014)	0	0	1	0	0
Percent of total enrollment that are Asian (DRVEF2014)	0	0	0	39	0
Percent of total enrollment that are Black or African American (DRVEF2014)	0	0	0	2	0
Percent of total enrollment that are Hispanic/Latino (DRVEF2014)	0	0	0	0	0
Percent of total enrollment that are Native Hawaiian or Other Pacific Islander (DRVEF2014)	92	99	99	55	100
Percent of total enrollment that are White (DRVEF2014)	0	0	0	2	0
Percent of total enrollment that are two or more races (DRVEF2014)	0	0	0	0	0
Percent of total enrollment that are Race/ethnicity unknown (DRVEF2014)	0	1	0	1	0
Percent of total enrollment that are Nonresident Alien (DRVEF2014)	7	0	1	1	0
Percent of total enrollment that are Asian/Native Hawaiian/Pacific Islander (DRVEF2014)	92	99	99	94	100
Percent of total enrollment that are women (DRVEF2014)	63	53	50	56	52

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Tuition and fees, 2014-15 (DRVIC2014)	3550	5080	4905	3414	3250
Percent of full-time first-time undergraduates receiving any financial aid (SFA1314)	88	100	98	90	98
Average amount of federal, state, local or institutional grant aid received (SFA1314)	5357	3096	5091	5407	4763
Full-time retention rate, 2014 (EF2014D)	100	59	52	62	49
Part-time retention rate, 2014 (EF2014D)	100	44	32	47	38

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Associate's degree (DRVC2014)	228	267	106	155	88
Certificates of 1 but less than 2-years (DRVC2014)	9	91	0	75	0
Certificates of 2 but less than 4-years (DRVC2014)	0	11	0	0	0
Number of students receiving an Associate's degree (DRVC2014)	225	267	106	155	88

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Number of students receiving a certificate of 1 but less than 4-years (DRV2014)	9	102	0	75	0
Full-time, first-time, degree/certificate seeking undergraduates (GRS Cohort) as percent of all undergraduates (DRVEF2014)	25	18	30	4	19
Current year GRS cohort as a percent of entering class (EF2014D)	71	77	95	25	70
Graduation rate, total cohort (DRVGR2014)	26	15	4	9	8
Graduation rate, men (DRVGR2014)	29	15	6	6	12
Graduation rate, women (DRVGR2014)	24	15	3	11	4

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Grand total (EFFY2014)	2110	5536	1398	3669	835
Grand total men (EFFY2014)	803	2589	698	1677	379
Grand total women (EFFY2014)	1307	2947	700	1992	456
Student-to-faculty ratio (EF2014D)	25	28	16	15	10

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Physical books as a percent of the total library collection (DRVAL2014)	98	64	97	13	97
Physical media as a percent of the total library collection (DRVAL2014)	2	2	3	1	3
Digital/Electronic books as a percent of the total library collection (DRVAL2014)	0	34	0	86	0
Total physical library circulations (books and media) (AL2014)	510	23242	1749	1357	31294
Total digital/electronic circulations (books and media) (AL2014)	0	1570	0	65357	983

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Percent of students enrolled in some but not all distance education courses (DRVEF2014)	0	1	0	2	10
Percent of students not enrolled in any distance education courses (DRVEF2014)	100	99	100	98	90
Percent of undergraduate students enrolled in some but not all distance education courses (DRVEF2014)	0	1	0	2	10
Percent of undergraduate students not enrolled in any distance education courses (DRVEF2014)	100	99	100	98	90

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

# American Samoa Community College

## Introduction

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

ASCC is located on Tutuila, the largest of American Samoa's seven islands in the village of Mapusaga, nine miles west of Pago Pago, the territory's center of trade and commerce. American Samoa lies about 2,500 miles southwest of Hawaii and 1,800 miles northeast of New Zealand. Tutuila comprises approximately three-fourths of American Samoa's 76 square miles and is home to 90% of its population of nearly 60,000. The other six islands are Aunu'u, Ofu, Olosega, Ta'u, Swains and Rose Atoll.

- In July of 1970, ASCC was established as part of the American Samoa Department of Education. The first freshman class of 131 attended classes in the old Lands and Survey Building (the current site of the Lumana'i Building) in Fagatogo. The following year the College was moved to the old Fia Iloa High School building in Utulei. The move to a permanent campus was made in September of 1974, when ASCC took over the site of the former Mapusaga High School;
- In 1979, a grant from the U.S. Economic Development Administration enabled ASCC to complete five new buildings, with modern facilities for instruction in science, nursing, fine arts and vocational education, as well as a student cafeteria and a gymnasium;
- In 2003, dedication ceremonies were held for a new, state of the art library at ASCC;
- In 2008, a new lecture hall, administrative offices, and two new teacher education classrooms were constructed at the former auditorium location;
- In 2011, all classrooms, science labs, and computer labs were renovated and upgraded with funding from the American Reinvestment Recovery Act (ARRA);
- In 2013, Ground Breaking for the Multi-Purpose Center was initiated with plans to be completed in the fall 2016 semester;
- ASCC currently offers (8) Associates of Arts Degrees, (18) Associates of Science Degrees, (22) Certificate of Proficiency programs, and (1) Bachelor's in Elementary Education degree;
- ASCC offers courses throughout the academic year in the fall and spring 15-week semesters, 6-week regular summer session, 10-week fall and spring accelerated sessions for Teacher Education majors, (2) accelerated 5-week summer sessions (TED), and a fall and spring dual 6-week accelerated session for preparatory courses.

## Accreditation

In early February, the American Samoa Community College (ASCC) received official correspondence from the Accrediting Commission for Community and Junior Colleges (ACCJC), a subsidiary of the Western Association of Schools and Colleges (WASC), stating that the Commission, during its January meeting, has taken the action pertaining to ASCC of "Removed Show Cause and Issued Warning on the Basis of a Show Cause Report with Visit." This comes 12 months after WASC-ACCJC issued a "Show Cause" sanction to ASCC in February 2015.

The correspondence, from WASC-ACCJC President Dr. Barbara Beno, clarifies that, while ASCC is still required to take additional action, the College has successfully addressed the majority of non-compliance issues for which it was initially sanctioned. “Following the Commission’s review of the October 2015 Show Cause Report and Show Cause Evaluation Team Report,” Dr. Beno writes, “the Commission finds the College has resolved most of the deficiencies in meeting standards and only remains out of compliance with three Standards. The ASCC must resolve the remaining deficiencies and meet the three remaining Standards by October 2016. This deadline falls within the two-year period permitted by federal regulations.”

WASC-ACCJC has determined that ASCC remains in non-compliance with Standards I.A.2, I.B.3 and 1.B.6, but is now in compliance with all of the other twenty-four standards cited in the initial sanction.

During the Warning Period, the ASCC is required to submit a Follow-Up Report by October 15, 2016 demonstrating that it has fully resolved the remaining three deficiencies cited in the Commission’s Action Letter. The accredited status of the ASCC continues during the Warning Period.

In the months since being placed on sanction, committees consisting of the ASCC Board of Higher Education, administrators, faculty and staff have worked extensively to address the recommendations issued by WASC/ACCJC.

## **Highlights and Initiatives**

### ***January 2016:***

- To highlight faculty accomplishments in 2015, the Division of Academic Affairs hosted its Faculty Recognition Dinner in early January. Faculty members and administrators gathered at the Nighthawk/Country Club for an evening of celebration to recognize the many ways in which the academic departments and individual instructors go “above and beyond” their regular responsibilities to serve both their students and the community. The first awards of the evening went to the 17 academic departments at ASCC for a successful year of instruction in 2015. Individual instructors received special awards for noteworthy accomplishments during the calendar year. The final round of awards focused on outstanding community service activities by the academic departments.
- The Agriculture, Community and Natural Resources (ACNR) division offered the Territory’s public and private high school students the opportunity to gain an edge in their science studies by participating in Molecules of Life Explorations, a series of weekly two-hour sessions. A collaborative effort between ASCC-CNR, the American Samoa Department of Education (DoE), Office of Curriculum and Instruction (OCI) Science and Pacific STEP UP, Molecules of Life Explorations offered training to high school juniors and seniors in basic molecular biology methods and life science laboratory techniques not otherwise available in American Samoa. It provided a critical introduction to help prepare students for college-level life coursework while giving them a hands-on feel for the biomedical sciences that is essential for advanced studies or even careers in the field. The program, provided without charge to the students, began in September of 2015 and continues through May of this year.

### ***February 2016:***

- With our coral reefs playing a crucial role in the environmental health of our islands, ASCC science students had the opportunity in early February to learn about coral research from two

Ph.D. candidates at Old Dominion University in Norfolk, Virginia who recently conducted research on Ofu and Olosega to try and determine which factors contribute to the resiliency of certain corals in the face of ocean climate change. Ms. Harmony Hancock and Ms. Courtney Klepac spent several weeks on Ofu conducting tests on certain species of corals to observe how they are able to tolerate rising ocean temperatures. Having concluded the latest phase of their field research, the two researchers visited ASCC while en route back to Virginia to share insights into their work with a mixed audience of students and local science and environmental professionals. Hancock and Klepac gave presentations to the classes Introduction to Marine Biology (MSC 170), and Ecology (BIO 155). They also gave a talk sponsored by ACNR division, which was attended by students and faculty from ASCC and other local schools, as well as members of the local scientific, educational and environmental research communities.

- As a community service and an opportunity for children interested in hands-on experience at a number of practical life skills, the 4-H Agents at the Agriculture, Community and Natural Resources (ACNR) division of the American Samoa Community College (ASCC) have initiated an After-School Program for youngsters from 3:30 to 5:30 p.m. every Wednesday for the duration of the spring 2016 semester. Activities fall within the components of 4-H, namely: head, heart, health, and hands. In American Samoa, 4-H is one of the four ACNR Extension programs at ASCC. The 4-H After School Program, offered free of charge to youngsters aged 8-19, includes a wide variety of activities that relate to “head, heart, health, and hands,” such as food safety, nutrition, staying healthy, fishing, team-building, textile printing, arts and crafts, sewing, vegetable gardening and forestry.

### ***March 2016:***

- Seven Registered Nurse (RN) trainees at ASCC returned in March from a week of outreach activities in Ta’u, Manu’a, which included health screening and teaching in all three villages as well as a special health fair/carnival for the youth at Fitiuta and Faleasao Elementary, and Manu’a High School. The trip was funded by the Department of the Interior ASCC Nursing Grant, while donations from businesses and individuals made possible the prizes and giveaways for the health fair/carnival. For this year’s outreach project, the RN students tried something new as a creative outlet for patient teaching, particularly catering to the youth. Their vision was to create a health fair in the schools, simulating a real carnival, with games and prizes to capture the children’s interest and focus their attention on key health points, since they believe Samoans tend to be tactile and visual learners. Judging by the immediate interest of the Manu’a youth and their many questions, the health fair concept proved a great success.
- **In March, Mr. Evile Feleti, an instructor with the American Samoa Community College Samoan Studies Institute (SSI) returned from Hawaii, participated in “Teaching Oceania: An International Workshop to Address Gaps in Undergraduate Resources for Instructors of Pacific Island Studies,” co-sponsored by the UH Manoa Center for Pacific Island Studies, Kapiolani Community College, and Brigham Young University-Hawaii. During the workshop, Mr. Feleti collaborated with peers from across the Pacific region to produce interdisciplinary curriculum units for undergraduate courses in Pacific Studies focused on five areas where appropriate-level resources are sometimes hard to identify. As an academic discipline relatively new to many American colleges and universities, Pacific Studies instructors can have difficulty finding appropriate teaching materials.** In response to this challenge, the Teaching Oceania participants worked to develop teaching modules on five themes: Islands and Islanders; Colonialism and Decolonization; Nuclear Testing/Militarism; Gender; and Arts and Literature of Oceania. The resulting modules will comprise a forthcoming “epub” or “iBook,” in other words a digital publication that instructors or anyone can easily access online.

### **April 2016:**

- In April, as part of a collaborative project with the National Park of American Samoa (NPSA), the American Samoa Community College (ASCC) Art Department unveiled a new eight foot by eight foot Siapo Mamanu, the largest siapo in this style to be created since 2000. The siapo is the work of students in the class Indigenous Art Forms (ART 161), under the direction of ASCC visual artist Reggie Meredith-Fitiaio and Master Practitioner Su'a Fitiaio Tupuola Wilson.
- The American Samoa Community College (ASCC) Fine Arts Department Chairperson and faculty showcased a theatrical production, the musical "Once On This Island," with performances performed by ASCC students on Wednesday and Thursday, April 27 and 28, at 7:30 p.m. in the Lee Auditorium. "Once On This Island" blends elements of the cultural, historical and supernatural to tell the story of a peasant girl who uses the power of love to bring together people of different social classes. Based on the 1985 novel "My Love, My Love or The Peasant Girl" by Rosa Guy, the story was translated into a musical play with a book and lyrics by Lynn Ahrens and music by Stephen Flaherty.

### **May 2016:**

- The American Samoa Community College (ASCC) held its 64<sup>th</sup> Commencement Ceremony on the 13<sup>th</sup> of May in the ASCC Gymnasium. 122 students graduated with AA/AS degrees and certificates, while seven (7) students graduated with a Bachelor in Elementary Education. Honorable Governor Lolo M. Moliga, the Board of Higher Education, and other dignitaries joined the ASCC community for this special occasion, and Dr. Robin Faumuina-Vasai an ASCC alumna and local physician addressed the graduates as the keynote speaker.

Other highlights and press releases can be accessed through ASCC's Website at:  
<http://www.amsamoa.edu/pressreleases.html>

## **The College of the Marshall Islands (CMI)**

### **Introduction**

*The College of the Marshall Islands' Board of Regents, administration and faculty believe that quality education is essential to the well-being of individuals and to the well-being of the Marshallese people as a whole, now and in the future. (CMI Philosophy Adopted 2000).*

To this end, CMI provided educational services to 919 students in Spring semester 2016. Of those, there were 612 full time and 307 part time students from across the Republic of the Marshall Islands. On May 24<sup>th</sup>, the college will confer 130 degrees and certificates including graduates in Carpentry, Public Health, Education, Nursing and Liberal Arts.

### **General Accreditation Updates**

The College of the Marshall Islands had its status of warning removed by ACCJC in June of 2015 pending a Follow-up Report due in March 2016. Although the Report responded to many of the recommendations, a portion of the evidence attached to the Follow-up Report



was not original material. This caused a change in status from no sanction to warning and a recommendation that the college meet ER 21.

The college has hired an Executive Director of Institutional Integrity and Effectiveness and has assigned the duties of ALO to the Executive Director. The college has reinstituted its Self-Evaluation Steering Committee to answer the current recommendations and submit the Follow-up Report which is due October 1, 2016. The steering committee has determined what evidence is needed to support the October report and is working diligently to gather what is needed.

### **Update of Ongoing CMI Initiatives**

On May 24, the College will confer 130 degrees and certificates.

On January 12-13, 2016 the College held its second retreat at the International Conference Center to:

- Clarify the roles of the BOR based on the relevant statutes and procedure;,
- Discuss the WASC accreditation process; and
- Approve 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 approved by the BOR. Our strategic goals are:

**High Quality Student Success Programs-** Continue to create, deliver and assess student success programs and activities which encourage student learning and students' achievement of their educational and professional goals.

**Institutional Resources-** Effectively use our human, physical, technological and financial resources to provide quality, student-centered educational services.

**Stakeholder Relations-** Continue to develop and implement effective and transparent collaborations and partnerships.

**Sustainability-** Balance social, environmental and economic needs in a way that sustains the College and serves the nation.

**High Quality Academic Programming-** Continue quality improvement in Academic Programming and implement new programs.

CMI has implemented TracDat. This semester all faculty mapped their courses to the Program Learning Outcomes. Next semester the Administrative units will add their approved Administration Unit Outcomes to the system.

Human Resources: under the new HR Director, a new college-wide Performance Management System was developed and is being implemented. This system aligns directly with the new Strategic Plan.

In addition:

- Recipient of many grants for marine conservation for local communities
- Recipient of several grants to support tutoring and internships in STEM areas
- Recipient of the \$1.25 million NSSP grant to become a Regional Training Center for teachers of severely disabled students
- For the fifth consecutive year, training high school teachers in English and Math pedagogies
- 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
  - 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
  - Proposed AA in Business
- Innovative teaching practices
  - Interdisciplinary Course offerings
  - Distance Education for Ebeye was initiated in January 2014 and has been continuing. It is also being used for our Arrak Campus.
- Alternate Energy Initiatives
  - Solar training
- CMI Endowment Fund
  - The Bank of Marshall Islands presented a check to CMI for \$10,000 for the endowment fund in April.

## **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 23<sup>th</sup> anniversary, March 2016. 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**

December 15, 2015, COM-FSM submitted its comprehensive [Self Evaluation of Educational Quality and Institutional Effectiveness in Support of Reaffirmation of Accreditation](#). The team visit occurred March 8-17, 2016, and their report has been submitted to the Commission. Additionally, the college submitted a *Supplemental Report* May 2016. And, the president will appear before the Commission.

Given the volume of material submitted, and avoiding redundancies, COM-FSM will submit no more additional material within this PPEC report.

## **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, High School Equivalency preparation and testing, and an Adult High School Diploma program.

### **General Accreditation Updates**

The Guam Community College Accreditation Standards Committees have been meeting on a monthly basis as a group and separately as individual teams to write their mini-reports due each month and have concluded this academic year with the first draft of the 2018 Institutional Self Evaluation Report submitted in May of this year. The Office of Assessment, Institutional Effectiveness & Research (AIER) maintains an open dialogue and regular communications with each standard committee member in order to provide guidance and technical assistance as the faculty members validate institutional information or seek direction on various aspects of the Accreditation Standards. The AIER office is focused on merging the four (4) reports from the committees into the first draft of the ISER and is providing edits and feedback for continuity and flow throughout the draft report.

This academic year, a total of ten (10) pilot distance education courses have been offered, four (4) classes offered through DE this past fall semester and six (6) classes offered through DE this past spring semester. The effectiveness of this pilot will be incorporated into the final DE Strategic Plan and Standard Operating Procedure scheduled to be published in the upcoming fall of 2016 semester. Since Guam is an island separated from the rest of the mainland United States, Hawaii, and other U.S. territories by vast oceans of water, the College continues to 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.

During the spring semester, the AIER Office began the administration of the Community College Survey of Student Engagement (CCSSE) Survey for the first time on campus. Survey administrators visited each class identified in the sample and administered the survey instruments to the students in those classes. At the same time, faculty members were also invited to participate in the Community College Faculty Survey of Student Engagement (CCFSSE) through an online survey link provided by the Center for Community College Student Engagement, which is part of the Program for Higher Education Leadership in the Department of Educational Administration at The University of Texas at Austin. These studies will provide the College

information on student engagement, a key indicator of learning and, therefore, of the quality of instruction at the College. The survey asks questions that assess institutional practices and student behaviors that are correlated highly with student learning and student retention. The results of these studies will be received in July of this year and the AIER Office will provide a detailed analysis and recommendation report based on the studies' findings in the fall of this year. In fall 2016, dialogue with college stakeholders (including students) will be focused on the discussion of these findings and their impact on student success.

Additionally, the AIER Office began the administration of the first ever Survey on Governance Processes and Practices at Guam Community College. The survey is designed to assess the overall effectiveness of participatory governance at the College utilizing an online survey on GCC governance processes and practices. The information from this survey will be analyzed and used to formulate reports, conduct presentations, and develop strategies aimed at improving and strengthening the various governance bodies representing the different stakeholders of the college, including the Board, administrators, faculty, staff, and students. Also in line with participatory governance, College committees were required to submit a Governance Year End Report at the end of this academic year which includes a summary and analysis of the goals and initiatives set forth by each committee and progress thereof.

### **Highlights and Initiatives**

During this reporting period, several events were held with the participation of various constituencies: GCC has integrated the first Water Bottle Filling Stations on Guam located at the Student Center Lounge and Building E; the spring semester 2016 New Student Orientation welcomed a total of 155 students; New Employee Orientation was held in January; in February, nearly 100 students gathered in the MPA each evening to meet with and listen to Dr. Mary Okada at the Meet the President sessions; Spring Fest was held in March with a plant sale and environmental education presentation by the GCC EcoWarriors; the President's Parade of Shoes was held in April with a new Sustainable Shoe Category as one of the competition categories; dozens of GCC faculty, staff, and administrators talked to hundreds of Guam residents about the GCC College Access Challenge Grant Program free services and community resources that can help student to prepare for and afford to attend college; the GCC Allied Health Education Center hosted the Community International Interpreter Training; GCC teamed up with the National Association of Women in Construction to sponsor the 2016 Block Kids Lego Competition; Culinary Arts students hosted several Culinary Buffets this spring including their Garde Manger final exam buffet in March; the GCC Talent Club hosted an open entertainment night at the Student Center; GCC received an APIASF E-topia planning grant to strengthen online course offerings; GCC and Triple J Auto Group entered into a historic training opportunity through the first memorandum of agreement to develop the first brand specific training program on island; GCC Medical Assisting student help out at the UOG-CNAS Health Fair; GCC Office of Accommodative Services, in collaboration with the Guam Department of Education offered a Transition Seminar for high school student with disabilities that want to attend GCC; and, GCC

academic departments held various program forums and informational sessions for students to speak directly with department faculty.

The college also continued on its path towards transformation through the engagement of faculty, staff, and administrators in a “Breakfast with Champions” (led by Dr. Laura Souder and Dr. Sam Betances) to ensure that the vision of “100% student-centered success” is followed through and deeply internalized by all college stakeholders, as articulated in our GCC Transformation Vision Statement.

To conclude, GCC earned its 15<sup>th</sup> consecutive clean audit by independent auditors Deloitte & Touche, LLP on March 15<sup>th</sup> of this year; and, GCC conferred a record number of credentials at the May 2016 commencement ceremony. Five hundred and twenty three (523) degrees, certificates, and/or diplomas were conferred upon four hundred and sixty four (464) graduates. It is the largest graduating class and the largest number of postsecondary degrees conferred in the College’s 39-year history.

## **Palau Community College (PCC)**

### **Introduction**

Palau Community College (PCC) was founded in 1969 as a two-year post-secondary vocational/technical institution. It grew out of a trade school that had its beginning in 1927 during the Japanese administration prior to World War II. In March 1993, the Republic of Palau enacted RPPL No.4-2, establishing what is now Palau Community College.

*Mission Statement: Palau Community College is an accessible public educational institution helping to meet the technical, academic, cultural, social, and economic needs of students and communities by promoting learning opportunities and developing personal excellence.*

PCC serves diverse students from the Republic of Palau, the Federated States of Micronesia, and the Republic of the Marshall Islands, the United States, the Philippines and the Republic of China (Taiwan). The college offers twenty-one (21) degree programs – 19 Associate of Science degrees and 2 Associate of Arts degrees. Courses are offered on a semester basis; two regular semesters of fall and spring and a summer session. Enrollment for the spring 2016 was 547.

### **Accreditation Updates**

Palau Community College became an accredited institution in 1977. The college has maintained its accreditation status since 1977 and to date has been accredited for 39 years. Palau Community College submitted its Institutional Self-Evaluation Report (ISER) in December 2015. The report included college compliant information with ACCJC 2014 Standards, ACCJC 2014 Eligibility

Requirements, policies, practices and US Department of Education policies and regulations. The December 2015 ISER covered an accreditation cycle of six years, 2009-2015.

Following the December 2015 ISER submission was the Palau Community College comprehensive visit from February 29 to March 03, 2016. The External Evaluation Team of eleven members was chaired by Dr. Melinda Nish, President/Superintendent of Southwestern College of California. On March 26<sup>th</sup>, the college received the External Evaluation Team's Report from Team Chair, Dr. Melinda Nish. The college Accreditation Liaison Officer and chairs/co-chairs of each Standard met to review the report and responded to errors of fact. On March 31, 2016, the college submitted its responses to Team Chair Dr. Melinda Nish. Palau Community College received the final report of the External Evaluation Team from the Commission on April 26<sup>th</sup> and again, the college reviewed the report and submitted its Supplemental Report on May 4<sup>th</sup>, 2016. The Supplemental Report was submitted to the ACCJC for the purpose of assisting in the determination of the institution's accreditation status. Palau Community College President, Dr Patrick U. Tellei will be appearing before the Commission during its June 8 – 10, 2016 meeting to support the institution. The college will wait for the Commission's decision on its accreditation status that will be made available to the college President shortly after the Commission's meeting in June.

During this reporting period, Palau Community College Accreditation Liaison Officer who is also the Director of Institutional Research and Evaluation has conducted assessment trainings and workshops/work sessions. On April 28<sup>th</sup> and May 9<sup>th</sup>, trainings/work sessions were conducted with Student Life and Housing unit of the college. Participants were academic advisors/counselors, student housing managers, recreation staff and the director. Purpose of the trainings was to prepare this particular unit for TracDat implementation in fall 2016. The goal of the trainings and workshops/sessions is to bring assessment at the service area levels to the institutional level. Program learning outcomes, service area outcomes, assessment results and data were reviewed and discussed. Mapping of service area outcomes to the college 15-Year Institutional Master Plan, ACCJC Standards and Eligibility Requirements, 5-Year Technology Plan, Institution-Set Standards and Institutional Learning Outcomes were also accomplished during these trainings and workshops. The same training will be conducted in June 16, 2016 for the Administration and Finance Department of the college. The department is consisted of the following divisions – Human Resources, Finance, Computer Systems, Physical Plant, and Cafeteria.

To further support the college assessment process to ensure institutional effectiveness, the college ALO and the Institutional Researcher attended the AIR Forum on May 31 – June 03, 2016 in New Orleans, Louisiana. Continuing the effort to ensure institutional effectiveness, the college ALO, Institutional Researcher, Associate Dean of Academic Affairs and Information

Technology Associate Professor attended the TracDat annual training on June 05 – 07, 2016 in Pittsburgh, Pennsylvania.

Palau Community College Accreditation office will continue to conduct trainings and workshops with administrators, faculty, and staff to ensure that every programs and service areas of the college are conducting assessments regularly and that assessment data drives institutional planning, resource allocation, and implementation. As always, the college continues to ensure quality and excellence in all its programs and services, as well as ensure that it stays and remains an accredited institution.

### **General Highlights**

- Palau Community College held its New Student Orientation for the Spring 2016 Semester on Tuesday, January 05, 2016. New students were invited to learn more about the college and the services it provides which can assist them achieve academic success. PCC President Dr. Patrick U. Tellei gave welcoming remarks and thanked the students for choosing PCC as a step in their educational journey. In his remarks, Dr. Tellei encouraged the students to maintain a balance between their social affairs and academics. He also shared his personal experiences as a student at PCC and the academic challenges he faced. He advised the students to seek help in their studies by taking advantage of the learning services available at the college, such as the tutoring services available at the Learning Resource Center (LRC).
- Palau Community College Air-Conditioning & Refrigeration Instructional Assistant, Mr. Galindez Kiep recently returned from the Republic of China (Taiwan) where he participated in Vocational Training Project for Youth in the Pacific. One of the thirty (30) participants selected from the Pacific region, Mr. Kiep took part of the vocational training that focused on electrical & electronic engineering. The training was conducted by the Workforce Development Agency of the Ministry of Labor in the Taichung-Changhua-Nantou Regional Branch of the Republic of China. Tuvalu Ambassador to the Republic of China (ROC) Minute Alapati Taupo was the guest speaker for the training graduation ceremony. In his remarks, Ambassador Taupo congratulated the Pacific islanders on completing their vocational training sessions and recognized the Taiwan ICDF, the ROC Ministry of Labor, and the ROC Ministry of Foreign Affairs for their collaborative support and implementation of the training program.
- An Induction Ceremony for the new members of the Phi Theta Kappa International Honors Society – Beta Omicron Zeta Chapter was held at the Assembly Hall of Palau Community College (PCC) on Monday, February 22, 2016. Present to witness the induction were families and friends of the new members as well as staff and faculty members of the college. The honor society serves to recognize as well as encourage the academic



achievement of two-year college students by providing opportunities for individual growth, development through honors, leadership, and service programming. The new members were inducted into the society by PCC President Dr. Patrick U. Tellei. After signing their oaths, each student lit a candle that symbolized the knowledge that will lead them forward as members of the society.

- A graduation ceremony for the Emergency Medical Technician Training (EMT) under the Continuing Education (CE) division of Palau Community College (PCC) was held on Wednesday, February 17, 2016. A total of seventeen (17) individuals from different sectors of the community participated in the training. The sectors included the Ministry of Public Infrastructure, Industries & Commerce (MPIIC), the Ministry of Justice (MOJ), the Aircraft Rescue & Fire-Fighting (ARFF) Unit, the Cleared Ground De-Mining Unit, and the Palau Pacific Resort (PPR).
- The college hosted its 2016 Career & Technical Education (CTE) Awareness Week from March 17 - 18, 2016. Students from local elementary and high schools were invited to tour the campus as well as learn about the programs currently offered at the college. Local schools that participated included Palau High School, Belau Modekngei School, Bethania High School, Emmaus High School, Mindszenty High School, Maris Stella School, Aimeliik Elementary School, Airai Elementary School, Ibobang Elementary School, Koror Elementary School, Melekeok Elementary School, Meyuns Elementary School, Ngardmau Elementary School, Ngeremlengui Elementary School, George B. Harris Elementary School, Ngaraard Elementary School, and Ngarchelong Elementary School. CTE Awareness Week is an annual event hosted by PCC. It brings in elementary students, high school students, and interested members of the community to the campus to learn about the programs & services available at the college. The college also aims to encourage prospective students from local high schools to enroll at Palau's only institute of higher learning by exposing them to its campus environment and programs.
- In March 2016, President Dr. Patrick U. Tellei was in Okinawa attending a meeting on the establishment of the Environmental Scientists Network for Asia-Pacific Islands (ESNAP). The establishment of this network will provide a venue where environmental scientists can present the results of their research that focus mainly on climate change and its effects in the Asia-Pacific islands regions. ESNAP was established for the following purposes: to realize sustainable social systems; to conserve ecological systems including rare and endemic species; to advance adaptation plans through researches of fragile island environments against climate change; and to announce and propose the potential risk and possibility to the world. While in Okinawa, PCC President Dr. Tellei also attended the Meeting for Establishing a Network of Island Country Researchers & International

Symposium where he was featured as a keynote speaker on the topic of Island Environment and Climate Change in Asia-Pacific Region. Dr. Tellei was also invited to meet with the University of the Ryukyus (UoR) President Hajime Oshiro, UoR Vice President of International Affairs Tomiko Hokama, UoR Head of the International Collaboration Section Toru Konji, UoR International Exchange Coordinator Kaori Kinjo, and UoR Professor Youan Tonaki to discuss a new program that would allow two-year community college degree (associate of science degree or associate of applied science degree) students to matriculate to the university. This program will be beneficial to students graduating from Palau Community College, the College of the Marshall Islands, and the College of Micronesia-FSM.

- On April 21-22, 2016, PCC hosted Pacific Postsecondary Education Council (PPEC) spring 2016 meetings with Dr. Beno and Ms Kazama from ACCJC. The scheduled meetings included (1) Listening sessions, (2) Meeting of college Presidents/Chancellors, (3) Meetings of Chief Academic Officers and Accreditation Liaison Officers.
- On May 04, 2016 the college IT Student Symposium was held at the Conference Room of the Tan Siu Lin PCC Library. The symposium presenters were Ms. Tyra Asanuma, Ms. Wynona Ewatel, and Mr. Regner U. Techitong. The group project focused on designing and programming a database that will help the college Bookstore expedite the book charging process as well as improve the current manual input method. The students presentation compares current book purchasing process in place and the newly created program of bar-code scanning process that they designed. With this new program, a bookstore clerk alleviate the need to input every data (e.g., book titles or the students' names) in order to provide students with textbooks for each semester as compared to the bar-code scanning process that allows the bookstore clerk to register information via scanning a student's identification card or a book's International Standard Book Number (ISBN). The bar-coding system will replace the static Excel-based system. It will eliminate excessive time, accurately track important information, and decrease the chances of data inaccuracies.