

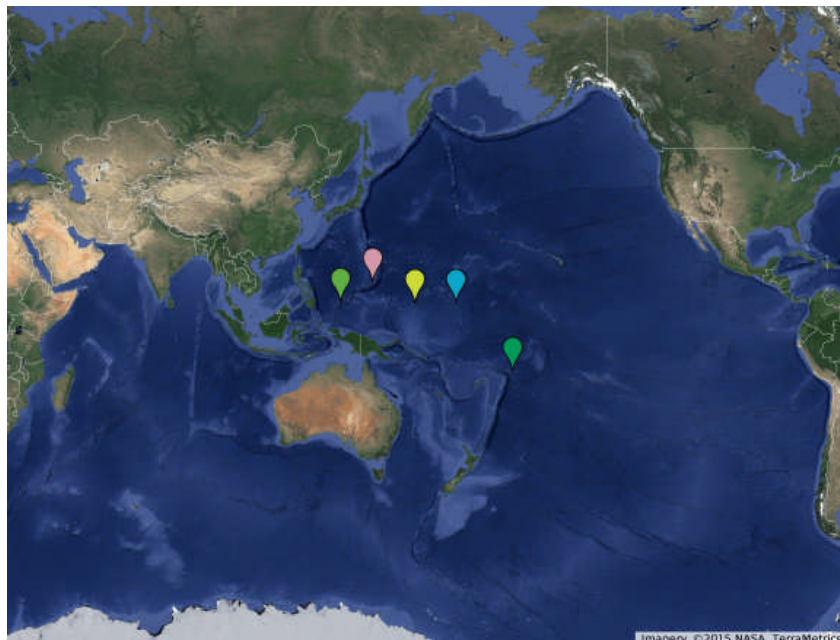
PPEC

Pacific Postsecondary Education Council

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

July – December 2015

At A Glance:



<https://mapsengine.google.com/map/edit?mid=zBxIzykZRzxIkRQRuvE2OINs>

	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)	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 (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
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	392	1173	453	796	248

	240736	243638	376695	240745	243647
	American Samoa Community College	College of Micronesia-FSM	College of the Marshall Islands	Guam Community College	Palau Community College
enrollment (DRVEF2014)					
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 nondegree/certificate-seeking undergraduate enrollment (DRVEF2014)	0	0	9	373	2
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

	240736	243638	376695	240745	243647
	American Samoa Community College	College of Micronesia-FSM	College of the Marshall Islands	Guam Community College	Palau Community College
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
Number of students receiving a certificate of 1 but less than 4-years (DRVC2014)	9	102	0	75	0

	240736	243638	376695	240745	243647
	American Samoa Community College	College of Micronesia-FSM	College of the Marshall Islands	Guam Community College	Palau Community College
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

	240736	243638	376695	240745	243647
	American Samoa Community College	College of Micronesia-FSM	College of the Marshall Islands	Guam Community College	Palau Community College
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

American Samoa Community College

Introduction

The American Samoa Community College's (ASCC) Fall enrollment increased by 0.62 to 1,284 compared to fall 2014. The last increase was in Fall 2011. The enrollment continues to be predominantly female with majority of students ranging from the ages of 18 to 25. In Spring 2015, students completed a total of 11,678 credit hours and degrees and certificates were conferred to 113 graduates.

This year, ASCC finalized its institutional set "Student Achievement" standards as goals for the institution to improve the rate of student success. The following is a list of benchmarks set and approved by the college:

- I. Developmental Course Completion – 70%
- II. Gateway Course Completion with a C or better – 75%
- III. Completion of Program Requirements with a C or better – 80%
- IV. Persistence into 2nd year – 50%
- V. Graduation rate within 150% time to completion – 39%
 - Graduate transfer to institutions of Higher Learning - 18%
 - Graduate transition into the Workforce – 50%

Accreditation

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. Existing policies and procedures within the scope of the recommendations were reviewed and, where necessary, modified. ASCC gained an added boost of confidence when ACCJC President Dr. Barbara Beno and President of Palau Community College Dr. Patrick Tellei visited in late April on a purely advisory basis. To bring all faculty and administrators up to speed on approaches to Student Learning Outcomes and Student Achievement, the College also hosted a very well-received workshop by renowned assessment authority Dr. Mary Allen in August. ASCC Acting President Dr. Rosevonne Makaiwi Pato began the current fall semester with an Accreditation Convocation to update everyone at the College on the progress made towards addressing the sanction, and has completed its follow-up visit by WASC/ACCJC this past October.

ASCC continues to be accredited until the Commission acts to either withdraw accreditation, or concludes that the WASC-ACCJC issues and concerns, which prompted them to initiate Show Cause have been fully resolved and the College is removed from sanction. The Commission is

scheduled to convene in January 2016 and rulings regarding ASCC's Show Cause Sanction status will be publicized in February 2016.

Highlights and Initiatives

Construction on the Multi-Purpose Center, which will be located where the College's FaleSamoa meets its front malae, continued during this quarter. 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. The "green" or energy-efficient complex will also encompass an auditorium for academic activities and performances, a student lounge, and facilities for events and conferences. Designed by Honolulu firm Clifford Planning & Architecture, the layout of the complex was conceived to exist in harmony with the existing ASCC infrastructure, particularly the FaleSamoa which faces the building and the malae on the other side.

Land Grant/ASCC Community & Natural Resources Division projects in progress during the quarter include four (4) USDA funded projects. SAM-040: Utilizing locally sourced organic materials as components of soilless growing media to reduce reliance on imported peat, SAM044: Media reach and effects of television broadcast of HBO TWON series in American Samoa, SAM047: Genetic diversity of isolates of *Phytophthora colocasiae* in American Samoa, and the Children's Healthy Living regional project with the University of Hawaii at Manoa.

An ongoing partnership between the Samoan Studies Institute (SSI) at ASCC and the Territorial Administration on Aging (TAOA) is helping to foster greater awareness of Samoan and Pacific culture for non-traditional students. Over the summer, staff from the SSI provided training in the modern Pacific art of elei (design printing on material) to a group of local senior citizens employed by the TAOA Senior Community Service Employment Program (SCSEP), enabling these seniors to learn a new skill rooted in traditional culture, which they can in turn not only pass along to others, but also develop for personal or commercial use. SCSEP, a collaboration between TAOA and the US Department of Labor, makes available employment and self-development opportunities to the senior citizens of American Samoa. In keeping with this mission, SCSEP Program Director Mrs. Merieni Gutu networked with the SSI to hold the elei workshop for the benefit of interested SCSEP participants. More than a dozen seniors took the opportunity to attend the training sessions, which were offered at the TAOA compound in Pago Pago by SSI staff members Mrs. Tamari Mulitalo-Cheung, Mr. Patrick Mafo'e and Mr. Elisaia Mailo.

In August, eight of the Territory's most promising high school Science students showcased their individual projects during the STEP-UP High School Summer Research Symposium, held at the Community and Natural Resources (CNR) division of ASCC. The students had spent the previous eight weeks working with mentors at ASCC-CNR and other local agencies on self-designed projects focused on health and environmental issues. During the symposium, each

student gave a 10-minute presentation on his/her research before an audience of professionals, family and friends, and answered questions before receiving their certificates of completion and stipends for participating. The National Institute of Diabetes and Digestive and Kidney Diseases (NIDDK) of the U.S. National Institutes of Health (NIH) sponsors STEP-UP, which stands for Short-Term Research Experience for Underrepresented Persons. The program is coordinated in the Pacific region by the University of Hawaii and locally by the American Samoa Department of Education with assistance from ASCC-CNR. Given the Territory's urgent need for health and science professionals who can help develop locally appropriate solutions to health and environmental challenges, STEP-UP provides students with hands-on research opportunities, with their long-term goal being to increase the number of American Samoans embarking on careers in the biomedical sciences.

College of the Marshall Islands (CMI): 2015 update

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.

The 999 students in the Fall 2015 enrollment consisted of 691 full time and 308 part time students. According to the collected data, 520 are in the developmental level, 472 are in credit level and 7 are audit students. The total credit hours taken by students for developmental courses was 4827 and 6559 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 2015. 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.

On June 29, 2015, CMI's full accreditation was reaffirmed by ACCJC with a follow-up report required on March 1, 2016.

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 identify 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. In the September 2015 meeting of the Board of Regents, the CMI Strategic Plan 2016-2018 was approved. The College administrators, faculty and staff have been working hard to consolidate all areas of operational significance to align with the Strategic Plan goals, namely; High Quality

Student Success Programs, Institutional Resources, Stakeholder Relations, Sustainability and High Quality Academic Programming.

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.

The new Director for CMI's Arrak Campus, Mr. Stanley Lorrenij, has also been appointed and is focusing on many areas including the expansion of the community development section with vocational education courses and programs. The programs at Arrak (at the other end of Majuro to the main Uliga campus) provide vocational education and Land grant research and new initiatives' projects. A new agricultural researcher has also been appointed and will also be located at the Arrak campus.

The CMI Ebeye Distance Learning Center on Ebeye is being expanded. A new site has been identified, a feasibility study has been completed, the site plan has been developed and some funding from the Ministry of Education has been secured. The GED program, Developmental Education and the establishment of a community development section are included in this expansion project. In direct response to stakeholder needs, the Distance Learning Center expansion will address urgent needs in the community for educational and skills-training courses and programs.

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.
 - The new HR Director, Ms. Agnes Kotoisuva, was appointed and started work in August, 2105. Included in her responsibilities and making considerable progress is the development and implementation of a new College-wide performance management system that aligns directly with the new Strategic Plan 2016-2018.

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 (TTPI) 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

Self-Evaluation Report Process Nearing Completion

COM-FSM began the self evaluation process in January of 2014 when the ALO conducted college-wide accreditation training with a focus on a Standards gap analysis exercise; and to meet the COM-FSM strategic direction, *Evoke an image of quality*. Subsequent to that training, personnel in all offices and departments across the college reviewed all 2002 Accreditation Standards in their respective area of expertise, identified gaps to meet the Standards, or to improve, and formulated Actionable Improvement Plans (AIPs) for immediate implementation. Unfortunately, the 2014 Accreditation Standards were not finalized, but the college did review the draft 2014 Standards in anticipation of an evolution in expectations.

The ALO conducted a college-wide accreditation training August –September 2014. Self Evaluation writing teams were introduced to the newly implemented 2014 ERs and Accreditation Standards. Teams reviewed examples of past institutional reports and critically analyzed responses through a visiting team lens. Teams were able to determine how responses could have been improved in order to thoroughly yet concisely address a Standard. A gap analysis against the 2014 Standards was then completed by each office with updated Actionable Improvement Plans (AIPs). The college units worked to tighten compliance, address compliance with new standards, and begin improvement work that would require longer-term focus.

The college devised a unique approach to the self evaluation process and the writing of the Self Evaluation Report that ensured personnel across the college were involved. The goals were to ensure personnel in each office were familiar with respective Accreditation Standards to which they need to comply; to increase technical report writing capacity across the college administration; to have courageous conversations about necessary improvements in our practices; to engage office personnel in improvement dialogue and decisions for ownership and buy-in into the change process; to create many change agents; and to produce a genuinely broad-based approach. The college is proud of the process results, the increased capacity developed, and the report produced. The report will not be flawless, especially as so many were truly involved in its development, but it is a reflection of enthusiastic dedication to improvement and clear evidence the accreditation process has inspired that improvement. COM-FSM looks forward to sharing this report with the Commission once it is approved by the Board of Regents at their December 15, 2015, meeting.

[Self Evaluation Timeline](#)

Highlights and Initiatives

Quality Focus on Student Success

A [Mini-Work Plan](#) developed by a seven-member team from COM-FSM that participated in the American Association of Community Colleges (AACC) High Performance Team Training January 18-21, 2014, in Washington DC, has been under implementation ([Detailed Timeline](#)). The college is currently focused on *communicating points of success* to our students. For example, the college is running a [Student Success Tips Video Competition](#) and using the Newsfeed to communicate weekly success tips in conjunction with a t-shirt promotion. Each week student success tips are placed on the newsfeed. On a first-come, first-served basis (while supplies last), students report the success tip they learned and receive a free t-shirt. The t-shirt further advertises the success points, ensuring those wearing them communicate points of success to the student body.

The college in partnership with the [John N. Gardner Institute for Excellence in Undergraduate](#)

[Education](#) signed a [Memorandum of Understanding](#) with detailed outcomes, timelines, and associated costs articulated. This two-year plan runs from September 2015 through August 2017.

COM-FSM's strategic direction, *Focus on Student Success*, has become an overarching priority, is the focus of the *Mini-Work Plan*, and has been identified as the focus for the *Quality Focus Essay* and thus college work through the Midterm.

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

Since the 2015 Accreditation Midterm Report was packaged, mailed to ACCJC, received by ACCJC, and accepted by ACCJC on June 29, 2015, the Guam Community College Accreditation Standards Committees have been hard at work gathering the data and evidence to support their narratives for the first draft of the 2018 Institutional Self Evaluation Report due this fall semester of 2015. Committee members have been meeting on a monthly basis as a group and separately as individual teams to write their mini-reports due each month and concluding with one merged final first draft of the ISER for submission at the end of the semester. 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. A total of nineteen (19) faculty members

currently serve on the four (4) Accreditation Standard Committees with more than half of those members serving on the committees for the first time.

The four (4) classes offered through DE this fall semester, three (3) of which are completely online and one class as a hybrid one, are concluding in the next couple of weeks and the effectiveness of this pilot will be incorporated into the final DE Strategic Plan and Standard Operating Procedure. As a reminder 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 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 Fall 2015 semester, the Committee on College Assessment (CCA) held its second Assessment Leadership Summit on September 25, 2015. The summit agenda included these topics: Assessment/TracDat Working Session; Student Learning Outcomes (SLO) Workshop; TracDat Beginners Workshop; and the TracDat Hands-On Workshop with the Learning Outcomes Committee. The CCA organized the summit agenda around the various areas expressed by assessment authors as topics of interest and areas needing improvement. The primary goal of this event is to gather campus constituents in one location to talk about assessment and share successes and challenges within their areas of expertise. The CCA meets nearly a dozen times during the regular semesters on Friday of each week with over three-hundred and thirty-six (336) official meetings completed and approximately three-hundred (300) hours committed to assessment each and every semester since 2002.

As part of the college's outreach efforts to other PPEC institutions, the Academic Vice President, Dr. Ray Somera, traveled to Palau, Pohnpei, and the Marshall Islands to provide TracDat and assessment training to faculty and administrators from Palau Community College (on September 8), College of Micronesia-FSM (on October 2) and the College of the Marshall Islands (on November 20). The college absorbed the travel costs while the three colleges provided the per diem costs for Dr. Somera. This is another concrete example of leveraged funding that the college, in partnership with the Pacific colleges involved, has promoted to exchange useful information with PPEC institutions in the spirit of sharing and cooperation.

Highlights and Initiatives

The 2015 President's Performance Appraisal Survey administration period has concluded and the draft report is currently being finalized, providing 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 College Access Challenge Grant Program's (CACGP) Sustainable Technologies and Environmental Engineering Program (STEEP), the CACGP Summer Bridge, Kids in College Kamp (KICK), the National Summer Transportation Institute, the Build Your Future Construction Trades session, the production of a commercial by Visual Communications students together with NBA coach Phil Handy of the Cleveland Cavaliers, the swearing in of the new Council on Postsecondary Affairs officers, GCC staff and administrators attended the summer Development Day with sessions on time management, retirement planning, stress management and budgets, New Student Orientation welcomed a total of 383 new students to GCC for the fall 2015 semesters, a total of 171 GCC faculty, staff and administrators attended the Fall 2015 Convocation, the Fall Festival and Tour of the Pacific attended by close to 1,000 people, the opening of the GCC Veterans Club Lounge and Study Room, GCC employees attended the fall College Assembly which featured Dr. Sam Betances and Dr. Laura Souder who presented "Establishing Common Ground for Transformation" in addition to the sessions on sexual harassment prevention and Title IX topics, the Masso Adventure and visit to the Masso Watershed with topics on Ridge to Reef connection, native plants, water safety, pollinator habitats, sea slug stones, and climate change, GCC volunteers participated in the Guam International Coastal Clean-up, and GCC employees and their families joined the rest of the Government of Guam at the Annual Government-wide Labor Day Picnic.

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.

Palau Community College is a post-secondary technical and academic institution. The college became an accredited institution in June of 1977 by the Western Association of Schools and Colleges (WASC) and has been accredited for thirty-eight (38) years. In July 2015, the college Board of Trustees along with the President, during a periodic review, approved changes to the college Vision Statement for its currency and relevancy.

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 fall 2015 Semester was 627.

Accreditation Updates

The college last self evaluation report was submitted to the Accrediting Commission for Community and Junior Colleges (ACCJC) – Western Association of Schools and Colleges (WASC) in the fall of 2009 with a campus visit conducted in the spring of 2010. Palau Community College is expected to submit its next self evaluation report to the ACCJC on December 29, 2015 with a follow up visit scheduled for February 29 thru early March 2016.

Throughout this accreditation cycle 2010-2015, the college had submitted three new degree program proposals and received approvals for implementation. The three degree programs are the Science, Technology, Engineering and Mathematics (STEM) Disciplines program, Community and Public Health (CPC) program, and the Palauan Studies (PW) program. The college has made available numerous opportunities for faculty and staff professional development trainings and workshops regarding accreditation, US Department of Education policies and regulations, and assessments. Such trainings and workshops include those sponsored by Palau Community College (on-island) and those off-island sponsored by the ACCJC-WASC, the US Department of Education, the Academic Resource Conferences and the Strengthening Student Success.

In July 2015, a team of ten members including the college President and the Accreditation Liaison Officer attended a two-day training in Honolulu, Hawaii. The workshop focused on the Institutional Internal Quality Assurance and Student Learning Outcomes Assessment on the first day while the second day focused on the newly adopted ACCJC Standards and Eligibility Requirements of June 2014.

To support the college effort on its assessment, a team of three members from the college attended a TracDat training in June of 2015 in Pittsburgh, Pennsylvania to help the college ensure that the assessment software is implemented fully to support the college wide assessment. In September of this year, the college requested Dr. Ray Somera of Guam Community College to do one-day TracDat training in the campus while he was in Palau for another meeting. The training was well attended by vice presidents, deans and directors of different divisions and departments of the college. In October 2015, the Accreditation Liaison Officer, Assistant Accreditation Liaison Officer/Associate Dean of Academic Affairs, and Director of Student Life & Housing attended half-day TracDat training at Guam Community College.

Palau Community College has continued assessment and accreditation trainings and workshops for the past several years to ensure that administrators, faculty and staff understand the importance of assessments and how the results of assessment drives the overall institutional planning and resource allocations. With the different trainings and workshops, the college Accreditation Office informs the college on its self evaluation process through a weekly PCC's Journey on Self Evaluation Process.

The college continues to provide assessment and accreditation trainings and workshops to its employees to ensure that the college continues to be and remain an accredited institution serving the Republic of Palau and the Micronesian region.

Academic Highlights

- On August 14, 2015, Palau Community College held its annual convocation at the college cafeteria. The event began with a brief introduction of various department, divisions, and office staff followed by a special presentation from President Dr. Patrick U. Tellei who gave an overview of the college history, programs, and services. Afterwards, the Accreditation Liaison Officer provided insight on the current status of the self evaluation process and the Institutional Set Standards for Student Achievement that were recently approved by the college President.
- In August 2015, Assessment Training was conducted for the academic instructor assistants as well as for new faculty of Palau Community College. The training included an introduction to Student Learning Outcomes at the Course Level (CLOs), Program Level (PLOs) and Institutional Level (ILOs), and the use of qualitative and quantitative data to improve teaching, learning and institutional effectiveness. In addition, the training illustrated assessment of SLOs using the Formulate, Assess, Measure, Evaluate, and Develop (FAMED) Process which is the institutional assessment, planning, and implementation process that requires all college governance structures including academic and non-academic programs, department and divisions to evaluate on a regular basis for service and overall effectiveness.
- In Fall 2015, the college Academic Affairs implemented a newly created academic program in Palauan Studies (PW). The Palauan Studies program will give students the ability to become educated about Palauan skills and practice them so that they may become independent learners. The program also offers the knowledge and skills needed to provide services in the face of the challenges and issues facing Palau. Students will be able to provide relevant information and skills in a variety of social environment that teach students about the role of a Palauan and people in Palau in advocating access to

knowledge and practice. The program also focuses on Palauan society and its dynamic cultural, social and political interactions that link it locally and globally.

- The Academic Affairs Division Instructional Assistant Marvin Yarofaisug and Instructional Assistant Santini B Thomas recently participated in Yamaha Motors Training in Japan. The intensive training focused mainly on the outboard motor basic structure and theory, rigging, power head service, lower unit service, and motor rebuilding methods and techniques.
- Recently, Nine (9) faculty and staff members from Palau Community College with technical education and expertise participated in a National Center for Construction Education and Research (NCCER) Trades Training. Dr. Herbert Johnson from Guam Contractors Association Trades Academy conducted a three-day Certification Program course. The course is designed to take craft practitioners and prepare them to teach using the NCCER curriculum. Successful candidates become NCCER certified instructors in their respective trade. With NCCER certified instructors, the college is working toward becoming recognized NCCER training unit under the sponsorship of the Guam Contractors Association. This will allow the college to use current industry-recognized curricula in its craft training programs and in addition to the college's degree and certificate program, offer U.S. recognized credentials to students who successfully complete their construction classes.
- In November 2015, Dr. Takashi Mita, Associate Professor from the Institute for Academic Initiatives at Osaka University, Dr. Yoshihisa Hirakawa from Department of Public Health and Health Systems from Nagoya University, and Dr. Chifa Chiang, Dr. Yukiko Hasebe from Nagoya University through PCC Academic Affairs gave lectures on non-communicable diseases, health evaluations through weight management, habits, and physical education. The lecture series is a culmination of studies and comparative analysis done in both Palau and Japan.