

# **PPEC**

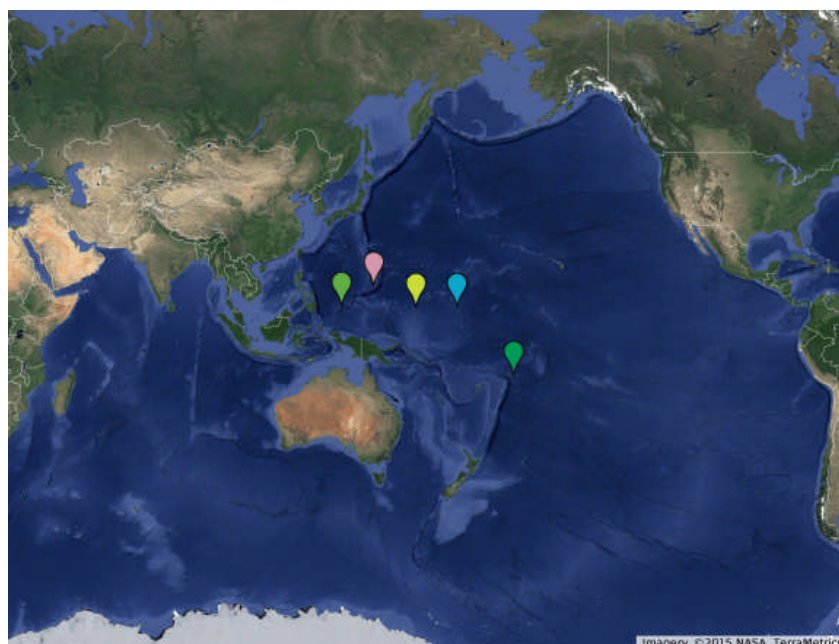
## **Pacific Postsecondary Education Council**

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

**July – December 2016**

## At A Glance:

	Street address/ post office box	City location of institute	State abbreviation	ZIP code	Name of chief administrator	Internet web address
<b>ASCC</b>	PO Box 2609	Pago Pago	AS	96799- 2609	Seth P. Galea'i	amsamoa.edu
<b>COM-FSM</b>	Kolonia	Pohnpei	FM	96941	Joseph Daisy	comfsm.fm
<b>CMI</b>	Oceanside Uliga - PO Box 1258	Majuro	MH	96960	Dr. Theresa Koroivulaono	cmi.edu
<b>GCC</b>	1 Sesame Street	Mangilao	GU	96913	Dr. Mary A.Y. Okada	guamcc.edu
<b>PCC</b>	Medalaii	Koror	PW	96940	Patrick U. Tellei	palau.edu



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

	<b>ASCC</b>	<b>COM-FSM</b>	<b>CMI</b>	<b>GCC</b>	<b>PCC</b>
12-month unduplicated head count, undergraduate (EFFY2015 EFFYLEV=2)	1791	3121	1383	3272	800
12-month full-time equivalent enrollment (DRVEF122015)	1030	1890	862	1632	455
Grand total (EF2014 All students total)	1276	2344	1087	2458	604
Full time total (EF2014 All students total)	716	1604	784	989	368
Part time total (EF2014 All students total)	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

	ASCC	COM-FSM	CMI	GCC	PCC
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 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 Hispanic/Latino (DRVEF2014)	0	0	0	0	0
Percent of total enrollment that are Asian/Native Hawaiian/Pacific Islander (DRVEF2014)	92	99	99	94	100
Percent of total enrollment that are White (DRVEF2014)	0	0	0	2	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 Black or African American (DRVEF2014)	0	0	0	2	0
Percent of total enrollment that are Race/ethnicity unknown (DRVEF2014)	0	1	0	1	0
Percent of total enrollment that are two or more races (DRVEF2014)	0	0	0	0	0
Percent of total enrollment that are Nonresident Alien (DRVEF2014)	7	0	1	1	0
Percent of total enrollment that are women (DRVEF2014)	63	53	50	56	52
Published in-state tuition and fees 2015-16 (IC2015_AY)	3550	5541	4885	3414	3250
Percent of full-time first-time undergraduates awarded any financial aid (SFA1314)	88	100	98	90	98
Full-time retention rate 2014 (EF2014D)	100	59	52	62	49
Part-time retention rate 2014 (EF2014D)	100	44	32	47	38
Published in-state tuition and fees 2015-16 (IC2015_AY)	3550	5541	4885	3414	3250
Percent of full-time first-time undergraduates awarded any financial aid (SFA1314)	88	100	98	90	98
Associate's degree (DRVC2015)	245	302	102	216	86
Certificates of 2 but less than 4-years (DRVC2015)	0	35	0	0	0
Certificates of 1 but less than 2-years (DRVC2015)	2	71	35	66	0
Number of students receiving an Associate's degree (DRVC2015)	245	302	102	216	86
Number of students receiving a certificate of 1 but less than 4-years (DRVC2015)	2	106	35	66	0

	ASCC	COM-FSM	CMI	GCC	PCC
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
Associate's degree (DRV2015)	245	302	102	216	86
Grand total (EFFY2015 All students total)	1791	3121	1383	3272	800
Grand total men (EFFY2015 All students total)	654	1416	689	1454	352
Grand total women (EFFY2015 All students total)	1137	1705	694	1818	448
Student-to-faculty ratio (EF2014D)	25	28	16	15	10
Grand total (EFFY2015 All students total)	1791	3121	1383	3272	800
Grand total men (EFFY2015 All students total)	654	1416	689	1454	352
Grand total women (EFFY2015 All students total)	1137	1705	694	1818	448
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
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
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

The American Samoa Community College (ASCC) was established in 1970 to provide post-secondary education opportunities in the liberal arts, teacher training, vocational-technical education and general education to the residents of American Samoa. ASCC 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 areas.

*The Mission of the ASCC is to foster successful student learning by providing high quality educational programs and services that will enable students to achieve their educational goals and to contribute to the social, cultural, political economic, technological, and environmental well-being of American Samoa.*

*To fulfill this mission, the College, as an open admissions United States accredited, Land Grant institution, provides access to bachelor and associate degrees and certificate programs of study. These programs prepare all students including those who are educationally underserved, challenged, or non-traditional for:*

- *Transfer to institutions of higher learning*
- *Successful entry into the workforce*
- *Research and extension in human and natural resources*
- *Awareness of Samoa and the Pacific.*

The ASCC currently offers eight Associates of Arts degrees, 18 Associates of Science degrees, 22 Certificates of Proficiency, six Certificates of Completion, and one Bachelor of Education degree. The ASCC has 17 academic departments and seven service divisions providing high quality programs and services. The College offers courses throughout the academic year in the fall and spring semesters and summer sessions. Course offerings are scheduled according to the following semesters/session:

*Fall and spring semesters:*

- One 15-week session
- One 10-week session
- Two six-week accelerated sessions

*Summer sessions:*

- One six-week session
- Two five-week sessions

## **Accreditation Updates**

From June - October, the ASCC completed its actions to address the three cited deficiencies (Accreditation Standards) noted by the ACCJC in the its 2016 Warning Sanction.

The Follow-Up Warning Report was approved by the ASCC Board of Higher Education and submitted to the Commission on the 14<sup>th</sup> of October. The College now awaits the Commission's Ruling in February 2017 on the accreditation status of the ASCC.

## **General Highlights**

- The ASCC-Teacher Education Department/American Samoa Bachelor's of Education Program finalized its 2016-2017 Memorandum of Understanding (MOU) with the American Samoa Department of Education to enable public and private school teachers to obtain an Associate Degree in Elementary Education and/or Bachelors of Education in Elementary Education.
- The ASCC-Trades and Technology Department continues to offer Apprenticeship and Workforce Development (AWD) courses for government agencies and private sector employees.
- Over 200 of American Samoa's youngsters and more than 30 parents participated in the Progressive Agriculture Safety Day presented in June by the Agriculture, Community and Natural Resources (ACNR) division at the ASCC. ACNR staff and its community partners shared safety information in a number of areas, with the goal of making farm, ranch and rural life safer and healthier for children and their communities. The Progressive Agriculture Foundation based in Birmingham, Alabama, funds yearly Safety Day events in American Samoa and other locations across the nation. ACNR has hosted this event for 12 years now.
- ASCC-ACNR invited Uyeda to American Samoa to conduct a Western Sustainable Agriculture Research and Education (WSARE) Professional Development Program Workshop. Funded by WSARE, the workshop attracted an audience of agricultural professionals, nonprofit organizations involved in agriculture, and farmers. Over the course of two days, Uyeda shared his knowledge on topics including Irrigation Management; Hydroponic Farming Systems; Integrated Pest Management; Good Agricultural Practices and the Food Safety Modernization Act; and Crop Selection/Conducting Variety Trials. The workshops focused on topics that would benefit the local agriculture professionals, who can use the training they received to assist farmers in improving production while also protecting the environment.
- Five ASCC students embarked in June for a week-long orientation for BUILD EXITO, a program funded by the National Institute of Health (NIH) to support undergraduate students interested in pursuing research careers in the biomedical, behavioral, clinical,

health, and social sciences. Students accepted to BUILD EXITO receive scholarships, stipends, mentoring, summer seminars, paid job experience engaging in hands-on research, and dedicated academic and financial aid advising, with these incentives increasing exponentially the longer they remain in the program. Either in the coming fall 2016 semester or in spring 2017, the five students will take an introduction to biomedical research class referred to as a "gateway course," designed to introduce beginning students to what a biomedical research career requires. Course learning outcomes include the values, skills, and attitude that a biomedical researcher should possess or develop. The NIH BUILD initiative is part of a broad national strategy to develop new approaches that engage researchers, including those from backgrounds underrepresented in biomedical sciences, and prepare them to thrive in the NIH-funded workforce.

- The 8<sup>th</sup> Annual Pacific Short-Term Research Experience for Underrepresented Persons (Pacific STEP-UP) Symposium took place in the ending of July, at the ASCC-ACNR. The symposium marked the conclusion of summer-long research activity by four local high school students chosen to participate in this year's STEP-UP program. The four students gave presentations on their research projects before local and off-island dignitaries that included Dr. Lawrence Agodoa of the National Institute of Health in Bethesda, Maryland, and Dr. George Hui, Program Director of Pacific STEP-UP based at the University of Hawaii, as well as local representatives from the government agencies, family and friends.
- Mrs. Okenaisa Fauolo-Manila, Director of the Samoan Studies Institute (SSI) at the ASCC, provided one of the keynote addresses during the 2016 Samoan Language Symposium, which took place in mid August, in Hālau o Haumea of the Kamakakūokalani Center for Hawaiian Studies at the University of Hawaii at Manoa. Hawaii-based Le Fetuao Samoan Language center organized the symposium as part of its sustainability plan to further enhance its community-oriented Samoan language and culture program. The mission of Le Fetuao is to increase literacy of the Samoan language among the Samoan community in Hawaii's children, youth, and parents while also contributing towards the understanding of Samoan culture and the development of Samoan identity. Le Fetuao's stated purposes for the symposium were to increase the number of Āoga Samoa (Community-Based Samoan Schools) that teach the Samoan language and culture; to provide a space to build strong collaborative relationships between new and existing Samoan language programs throughout the United States and the Pacific; and to promote the Gagana Samoa (Samoan language) and its importance in the 21st century.
- To begin the fall 2016 semester at ASCC, two events took place to welcome the faculty and staff back for the beginning of the 2016-2017 Academic Year. First, a Convocation was held on Monday, August 15 to focus on accreditation awareness and concerns, and at the end of the week a General Assembly held on Friday, August 19<sup>th</sup> included special guest speaker Lt. Governor Lemanu Peleti Mauga as well as the Board of Higher Education (BHE), whose chairman Reverend Dr. Leanavaotaua S. Seva'aetasi also addressed the College's administration, faculty and staff. President Dr. Seth Galea'i, along with ASCC Deans and Directors, new and continuing faculty, and members of the administrative staff gathered for Monday's Convocation, presided over by Vice President

of Academic Affairs and Student Services, Dr. Rosevonne Makaiwi Pato, who focused on the College's current accreditation status with the Western Association of Schools and Colleges (WASC) Accrediting Commission for Community and Junior Colleges (ACCJC). Following staff professional development workshops and student advising and registration during the midweek, the College's personnel gathered again on Friday for a General Assembly, this time joined by the BHE and special guest Lt. Governor Lemanu, with Vice President of Administration and Finance Dr. Mikaele Etuale presiding. Following the Lt. Governor's special remarks, BHE, Chairman Reverend Dr. Leanavaotaua also offered similar words of encouragement, thanking all of the College's personnel for both their day-to-day services. Following Dr. Leanavaotaua's remarks, Dr. Pato picked up the theme of ongoing contributions to acknowledge three faculty members who have demonstrated exemplary service by not only maintaining a full-time teaching load but also by giving of their time in not just one but several of the committees tasked with addressing the WASC-ACCJC sanction. Called to center stage to receive special certificates of recognition as well as gift baskets were Mr. Fred Suisala of the Trades and Technology Division, Ms. Shirley Dela Rosa of the Teacher Education Department, and Mr. Poe Mageo of the Fine Arts Department. With addressing the WASC sanctions amounting to an effort that involved practically every single member of the ASCC administration, faculty and staff, it was announced at the General Assembly that all the College's employees, all the way from basic service providers to top-level management, would receive a Certificate of Appreciation for their contribution to the College's accreditation dialogue and process.

- Te fare Tahiti Nui (also known as the Maison de la Culture) hosted the first edition of their Polynesia Festival in mid September in Papeete. The event brought together delegations from throughout the Polynesian Triangle to showcase and share their culture. Highlights included native language classes, traditional dance workshops, storytelling sessions, craft exhibitions, a musical concert, and more. Organized around the theme of "Transmission," the diverse cultural activities offered during the week mirrored what the event organizers believe needs to be transmitted to the people of Polynesia. Representing American Samoa at the festival were two members of the Samoan Studies Institute (SSI) at ASCC, Director Mrs. Okenaisa Fauolo-Manila and Samoan Language Interpreter and Translator Mrs. Tamari Mulitalo-Cheung. They were invited by the Tahitian Academy (a separate entity from the Maison de la Culture). With Tahiti making a concentrated effort to preserve and perpetuate its indigenous language, the SSI visitors who work along the same lines to maintain the integrity of the Samoan language found they had much to learn from and share with their Tahitian counterparts. As gifts, the Academy presented the SSI visitors with a dictionary of the Tahitian language as well as a guidebook for translating French to Tahitian. The SSI members reciprocated with two volumes of their publication "Tala le Tau" as their gift to the Academy.
- The Fine Arts Department at the ASCC invited the public to join them for its Tatau Forum that took place on October 27th, from 8:30 a.m. to 2:30 p.m. in the College's Lecture Hall. A combination of academics and community practitioners discussed and demonstrated the many aspects of Samoa's indigenous art form of the tatau (tattooing). This free event was organized in collaboration with the 12th annual Tisa's Tattoo



Festival. The Tatau Forum included different viewpoints from various scholars, those who wear the laei and from a Tufuga ta tatau himself. With promoting an awareness of Samoa and the Pacific a cornerstone of the ASCC Mission, the Tattoo Forum gave students an insight into the workings of a formal academic conference. “A professional forum such as this allows our students to observe public speaking in an academic setting,” said Meredith-Fitiao. “Students who are enrolled in Speech Communication classes will be able to see firsthand the kind of presentation that is expected of them at the end of the semester. At the same time, the Forum stimulates queries about the art form, its ancestry, our heritage, our connection to the bigger world, and how Samoan tatau has become revered as a high art.”

- In late October Dr. Seth Galea’i, ASCC President, sent out two memos to the College’s administration, faculty and staff. The first was a heartfelt message announcing his retirement after eight years as President in order to address medical issues, and the second confirmed that current Vice President of Academic and Student Affairs Dr. Rosevonne Makaiwi-Pato will henceforth serve as Acting President until the Board of Higher Education selects a permanent leader of ASCC. Dr. Galea’i expressed pride in the level of professionalism among his staff, and confidence in their ability to continue pursuing the College’s mission. Dr. Galea’i has served as a professional educator in American Samoa for over 35 years. He began work locally for the Government of American Samoa in the field of Education in 1978, before coming to ASCC in 1990. Beginning at the College as Director of Teacher Education, he later served as Dean of Instruction beginning in 1999, and Vice President beginning in 2004 before being appointed by the Board of Higher Education as President in 2008.

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

### **Introduction**

The mission of the College of the Marshall Islands is to provide quality, student-centered educational services to Marshallese people who desire access to a postsecondary education.

- As a community college we provide access to students from a wide variety of educational backgrounds and help them acquire the skills necessary to succeed in higher education, work, and in life.
- As part of the larger Pacific community we provide selective higher education programming to regional audiences.
- As the national college of the Republic of the Marshall Islands, the College serves as a research and intellectual resource to the nation and prepares students in our island nation to succeed in a global community.

To this end, CMI provided educational services to 995 students in Fall semester 2016. Of those, there were 670 full time and 325 part time students from across the Republic of the Marshall Islands, the Micronesian region and further afield.

### **General Accreditation Updates**

Following the submission of the first Follow-Up Report in March, 2016 the Commission found CMI to be out of compliance with *Eligibility Requirement 21: Integrity in relations with the accrediting commission* for using unoriginal information that was not cited in the acceptable manner. The College was required to submit a Follow-Up Report on October 1, 2016. The Follow-Up Team from the Accrediting Commission for Community and Junior Colleges (ACCJC), arrived in Majuro on November 14 and 15. There were four members of the Team and they are listed below:

- Dr. Marilyn Behringer: Team Chair;
- Dr. Ian Walton;
- Dr. Mary Gallagher; and
- Ms. Marlena Montague.

Dr. Behringer, Dr. Walton and Dr. Gallagher are from California and Ms. Montague is from Guam. Dr. Walton is also an ACCJC Commissioner. The Team left Majuro on Friday November 18. The decision following the Team's visit and report on CMI's accreditation status will be determined at the next ACCJC meeting in January 2017.

### **Updates from the Office of the President**

On May 28, 2016 the Accreditation Liaison Officer and Vice President Academic & Student Affairs, Don Hess separated from CMI.

Vasemaca Savu was appointed as the new Dean for Academic Affairs in June, 2016. Immediately prior to this appointment, she served as an Education instructor and Chair of the Education department at CMI.

Dr. Melinda Nish was appointed as the Executive Advisor to the President and as the Acting Vice President, Academic & Student Affairs in August, 2016. Dr. Nish's responsibilities included primary focus on accreditation at CMI and reviewing CMI's integrated planning model and academic affairs.

The appointment of the Grants Coordinator, Lisa Lugert in July, 2016 enabled the compilation of all grants at CMI and for the first time, the development of a database where all grant information will be located and accessed. For personal reasons, Mrs. Lugert will be leaving CMI on December 5, 2016. Her successor, Charlynn Andrike, will start work on December 12, 2016 and continue to integrate grant funding with strategic activities and secure more grant opportunities.

## **Update of ongoing CMI initiatives**

### ***Grant award: Navigating Student Success in the Pacific***

The College of the Marshall Islands (CMI) is pleased to announce the awarding of a 5-year, federally funded \$1.25 million grant from the U.S. Department of Education/Office of Special Education Programs. The project, “Navigating Student Success in the Pacific” (NSSP) will support the development and implementation of a Bachelor's in Education degree with two Special Education teacher certification programs to train Pacific teachers to work with Pacific students. Based on the critical shortage of qualified teachers, the first certification NSSP program will focus on Deaf Education and a second specialization program will focus on Severe Disabilities. These programs are intended to build capacity within Pacific jurisdictions by preparing high quality local teachers to educate local students who are deaf, deafblind, or who have severe disabilities.

The “Navigating Student Success in the Pacific” grant will fund altogether 20-30 student scholars in the project period 2017-18 through 2020-21 who are specializing in Deaf Education or Severe Disabilities and are from across the U.S.-affiliated Pacific jurisdictions. As part of the coursework taken to complete the future B.A. degree in Education through CMI or other Pacific-based bachelor's programs, NSSP student scholars will complete 30-33 credits in Deaf Education or Severe Disabilities over four summers, with the anticipated start date in 2017, pending full accreditation approval from ACCJC-WASC.

Applications will be accepted from interested individuals in any of the Pacific jurisdictions: Guam, Commonwealth of the Northern Marianas Islands, American Samoa, the Republic of the Marshall Islands, Federated States of Micronesia (Kosrae, Pohnpei, Chuuk, & Yap), and the Republic of Palau. The NSSP project is a collaboration between the College of the Marshall Islands, University of Hawai'i Manoa-Center on Disability Studies, and Gallaudet University, Office of National Outreach.

At the Annual meeting of the Joint Economic Management and Financial Accountability Committee (JEMFAC) held on August 23, 2016 in Honolulu, CMI was represented by Vice President, Administration, William Reiher and Chief Financial Officer, Stevenson Kotton. The CMI presentation at JEMFAC highlighted outcomes for CMI that were developed in-house, stressing that these outcomes were developed by CMI without the need for external consultants. These outcomes included:

- A completed strategic plan with an online-based strategic plan monitoring system;
- A performance management system;
- A performance based budget system;
- Prioritized and Ranked Action plan for all of next year's activities;
- Institutionalized Integrated planning;
- CMI's Financial Recovery Plan on track-Financial health improved; and
- Improved financial management and best practices.

It was also noted that CMI continues to share best practices with the RMI public and private sectors in planning and financial management as it has done in the past with energy and maintenance management. The chair of JEMFAC, Mr. Nik Pula, commended the CMI very highly for their exemplary approach to capacity-building, integrated planning and performance management and performance-based budgeting.

### ***Faculty initiatives and awards***

In late September, the Department of Business Studies formally announced the return of its business degree program called the Associate of Arts (A.A.) Degree in Business. The A.A. Degree in Business program currently offers two business specialization areas in (1) Management and (2) Accounting.

In the science area, CMI was awarded the “Partnership for Advanced Marine and Environmental Science Training for Pacific Islanders” for the next three years. Between summer 2016 and summer 2018 CMI is once again a sub-awardee of the University of Hawaii (UH), Manoa, for this important grant from the National Science Foundation supporting students in the Pacific region in their STEM (Science, Technology, Engineering and Mathematic) education with special focus on Climate Change. The grant brings approximately \$100,000 in the next three years to CMI’s Marine and Environmental Science classes as well as to flanking subjects under the broad range of Climate Change Science and Adaption. In particular, the unique atoll environment where diverse coral reef and terrestrial ecosystems coexist will provide many areas for research and study.

### ***Academic outreach Fall workshops***

The Academic Outreach Team of Faculty instructors held their first workshop for the school teachers of the Marshall Islands on October 20, 2016. Discussions focused on creating a community through classroom management, lesson plans and other strategies and experiences for enhancing classroom community-building. Over 50 educators joined the Academic Outreach Team for its inaugural training session. Similar sessions were conducted on November 12 and 24 with the same enthusiastic response from RMI school teachers who participated.

### ***The Mission review process***

The CMI mission review process began in September after approval by the Board of Regents. The mission statement was translated into Marshallese and both the English and Marshallese versions of the statement were made public via email, radio and the local newspaper. CMI also made available a feedback form for members of the public to submit feedback on the current mission until October 18. The mission review process will be completed in May 2017, just in time to inform the beginning of the second strategic planning process which will start from May 2017 to December 2018, with implementation of the second strategic plan in January 2019.

### ***Information technology***

In a college-wide move to promote paperless meetings, laptops have been installed in the CMI Board where both Board of Regents’ meetings and participatory governance meetings take place. Furthermore, the Powertools application has been purchased to organize CMI institutional

documents in a document management system which can also be accessed during college meetings.

In another development, Turnitin and iThenticate have been purchased to check for plagiarism in students' and employees' written work. Discussions are underway to integrate Turnitin with Moodle at CMI as part of institutional processes for the submission of student assignments.

### ***Collaborative partnerships***

Yamaha small engine training was provided for the first time on Majuro through a partnership between CMI, Palau Community College (PCC), the University of the South Pacific, the National Training Council and the RMI Public Works Department. Two trainers from PCC trained thirty-three trainees who graduated with a Certificate of Competence in 'Small Engine and Outboard Marine Technology'. The trainees came from both the public and private sector and from neighboring Kwajalein and Arno atolls close to Majuro. More opportunities of this type will be provided by CMI proactively addressing gaps in training and anticipating stakeholder needs.

### ***ACCJC training at Guam Community College***

New Evaluator training was conducted on October 19, 2016, by ACCJC staff Dr. Barbara Beno, Mr. Jack Pond and Dr. Stephanie Droker. The CMI team members at the training were: Dr. Theresa Koroivulaono, Dr. Melinda Nish, Dr. Elizabeth Switaj, Ruth Abbott, Cheryl Vila, Vasemaca Savu, Rachel Salomon, and Agnes Kotoisuva. All eight CMI team members participated in this training which reviewed the ACCJC standards and eligibility requirements, the use of evidence and the guide to evaluating institutions. Additionally, the roles of the team chair and team members were discussed in detail. Case studies and group activities which included creating a mock team report were part of the training. This training serves as a pre-requisite to serving on a team. For the first time, CMI is encouraging and supporting both faculty and administrators to join evaluation teams so that accreditation knowledge and experience is institutionalized meaningfully and sustainably.

## **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 celebrates its 24<sup>th</sup> anniversary, March 2017. 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

On target with the COM-FSM planning cycle to review mission, vision, and strategic goals, at least every five years, COM-FSM held a [Visioning Summit](#) August 2-3, 2016, at the National Campus with over 190 internal and external stakeholders having participated. The agenda included:

**Case Study and Workshop:** *Kawan Islands Community College: Using Data to Develop Action Plans and Strategies for an AANAPISI Grant to Improve Student Success.*

Outcomes:

- Having team members create a 50-word story describing how their work contributes to Student Success at KICC;
  - Sharing those stories with team members;
  - Compiling/transcribing those stories into a folder for each team;
- Analyzing and interpreting comparative institutional data in the context of a college's mission and its published definition of Student Success, with special focus on graduation/transfer out rates at 150% of normal time;
- Developing action plans and strategies—along with Student Success targets—that will be the basis for the Project Design and Work Plan of an AANAPISI grant application;
- Communicating results of the activity to the larger group; and
- Compiling a portfolio of the action plans and strategies.

### Core Values:

Outcomes:

- Assess the [COM-FSM Core Values](#) and discuss if they are:
  - Representative of beliefs that would influence employee and student behavior;
  - Representative of the essence or “heart” of the college;
  - Principles that best guide behavior over time; and
- Are there important gaps in those beliefs or principles that require consideration for revision?

### Mission Evaluation:

Outcomes:

- Review required components of the mission statement and discuss how well the mission aligns with, and meets those, criteria.
- Discuss the relevancy of our mission against our intended markets and the range of essential services necessary to adequately serve those markets.

<ul style="list-style-type: none"> <li>• How do we know we are succeeding? <ul style="list-style-type: none"> <li>◦ Review the <a href="#">mission fulfillment indicators</a> and evaluate whether we deliver on our promise.</li> <li>◦ Discuss the mission fulfillment measures of success and determine if those are the best measures of mission delivery, and/or if alternative measures should instead be considered.</li> </ul> </li> </ul>
<p><b>Institution-set Standards (ISS): “caught trying”</b></p> <p>Outcomes: Participants will:</p> <ul style="list-style-type: none"> <li>• Review ACCJC Commission Recommendation 1 (<a href="#">ACCJC Action Letter</a>);</li> <li>• Be able to define the term Institution-Set Standards (ISS);</li> <li>• Be able to describe how ISS are used;</li> <li>• Review <a href="#">current ISS</a>;</li> <li>• Discuss more vigorous ISS and stretch targets, and commit to “trying” for their achievement; and understand trying to improve and failing is okay, but failing to try is not okay.</li> </ul>
<p><b>Strategic Planning:</b></p> <p>Outcomes: In preparation for the development of Strategic Plan 2018-2023, participants will:</p> <ul style="list-style-type: none"> <li>• Review the current <a href="#">Strategic Plan</a> and strategic directions;</li> <li>• Briefly review the Quality Focus Essay (QFE);</li> <li>• Be able to describe the use of the Strategic Plan, and;</li> <li>• Identify components of Strategic Plan still relevant to us as a community and a college; and identify and prioritize five potential strategic directions for 2018-2023.</li> </ul>

The summit was repeated in the three other states of [Yap](#), [Chuuk](#), and Kosrae during August-September 2016. Results were reviewed by a 10-member *Strategic Planning Working Group* (SPWG) during an October 3-5, 2016, retreat. Recommendations from the SPWG will be presented to the college Cabinet and Executive Committee (EC) during spring 2017, and from there, final recommendations will be made to the Board of Regents during both their March and May/June 2017 quarterly meetings.

Additionally:

- May 2016, COM-FSM completed a [Strategic Plan Evaluation Report](#).
- September 2016, COM-FSM completed an evaluation of its Integrated Educational Master Plan (IEMP), [IEMP Evaluation Report](#).
- A new position under Institutional Effectiveness & Quality Assurance, the Dean of Assessment, was filled by Dr. Richard Andrews, who was recruited from among the faculty.
- Chuuk State Legislature passed Chuuk State Law No. 13-16-09 authorizing \$3 million USD from Chuuk State’s compact prior year un-allocated fund for the purpose of funding Chuuk State’s contribution to the construction of the COM-FSM Chuuk Campus permanent site access roads, “and for other purposes.” October 6, 2016, Chuuk State Governor, Johnson Elimo, enacted the law.

## Highlights and Initiatives

October 2016, Vice President for Instructional Affairs, Karen Simion, and Instructor, Dr. Denise Oen, presented at the 2016 Minority Serving Institution Convening in Dallas, Texas. “Isn’t It

Jubilant?: Field experiences as a means of building background knowledge and a community of support for English Language Learners in our Community Colleges."

The Resident Instruction for the Insular Areas (RIIA) staff and interns held a science fair July 5 – 7, 2016, for high school students to promote awareness in the STEM fields. Daniel Lin, Program manager for the Pacific Storytellers Cooperative at PREL, conducted a weeklong seminar on storytelling in conjunction with the UNESCO designation of Pohnpei's *Nan Madol* as a World Heritage Site. The students' stories were published on the UNESCO website, *National Geographic* Blog, *Kaselehlie Press*, and on Facebook.

College of Micronesia-FSM hosted students on study tours from Reitaku, Ritsumeikan, and Sophia University in Japan. To complete the exchange program, the college has sent COM-FSM students to the three partner universities and Tokyo Metropolitan Government University.

Yap Campus opened the "Student Writing Express Epicenter" and began hosting the Novel Writing Month which is a worldwide, online, social media meet up that happens each year in November. Professional writers and other published authors guide and encourage novice writers to reach the goal of writing an original, 50,000-word manuscript in a month.

COM-FSM participated in the voluntary National Community College Benchmark Project ([NCCBP](#)) again for 2016. COM-FSM ranked among the top performing institutions in five categories: Fall-fall Persistence Rate (95<sup>th</sup> Percentile), Next-term Persistence Rate (95<sup>th</sup> Percentile), Community College Survey of Student Engagement (CCSSE) Support for Learners Benchmark Mean (99<sup>th</sup> Percentile), CCSSE Active & Collaborative Learning Benchmark Means (99<sup>th</sup> Percentile), and CCSSE Student Effort Benchmark Means (99<sup>th</sup> Percentile). However, CCSSE scores for student-faculty interaction dropped below the benchmark this year. In a commitment to improve the student-faculty interaction, Chuuk Campus, whose scores have been lower than the other campuses, began holding a monthly campus clean-up and barbeque to promote student-faculty interaction outside the classroom.

## **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**

This fall, 2428 students enrolled at Guam Community College, which is a marginal increase compared to fall 2015 enrollment (2410 students). Forty-one percent of the current population are 20 years of age or younger. As expected based on the island's demographics, most of the College's students identify as Chamorro or Filipino. Since 2010, more GCC students are taking more credits per semester. Further, more GCC students are earning all attempted credits.

Since 2006, fewer students have enrolled as undeclared (812 in 2006 to 394 in 2016). The ratio of students who declare as Associate of Science to Associate of Arts is three to one. The top four career pathways under Associate of Science are: Finance; Business and Marketing; Law, Public Safety, Corrections and Security; and, Human Services. Education remains the most popular Associate of Arts program. Most students who enroll into certificate programs seek careers in Health Science.

GCC's transformation efforts include transforming the look of the college with a new logo, in conjunction with the celebration of GCC's 40<sup>th</sup> anniversary in 2017. Starting in November 2014, the GCC Office of Communications and Promotions spearheaded the development of the new logo as a fully inclusive process. The OCP formed a Logo Group consisting of faculty, staff, administrators and students. A survey was developed, asking students what they perceived as the College's strengths. Over the next 18 months, the Logo Group (including Angela Cabrera, GCC Graphic Artist (and Visual Communications graduate)) then developed the logo based on those survey responses. The final product is a new logo system that includes a main GCC parent logo, and sub-logos for each of GCC's programs. Presentation of the new logo system started in April 2016 to the GCC Board of Trustees; to COPSA student government officers in May; in August at Convocation; and in November 2016, the new logo and projected 2017 anniversary events were presented to the Foundation Board of Governors. Response to the new logo system has been exciting and positive. Launch of the new logo on campus is scheduled for February 15, 2017.

The Guam Community College Fall Assembly consisted of presentations on fall statistics, a condensed presentation on the Student Journey, Active Shooter Training, and a workshop regarding 100% student-centered success. As the highlight of the Assembly, the student success workshop involved participation of all faculty, staff and administrators, approximately two

hundred fifty four (254) in total. All employees were evenly divided into 18 sub-groups that consisted of approximately 15 individuals. A facilitator, data collector and recorder were assigned to each sub-group that was tasked to answer four specific questions: (1) When you think of Student Centered Success what key words/phrases come to mind? (2) What successes do you feel you have already accomplished at this point? (3) What barriers exist that you need to address for realizing the full promise of 100% student success? (4) Identify 3 strategies that can further promote and strengthen student centered success in the following areas: faculty, staff and administration. The office of Assessment, Institutional Effectiveness and Research collected all responses and analyzed the data to categorize thematic responses to each question. The analysis will be used to develop the agenda for the Spring College Assembly in 2017 in order to continue the campus conversation on 100% student success.

The Accreditation Standards Committees (ASCs) continue weekly meetings until the end of fall semester to draft the Institutional Self Evaluation Report (ISER). The ISER is divided into four components (Standards I, II, III and IV), which are individually assigned to one ASC. Each ASC is comprised of faculty, staff and administrators from various departments, representing a breadth of institutional knowledge and perspective. The weekly meetings are working sessions wherein committee members collaborate and revise their assigned sections, which are typically projected on screen. The team advisor reviews, provides suggestions, and molds the revised drafts into a cohesive document. The revised ISER component-reports are due at the end of fall semester. The office of Assessment, Institutional Effectiveness and Research is focused on merging the four reports from the ASCs into a comprehensive ISER report.

This past academic year, a total of ten (10) pilot distance education courses were offered, four (4) classes offered through DE this past fall semester and six (6) classes offered through DE this past spring 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 designed for Guam students only.

The Office of Assessment, Institutional Effectiveness and Research administered the IDEA Student Ratings of Instruction survey this fall. The survey asks specific questions related to teaching methods and student learning objectives, which together provide meaningful feedback to faculty and administrators to help improve student learning. The results of the fall IDEA survey will be received in the spring of 2017.

### **Highlights and Initiatives**

The Guam Community College continues its path toward transformation, led by locally-based diversity consultants Dr. Sam Betances and Dr. Laura Souder. Forty-two staff and administrators (Cohort 1) completed the Transformation Leadership Academy (TLA) last summer, and Cohort

2 is currently participating in the academy. The purpose of TLA is to resolve specific barriers of student success encountered throughout the student journey. The end result of transformation is 100% student success.

The Office of Accommodative Services (OAS) conducted its Second Transformational Leadership Dialogue group discussion on the transition of persons with disabilities in the workforce and college. Further, OAS presented on this topic at the Statewide Independent Living Council of Guam Conference, which they co-sponsored.

GCC participated in the 2<sup>nd</sup> annual College Fair, held by the Guam Department of Education, to provide information to high school graduating seniors. The Center for Student Involvement conducted orientation sessions for all postsecondary students new to GCC, highlighting various resources available to them as students. The COMPASS placement test was replaced with ACCUPLACER, after a transition process was put in place, based on a year-long discussion of concerned campus constituents.

The Accounting program was awarded \$137k to acquire laptops and desktops, classroom furniture, multimedia projectors and program software through CTE funding. A second Visual Communications secondary program was also established at Tiyan High School; Pulitzer Prize winner Manny Crisostomo Art + Journalism Photo Exhibit was featured during the program launch.

Allied Health Department faculty attended training to assist students with utilizing and incorporating Assessment Technologies Institute's NCLEX test programs. This will hopefully improve the pass rates of GCC's Practical Nursing graduates.

The first adjunct Pedagogy Training was conducted this fall to teach instructors their facilitative role and demonstrate active participation and student-centered instruction. Instructional materials and theoretical models were built to engage instructors.

## **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, 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, as well as a summer session. Enrollment for the Fall 2016 semester was 587.

### **Accreditation Updates**

Palau Community College (PCC) has been a member institution of Accrediting Commission for Community and Junior Colleges – Western Association of Schools and Colleges (ACCJC-WASC) since 1977. On July 8, 2016, Palau Community College received a letter from ACCJC President, Dr. Barbara Beno informing the college of the Commission's decision on the college accreditation status. After the Commission's consideration of all the written and oral reports made on behalf of Palau Community College, the Commission acted to reaffirm PCC's accreditation for eighteen months and required the college to submit a Follow-Up Report by October 15, 2017.

Palau Community College received five commendations from the Commission, three recommendations to meet the ACCJC Standards, and eight recommendations to improve institutional effectiveness. The college Follow-Up Report in October 2017 will demonstrate how the college has resolved all deficiencies and meets accreditation standards.

Upon receiving the Commission's letter on July 8, 2016, the college President, Dr. Patrick U. Tellei informed members of the institution through the Executive Committee meeting in July 2016; letter to the college Board of Trustees members and Board's meeting; college newsletter; August 2016 college general assembly; Republic of Palau President, Tommy E. Remengesau, Jr.; members of the Palau National Congress; and the Palau community through public media, such as newspapers and radio talk shows. PCC's accreditation status information is also available on the college website at [www.palau.edu](http://www.palau.edu).

Palau Community College has organized itself in preparation and writing of the college Follow-Up Report that will be submitted to ACCJC on October 15, 2017. The college Accreditation Steering Committee's initial meeting for the Follow-Up Report took place on October 13, 2016. The first draft of the Follow-Up Report will be submitted to the college President on December 31, 2016.

Palau Community College Accreditation office continues to conduct trainings and workshops with college administrators, faculty, and staff to ensure that every programs and service areas of the college are in compliance with accreditation standards, eligibility requirements, ACCJC policies and regulations, as well as US Department of Education policies and regulations.

## General Highlights

- College of Micronesia (COM) Land Grant Board of Regents met on the Palau Community College campus on June 6, 2016. Members convened to discuss and review Land Grant program directives. The program serves the people of the Federated States of Micronesia (FSM), the Republic of the Marshall Islands (RMI), and the Republic of Palau. The COM Land Grant supports three main programs such as extension, research, and residential instruction/education. Each college conducts studies that focus on agriculture, aquaculture, environment, food, and human sciences that are beneficial to the people of Micronesian region. The results of these researches are shared with the community through meetings and presentations in order to promote self-reliance in terms of food production and security.
- Caribbean and Pacific Consortium (CariPac) Summer Internship Program began the second week of June 2016 on the campus of Palau Community College (PCC). The students spent half of the summer learning about the PCC Agriculture Science Program as well as the studies & researches being conducted by the PCC Cooperative Research & Extension (CRE) Department. The participating students represented higher education institutions in the Northern Mariana Islands, American Samoa, U.S. Virgin Islands, the Federated States of Micronesia, Republic of the Marshall Islands, and Palau. CariPac supports the researches and education opportunities that help address local food, agricultural, and environmental needs; local economic growth; and the preparation of students in reaching their own personal career goals, especially in the field of agricultural science. On June 24, 2016, students held their presentations on agricultural and food sciences activities that were learned and experienced in Palau.
- The 2016 World Humanitarian Summit Student Simulation for Palau was held at the Assembly Hall of Palau Community College (PCC). A total of twenty (20) students participated in the simulation that focused on discussing risks & crises management in regards to natural disasters and climate change. This was also an opportunity for the students to develop their leadership skills and learn about the need for humanitarian aid worldwide. On first day of the summit, the students were introduced to their instructors from the Climate Adaptation, Disaster Risk Reduction, and Education (CADRE) Program under the International Organization for Migration (IOM). Over the course of nine (9) days, the students learned about natural disasters that could drastically affect Micronesia. This included earthquakes, tsunamis, droughts, and typhoons. Also included in the discussions were the impacts of climate change on the natural environments of the region. The students learned about how to properly respond to natural disasters in order to reduce the number of casualties and injuries. They studied the strategies outlined in the Sendai

Framework for Disaster Risk Reduction (2015-2030). The international treaty focuses on reducing global mortality in relation to natural disasters by understanding the disaster risk, strengthening disaster risk governance in order to manage it, investing in disaster risk reduction resilience, and enhancing disaster preparedness for effective response. On the last day of the summit, a round-table discussion provided an opportunity for the participating students to share the information that they learned about preparing for natural disasters and responding to the effects of climate change. Students also shared their suggestions on how to respond to the effects of climate change and risk disaster preparedness

- On July 13 – 15, 2016 Palau Community College (PCC) conducted workshops for graduating high school seniors that focused on the significance of the STEM (Science, Technology, Engineering, and Mathematics) Disciplines. The workshop aimed to increase the students' awareness and interest regarding the following degree programs offered at the college: the Information Technology Program, the Environmental/Marine Science Program, and the Traditional Non-Instrumental Navigation Program. Presentations by college instructors & hands-on activities were designed to provide the students with an understanding of the adaptation of scientific, technological, and traditional knowledge on a local community level. It was also an opportunity for the college to increase its student enrollment in these specific programs. Students participated in a technology class about digital graphic use which focused mainly on the various applications of the Adobe Photoshop Photo-Editing Software. Students also learned about environmental issues that have impacted Palau, such as global warming and coral bleaching and participated in a field day excursion that introduced the students to scientific research methods used in assessing Palau's marine environment. The PCC STEM Workshops were made possible due to the generous support of the National Science Foundation, Advanced Technological Educational (NSF-ATE) Project entitled: "Partnership for Advanced Marine and Environmental Science Training for Pacific Islanders." The NSF-ATE Project is designed to enhance marine and environmental science education at the five (5) minority-serving community colleges of the Pacific islands: American Samoa Community College, the College of Micronesia - FSM, the College of the Marshall Islands, Northern Marianas College, and Palau Community College. The project is a National Science Foundation Program that works to increase the amount of underrepresented minority students graduating with four-year degrees in STEM disciplines.
- On Wednesday, August 03, 2016 an orientation session for Fall 2016 for the new students attending Palau Community College was held at the PCC Cafeteria. The New Student Orientation was an opportunity for the students to learn about student services and programs available at the college. It was also an opportunity for the college to assist the new students with the registration process. The orientation began with welcoming

remarks from PCC President Dr. Patrick U. Tellei. President Tellei thank the students for choosing PCC as the next step in their academic paths. He encouraged the students to prioritize their studies by finding a balance between their obligations and free-time. In addition, he extends his hand to any student who needed assistance. He reminded the new students that his door is always open. Dean of Students Sherman Daniel followed with an introduction to the student learning services available at the college. This included the Tan Siu Lin PCC Library and the Learning Resource Center (LRC). PCC Vice President of Cooperative Research & Extension (CRE) Thomas Taro followed with an introduction the agricultural science program. He highlighted the educational opportunities and career benefits of students who completed their studies in the field of agricultural science. In addition, Vice President Taro also introduced students the various projects that are being conducted by the PCC Cooperative Research & Extension Department such as food technology classes and aquaculture. Following the presentations, the new students were led on a tour of the campus by members of the Associated Students of Palau Community College (ASPCC). After the campus tour, they met with the academic advisors from the Student Life Office to begin their class schedule planning process. The students also participated in a workshop conducted by the PCC Admissions & Financial Aid Office that explained the financial aid application process.

- On Thursday, August 11, 2016 Palau Community College (PCC) held a convocation in preparation for the new school year. The meeting featured presentations about the history of the college, the learning services & programs it currently offers, and the educational goals that it aims to meet in order to maintain the quality of learning it provides to the students of Palau as well as Micronesia. All college personnel were required to attend the meeting. Held every year, the PCC Convocation is an opportunity for the college administration, faculty, and staff to address issues before the beginning of the new school year. It also provides the college personnel with important information regarding the services, accreditation status, and programs that are being offered to the community. The meeting opened with a prayer followed by the welcoming remarks of the Classified Staff Organization (CSO) President Ms. Adachi where she encouraged teamwork among the college personnel with the aim of providing quality service to the students. President Tellei gave a brief history since the beginning of the college as a vocational training institution and the changes that made it into Palau's only institution of higher learning. His presentation included an overview of the college departments, services, personnel data, and financial status. PCC Accreditation Liaison Officer (ALO) shared some updates about the current accreditation status of the college. She focused on the evaluation report that was compiled by the accreditation team that visited this year. The report highlighted the positive aspects of the college and offered comments/recommendations that will help the institution meet the accreditation standards in order to achieve quality improvements. PCC Institutional Research Analyst followed with an overview of the Institutional-Set

Standards for Student Achievement (ISSA) and supporting data, such as enrollment & graduation trend analyses, etc.

- This past summer, two (2) faculty members from Palau Community College (PCC) conducted training sessions at the Republic of the Marshall Islands (RMI). The two-week program was coordinated by the College of the Marshall Islands (CMI) and funded by the RMI National Training Council (NTC). The program was held at the RMI Ministry of Public Works. A total of twenty-two (22) participants from the following departments and offices of the Marshall Islands received Certificates of Competence after completing the program: CMI, NTC, Public Works, Tobolar, Marshall Islands Marine Resources Authority, Robert Reimers Enterprises, Kwajalein Range Services, and the Kwajalein Atoll Local Government. The RMI Yamaha Basic Training covered three (3) categories: mechanical system, fuel system, and electrical system. Participants were taught the basics of Yamaha motor care, such as trouble-shooting and general maintenance. The training was an opportunity for the people of the Marshall Islands to develop their employment skills, especially in the field of small outboard motor engines which are used on a regular basis. CMI plans to integrate the short-term training into its vocational program. The training will provide technical skills, logistics, and management training. It is also aiming to develop a number of the training's graduates into local instructors. The training was conducted by PCC Instructor Assistants Marvin Yarofaisug and Santini B. Thomas who are teaching Small Engine & Outboard Marine Technology Program at the college. Last year, both instructors participated in a Yamaha Motors Training that was hosted in Japan.
- On Wednesday, September 21, 2016 an induction & swearing-in ceremony for the new Student Trustee & Officers/Senators of the Associated Students of Palau Community College (ASPCC) was held at the Assembly Hall of Palau Community College (PCC). Attending the ceremony were the college staff, faculty, and students as well as family members & friends of the student leaders. The ceremony began with welcoming remarks from Vice President of Administration & Finance, Jay Olegeriil. Vice President Olegeriil welcomed the new Student Trustee & ASPCC Officers/Senators to the college leadership team. He emphasized on the significance of their roles as student leaders, especially in promoting the welfare of the student body. He expressed the willingness of the college to work with ASPCC in support student activities. Follow the V.P of Administration and Finance was the Oaths of Offices for the Student Trustee and ASPCC Officers/Senators. The Oath of Office for the ASPCC Officers was administered by Vice President Olegeriil and PCC Board of Trustees Chairman Masa-Aki N. Emesiochl led the new Student Trustee with her Oath of Office. ASPCC President Julianne P. Brechtefeld was given the honor of speaking on behalf of the student body leadership. She recognized the diversity of the student population. To her fellow student leaders, ASPCC President Brechtefeld encouraged unity through a willingness to represent and support the needs of every student at the college.



- On Monday, October 03, 2016 the opening ceremony for the 8<sup>th</sup> European Film Festival took place at Palau Community College Assembly Hall. Attending the ceremony were Ambassadors from the European Union (EU) and the members of the Palau diplomatic corps. Palau Community College (PCC) Board of Trustees Vice Chairman and also a Minister of State, Billy G. Kuartei and the Palau Minister of Community & Cultural Affairs Baklai Temengil-Chilton were in attendance. The Mistress of Ceremony for the evening was Ninth Olbiil Era Kelulau (OEK) Senator, also an Honorary Consul of the Czech Republic to Palau, Sandra S. Pierantozzi. On behalf of the EU ambassadors, Senator Pierantozzi presented a donation in support of PCC Endowment Fund. She also presented a donation, courtesy of her husband (Marcello Pierantozzi, Honorary Consul of Italy to Palau) and herself, in support of the PCC Thanksgiving Endowment Fundraising Event slated for November 23, 2016. Welcoming remarks were given by Minister of Community and Cultural Affairs, Ms. Temengil-Chilton. She emphasized on the importance of cultural exchanges and understanding. Through events such as the European Film Festival, the community of Palau could learn more about countries in Europe. Minister Temengil-Chilton was followed by the host remarks from Minister Kuartei and special remarks from Ambassador of Italy Massimo Roscigno. The Czech Embassy in Manila Consul General the Honorable Veronika Hirzel also gave special remarks. Held every year, the European Film Festival features an array of movies from different countries of Europe. Seven (7) movies are featured in this year's festival: *Brothers of the Wind* (Austria), *Normal: The Desseldorf Ripper* (Czech Republic), *Les Souvenirs* (France), *Jack* (Germany), *Blancanieves* (Spain), *L'Uomo che verra* (Italy), and *Sonny Boy* (Netherlands). Since 2009, the European Film Festival has been hosted annually in Palau through the support of the European Union, specifically the Embassy of the Czech Republic in Manila. It was initiated by former Czech Republic Ambassador to Palau His Excellency Jaroslav Ludva.
  
- Palau Community College held its annual Thanksgiving Endowment Fundraising Event on November, 23, 2016. The college was able to raised over \$59,000.00 due to the support of the community members who purchased raffle tickets, donated cash, and gave pledges via telephone. Local businesses also donated prizes for the raffle drawing in support of the PCC Endowment Fundraiser. This year, the college Thanksgiving Endowment Fundraiser had a total of sixty (60) prizes and one (1) grand prize. Then grand prize was a 14' X 24' Summer House valued at \$4,500.00. Other prizes included gift certificates from various businesses. PCC would like to congratulate Palau Construction Bank on winning the grand prize as well as recognize PCB for its generous support in this year's fundraising effort. The college extends its thanks to all donors, pledgers, and ticket buyers here in Palau and abroad who supported the 2016 PCC Thanksgiving Endowment Fundraiser.