

Pacific Postsecondary Education Council (PPEC)

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

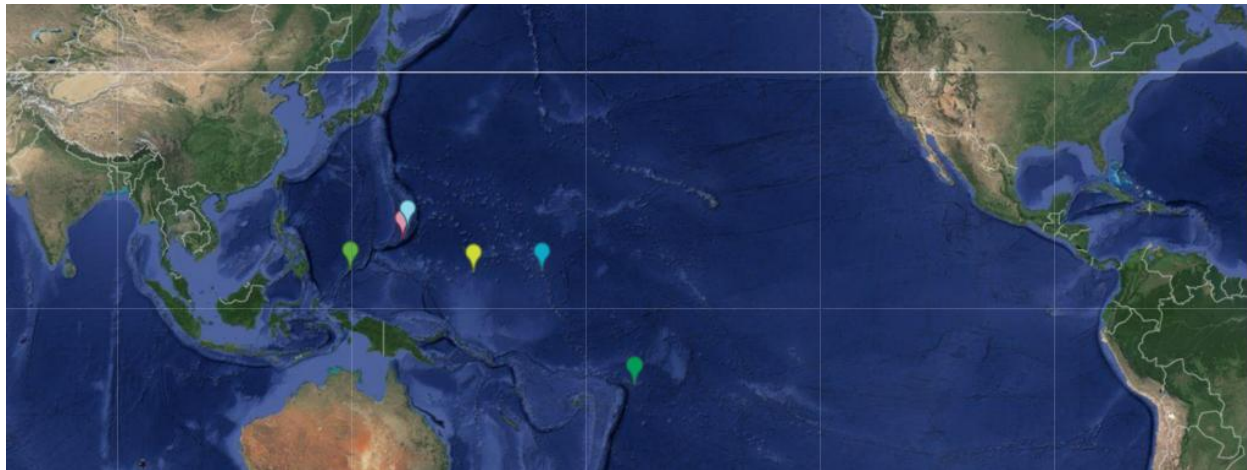
The purpose of PPEC is to:

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







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

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

At A Glance:



<https://mapsengine.google.com/map/edit?mid=zBxIzykZRzx1.kRQRuvE2OINs>

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

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	American Samoa Community College	College of Micronesia-FSM	College of the Marshall Islands	Guam Community College	Northern Marianas College	Palau Community College
Total enrollment (DRVEF2013)	1488	2446	1000	2603	1109	646
Full-time enrollment (DRVEF2013)	735	1630	673	1021	914	417
Part-time enrollment (DRVEF2013)	753	816	327	1582	195	229
Full-time equivalent fall enrollment (DRVEF2013)	1039	1904	783	1552	993	494
Undergraduate enrollment (DRVEF2013)	1488	2446	1000	2603	1109	646
First-time degree/certificate-seeking undergraduate enrollment (DRVEF2013)	438	481	260	200	284	216
Full-time undergraduate enrollment (DRVEF2013)	735	1630	673	1021	914	417
Full-time first-time degree/certificate-seeking undergraduate enrollment (DRVEF2013)	264	338	235	97	256	182
Full-time continuing degree/certificate-seeking undergraduate enrollment (DRVEF2013)	471	1292	436	819	636	231
Full-time nondegree/certificate-seeking undergraduate enrollment (DRVEF2013)	0	0	0	80	18	2
Part-time undergraduate enrollment (DRVEF2013)	753	816	327	1582	195	229
Part-time first-time degree/certificate-seeking undergraduate enrollment (DRVEF2013)	174	143	25	103	28	34
Part-time continuing degree/certificate-seeking undergraduate enrollment (DRVEF2013)	577	673	289	1092	137	185
Part-time nondegree/certificate-seeking undergraduate enrollment (DRVEF2013)	1	0	12	361	28	7

	240736	243638	376695	240745	240790	243647
	American Samoa Community College	College of Micronesia-FSM	College of the Marshall Islands	Guam Community College	Northern Marianas College	Palau Community College
Percent of total enrollment that are American Indian or Alaska Native (DRVEF2013)	0	0	1	0	0	0
Percent of total enrollment that are Asian (DRVEF2013)	1	0	1	39	29	1
Percent of total enrollment that are Black or African American (DRVEF2013)	0	0	0	1	0	0
Percent of total enrollment that are Hispanic/Latino (DRVEF2013)	0	0	0	0	0	0
Percent of total enrollment that are Native Hawaiian or Other Pacific Islander (DRVEF2013)	92	100	98	55	51	99
Percent of total enrollment that are White (DRVEF2013)	0	0	0	2	1	0
Percent of total enrollment that are two or more races (DRVEF2013)	0	0	0	0	6	0
Percent of total enrollment that are Race/ethnicity unknown (DRVEF2013)	0	0	0	1	4	0
Percent of total enrollment that are Nonresident Alien (DRVEF2013)	7	0	0	1	8	0
Percent of total enrollment that are Asian/Native Hawaiian/Pacific Islander (DRVEF2013)	93	100	99	94	79	100
Percent of total enrollment that are women (DRVEF2013)	61	52	49	56	61	53
Full-time, first-time, degree/certificate seeking undergraduates (GRS Cohort) as percent of all undergraduates (DRVEF2013)	18	14	24	4	23	28
Percent of undergraduate enrollment under 18 (DRVEF2013)	0	1	1	1	5	0
Percent of undergraduate enrollment 18-24 (DRVEF2013)	82	83	76	68	75	74
Percent of undergraduate enrollment, 25-64 (DRVEF2013)	17	16	23	30	20	26
Percent of undergraduate enrollment over 65 (DRVEF2013)	0	0	0	0	0	0

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	American Samoa Community College	College of Micronesia-FSM	College of the Marshall Islands	Guam Community College	Northern Marianas College	Palau Community College
Associate's degree (DRVC2013)	235	293	79	137	133	99
Certificates of 1 but less than 2-years (DRVC2013)	7	83	1	79	0	0
Certificates of 2 but less than 4-years (DRVC2013)	0	7	0	0	0	0
Number of students receiving an Associate's degree (DRVC2013)	235	293	79	137	130	99
Number of students receiving a Bachelor's degree (DRVC2013)	5				29	

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	American Samoa Community College	College of Micronesia-FSM	College of the Marshall Islands	Guam Community College	Northern Marianas College	Palau Community College
Student-to-faculty ratio (EF2013D)	18	28	28	15	21	10
Grand total (EFFY2013)	2464	5082	1411	3481	1445	897
Grand total men (EFFY2013)	886	2343	715	1510	592	372
Grand total women (EFFY2013)	1578	2739	696	1971	853	525
Graduation rate, total cohort (DRVGR2013)	41	20	4	8	10	19
Graduation rate, men (DRVGR2013)	30	29	5	10	8	15
Graduation rate, women (DRVGR2013)	50	13	4	8	11	23

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

American Samoa Community College (ASCC)

Introduction

The American Samoa Community College serves more than 1400 students from the Territory of American Samoa and from neighboring Pacific Island nations. The College offers a variety of programs, including 19 Certificate of Proficiency areas, 17 Associate of Science Degrees, nine Associate of Arts Degrees and one Baccalaureate Degree, the Bachelor of Education. ASCC is located on the island of Tutuila, approximately 2300 miles south of Hawaii.

General Accreditation Update

The ASCC community completed the institution-wide Self Evaluation/Self Study of Institutional Effectiveness, in preparation for the ACCJC Comprehensive Visit in the Fall of 2014. ASCC was required by ACCJC to write to the new 2014 Standards, becoming the first institution to use the new Standards.

The Comprehensive Visit was held from September 30 to October 2 and ASCC has just received the draft team report for review and correction of errors of fact and errors of omission of fact.

Enrollment in ASCC's B.Ed. Program continues to grow and is supported by a formal MOU with and funding from the American Samoa Department of Education.

ASCC has supplemented Title IV Financial Aid funding for B.Ed. students at the 300 and 400 level. ACCJC's proposal to expand its scope to include community colleges offering limited Baccalaureate Degrees has been approved by USED, opening the way for ASCC to apply for Title IV funds for students, retroactive to the 2013-2014 academic year.

Highlights and Initiatives

ASCC broke ground on December 16 for a 4.6 million dollar Multi-Purpose Center, which will house Student Services, including counseling and tutoring, and provide an auditorium for college and community events. Construction began in January of 2014 and is on schedule for completion by the Spring of 2015.

The Trades and Technology Division, in cooperation with ASCC's Adult Education Literacy and Extended Learning Program, has implemented a Workforce Training/Apprenticeship Program. Approximately 80 individuals completed the program within the last six months and another session is scheduled to begin in January of 2015. The program continues to have support from other agencies of the American Samoa Government and local businesses.

ASCC continues to support professional development activities, including sending participants to the WASC Core Competencies workshops. The Board of Higher Education members continue to participate in professional development activities.

ASCC has formalized Articulation Agreements with colleges and universities in Hawaii, including the University of Hawaii-Manoa, Chaminade University, BYU-Hawaii, Hawaii Pacific University, and the University of Hawaii-Hilo. These agreements expand the range of transfer opportunities for ASCC graduates.

Program Review and Institutional Planning are on-going activities, coordinated with the annual budget process. In 2012-2013, all academic and administrative divisions developed division outcomes, based on the division mission and goals set previously, and in alignment with the Institutional Strategic Plan. The 2013-2014 Program Review cycle is coordinated with the current review and extension of the 2009-2014 Institutional Strategic Plan. Academic and institutional review and planning is also linked closely to the accreditation requirements for institutional program review, assessment of student learning outcomes, and compliance with WASC standards. The Institutional Strategic Plan 2015-2020 has been approved by the Board of Higher Education and is being implemented by the College.

College of the Marshall Islands (CMI)

I. Introduction

The 1080 students in Fall 2014 enrollment consisted of 783 full time and 297 part time students. According to the collected data, 615 are in the developmental level and 465 are in credit level. The total credit hours taken by students for developmental courses was 5394 and 6706 for credit level courses. For total credit hours, 10,234 was from full-time students and 1866 was from part-time students. Out of the 980 students, 346 are new students.

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

The College of the Marshall Islands already received a determination letter from both DOI and the Ministry of Finance concerning the prior year questioned costs. The questioned costs from FY2009 to FY2012 audit reports have been resolved. It is expected that these matters will be resolved satisfactorily in the coming months.

The issue with the auditor concerning the Friends of the College was resolved in the most recent audit (FY2013). The funds under the CMI Foundations have been transferred back to the Endowment Fund.

CMI has completed the total installation of a new School Information System. The new SIS has been used starting Fall of 2013 with ongoing improvements on the system. The new SIS is a tremendous improvement over the old system. The funding for this project came from a grant from the Department of the Interior.

CMI has also been in the process of implementing new software for managing assessment needs of both academic and administrative units, as well as a facilities maintenance software.

IV. Update of Ongoing CMI Initiatives

CMI has entered into an articulation agreement with the University of the South Pacific on a 3 + 1 program for Teacher Education which started in January 2014.

The pilot project which was initiated by University of Maine – Fort Kent and CMI involving 14 RMI students in the BSN program that combines classroom instruction and distance education is continuing with funding sourced from the RMI Government's internal funding mechanism. The first cohort of the nursing students had been successful and the program has continued with a second cohort of BSN students starting over the summer.

In addition:

- One of 14 schools participating in the Degree Qualifications Profile Lumina Grant – helps higher education answer the question of what is the value of an A.S. degree
- Recipient of many grants for marine conservation for local communities
- Recipient of several grants to support tutoring and internships in STEM areas
- For the third consecutive year, training of high school teachers in English and math preparation
- Working closely with the high schools for Teacher and Health Academies
- Substantive Change approved for the Creation of a Public Health Certificate program
- 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
- The Language Commission has been transferred to the College by the government so as to help with continued development of the Marshallese Studies programs, teacher education and development of publications in Marshallese
- 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
- Climate change for teachers
- Carpentry
- Maritime Academy providing training for observers and crew members.
- Accounting Clerkship
- Special Education
- Teaching Certificate
- Innovative teaching practices
 - Learning Communities
 - Distance Education for Ebeye was initiated in January 2014. 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 Fund stood at about \$65,652 in June of 2014 prior to the transfer of funds from the CMI Foundation back to the Endowment Fund, it is now about \$1,068,547.20 as of October 31, 2013 and the government has committed \$150,000 in the FY2015 appropriation bill passed by Nitijela this year to help support the College's Endowment Fund.
 - 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 begun developing a team-based evaluation system to move away from individual assessment which have 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.

- HR has begun its annual program review in October, the review is due to the IPC in June, 2015

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.

In 2013, COM-FSM celebrated its 20th anniversary. 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, culture, and needs. College of Micronesia-FSM (COM-FSM) is the national institution of higher education for the FSM. COM-FSM has six total campuses across the four states of the FSM serving approximately 2,600 students. The National Campus located on Pohnpei, and the FSM Fisheries and Marine Institute located in Yap state, serves students from all four states, while four state campuses, serve residents of each respective state.

General Accreditation Updates

College-wide Fiscal and Accreditation Summit

August 6-7, 2014, COM-FSM conducted a [Fiscal and Accreditation Summit](#) at the National Campus with 168 participants from the Board of Regents, faculty, staff, and administration across the college. The summit was repeated in the form of mini-summits in each of the other three states during August-September 2014 to ensure all personnel across the college participated.

Using a fictitious college, *College of the Whimsy Isles*, as a fiscal case study, summit outcomes were:

To develop skills and abilities in the following areas:

- Analyzing and interpreting multiple sets of financial and related institutional data in the context of a college's Mission and its stated purposes;
- Using those analyses to identify issues that require action;
- Reaching consensus on the relative importance of those issues;
- Selecting an issue for action;
- Developing a one-year action plan to address that issue within the context of a defined and limited budget;
- Conducting more frequent information based discussions about what is going on with student achievement;
- Developing a common understanding of how to coordinate improvement against outcomes;
- Developing skills in costing out improvement projects;
- Expanding role of faculty in improving student engagement;
- Improving understanding of the components of enrollment management and differentiate its roles;
- Developing a shared understanding of terms (budget, enrollment as revenue, etc.) to improve discussions and planning; and
- Communicating results of the activity to the larger group.

Outcomes for the Accreditation component of the summit included:

- Demonstrate awareness new employees need to complete the *ACCJC Online Accreditation Basics Course*;
- Demonstrate awareness of the overall accreditation process for the year;
- Get to know your writing team chair(s) and teammates;
- Demonstrate awareness of the major components of the Self Evaluation Report;
- Demonstrate awareness of your general roles and responsibilities within your writing team;
- Demonstrate ability to locate ACCJC Manuals from both the ACCJC website and the COM-FSM website;
- Demonstrate application of the *Formatting and Style Sheet* rules to edit text;
- Demonstrate ability to critically reflect on Standards for an honest self-evaluation; and
- Have fun!

Summit Report

http://www.comfsm.fm/irp/Reports/Summits/Fiscal_&_Accreditation_Summit_2014_Report.pdf

College-wide Accreditation Training and Gap Analysis

To prepare for the 2016 Self Evaluation and to meet the COM-FSM strategic direction, *Evoke an image of quality*, the vice president for institutional effectiveness & quality assurance conducted a college-wide accreditation training 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.

COM-FSM completed a Standard gap analysis last academic year against the 2002 Accreditation Standards. A gap analysis against the 2014 Standards has now been completed with updated Actionable Improvement Plans (AIPs). Writing teams have completed their first rough draft for the Self Evaluation Report.

Unique Self Evaluation Approach

Rather than forming an accreditation committee as recommended in the ACCJC *Manual for Institutional Self Evaluation*, COM-FSM has voted to utilize the college's existing administrative structure and participatory governance structure to complete the *2016 Self Evaluation Report*. COM-FSM has rejected the concept accreditation is the responsibility of only the CEO, ALO, and a committee; but rather accreditation involves and is the responsibility of everyone at the college. There are writing team chairs, writing teams, and associated committees who serve as validation groups. The structure of the COM-FSM Self Evaluation process mirrors action research and involves everyone at the college. This serves to strengthen institutional knowledge, institutional best practices, and proactive accreditation compliance.

Land Grant Funded Accreditation Initiatives

October 2014 COM-FSM submitted a third proposal to College of Micronesia-Land Grant (COM-LG) for Accreditation Funding in the amount of \$95,350. Two previous proposals for a total of \$160K have been funded. The October proposal yielded a \$75 grant towards the \$95,350 proposed.

October 2012 Proposal for Accreditation Funding from COM-Land Grant

www.comfsm.fm/president/files/10_2014-New-COM-LG-Proposal.pdf

Highlights and Initiatives

John N. Gardner Institute

COM-FSM has joined the [John N. Gardner Institute](http://www.jngardnerinstitute.org) for excellence in undergraduate education. The institute assists institutions towards advancing student success, retention, and completion. COM-FSM is striving to improve our student's first year experience and pathway to degree completion. A team of four individuals participated in a training program October 2014 and are currently driving an institutional assessment that will result in an institutional action plan for improvement by the end of academic year 2014-2015. The plan will be implemented fall 2015.

High Performance Team Training

A seven-member team from COM-FSM has been accepted to attend the American Association of Community Colleges (AACC) High Performance Team Training January 18-21, 2014, in Washington DC.

Guam Community College (GCC)

Introduction

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

General Accreditation Updates

The final accreditation midterm report wraps up thirty-two months of dedicated time and positive energy by campus constituents, ranging from the students, faculty, staff, and administrators to the Board of Trustees, in addressing the actionable improvement plans (AIPs) and the four evaluation team recommendations.

The report development preparation began in fall 2012 soon after the team's departure. The report development process included monthly meetings with the ALO, the Accreditation Standard Committees (Standards 1, 2, 3, and 4), and AIER staff for the purpose of providing updates on the data collection process and disseminating accreditation related information. To strengthen the organization and coordination in developing the report, a Midterm Report Strategic Plan was created to specify action steps on the process to finalize the report, i.e. identification of the person(s) responsible for the specific action or task and the time frame the action/task must be completed. The strategic plan included due dates for report draft, comment periods for feedback on the draft, Board of Trustees (BOT) review and approval of the report, and the established date for the report submission to ACCJC.

The Office of Assessment, Institutional Effectiveness and Research (AIER), with the continued guidance of the Academic Vice President (also the college's Accreditation Liaison Officer), and the four (4) accreditation Standard Committees (as standing committees of the Faculty Senate led by faculty members) are preparing the final draft of the college's accreditation mid-term report for delivery to the Board of Trustees by mid December 2014 for review and final certification by January 2015.

The Vice President for Academic Affairs presented five (5) lessons and insights from three (3) accreditation visits to the chairpersons of all the governance bodies of the College in conclusion to the campus-wide Midterm Report draft feedback period. The AVP's inspirational message and presentation to these governance leaders related to accreditation visits included the following: the importance of thoughtful planning for a successful visit; a thoroughly-written self-study report is critical to the team's work; the importance of a current institutional data repository; the benefits of having accreditation as a core value entrenched in the life of the institution; and, improvement initiatives should be based on previous performance at the course, program, and institutional levels.

Highlights and Initiatives

The campus continues its commitment to excellence through the completion of the ACCJC online Accreditation Basics course. Faculty, staff, administrators, and the Board of Trustees have completed and submitted copies of their Certificate of Completion to the Office of Assessment, Institutional Effectiveness and Research, designated keeper of institutional accreditation evidence. To date, a total of 208 or 81% of the college constituents have completed and submitted their Accreditation Basics Certificate of Completion as detailed in the table below.

Guam Community College-ACCJC Accreditation Basics Online Course Completion Counts

Role	Completed
Administrators	37
Board of Trustees	2
Faculty	63
Staff	106
Grand Total	208

The annual convocation which officially started the 2014-2015 academic year was well attended once again by faculty, staff, administrators, and student officers from the Council on Postsecondary Student Affairs (COPSA). Themed "Back to Basics", the College governance bodies opened the evening with the introduction, presentation, and swearing-in of officers for the Faculty Senate, Staff Senate, and the COPSA followed by welcoming remarks by the Board of Trustees, the College President, the Academic Vice President, and the governance bodies.

Convocation concluded with the 9th annual assessment awards presentation where awards were given twelve assessment units in the award categories of: Best Administrative Unit Effort Award, Best Assessment Model Award, Best Instructional Program Assessment Award Postsecondary, Best Instructional Course Assessment Award Postsecondary, Best Instructional Program Assessment Award Secondary, Best Instructional Course Assessment Award Secondary, Best Student Services Effort Award, Commitment to Assessment Award, and the CCA Choice Award.

Students were hard at work and play during the fall 2014 semester. During this reporting period, several events were held throughout these months: New Student Orientation; International Coastal Cleanup; Meet the President; Theater productions at the University of Guam; COPSA General Membership Meetings; Student Officers and Advisors Induction Ceremony and Training; Building a Stronger Workforce Conference; Fall Festival; Tour of the Pacific Performances and Displays; COPSA Movie Nights; COPSA Entertainment Nights; PTK Induction Ceremony; and the preparation of the student organization annual plans and budgets.

The College published its 14th Annual Institutional Assessment Report (AIAR) which includes information on assessment compliance, curriculum compliance, the Midterm Report development progress, workforce advisory committee compliance, enrollment, completion, and other assessment and program review data. As a result of the information and recommendations contained within the 14th AIAR, the Committee on College Assessment (CCA), the Learning Outcomes Committee (LOC), the Office of Assessment, Institutional Effectiveness & Research (AIER), and the AVP joined efforts to develop an Annual Curriculum Review Cycle schedule to formalize the link between curriculum and the two-year cycle of assessment. The online Acalog curriculum approval system and the TracDat assessment management system serve as key tools to support this key institutional initiative.

The college assembly held on Friday, November 21, 2014 in the MPA included updates from the President on the four (4) goals of the 2014-2020 Institutional Strategic Master Plan (ISMP). The ISMP updates included information on the annual curriculum review cycle, Project Win-Win, the 2014 Assessment Leadership Summit, the Comprehensive Institutional Professional Development Plan, the Facilities Master Plan update, sustainability initiatives, the Participatory Governance Structure Handbook, the updates to the MyGCC portal committee sites, the Data Driven Dedicated Planning (3DP) process, the updates to the budget and assessment links in TracDat, the electronic curriculum process, the campus multimedia project, the 5-year marketing plan, articulation agreements, and internationalizing initiative updates. The assembly also included a professional development presentation by Terry Summerlin titled “Leadership Magic: Powerful Keys for Team Building” in which the ideas and lessons were reinforced with activities and reflections involving the audience in areas such as leadership, responsibility, and motivation.

Palau Community College (PCC)

General Accreditation Updates

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

In mid-year, the College Executive Committee moved to adopt the establishment of the Institutional Research and Evaluation Office (IREO). This new office is really the merger between two existing offices, the Accreditation Office and the Office of Institutional Research. The rationale for such establishment is only fitting since both offices' roles and responsibilities resulted in mutual working relationship and at the same time carry out tasks in gathering numerous data, compiling, analyzing, and interpreting for assessment, planning, decision-making and improvement purposes. The Executive Committee realized that in order to maximize resources and to improve effectiveness and efficiency, a merger of both offices into Institutional Research and Evaluation Office that is responsible for both the college accreditation and research and evaluation is essential. The college Accreditation Liaison Officer was appointed as the director of the Institutional Research and Evaluation Office. To begin the fall semester, the college through the fall 2014 general assembly, made available to all college personnel a copy of the ACCJC-WASC June 2014 adopted Eligibility Requirements and Standards to faculty, staff and administrators. The June 2014 adopted Eligibility Requirements and Standards have been the center focus of fall accreditation trainings and workshops. In August, the Accreditation Steering Committee (ASC) was appointed and organized to begin the actual required work of the Institutional Self-Evaluation Report for 2016. The four Standards Committees are led by chairs and co-chairs representing faculty, support staff and administrators. The Standards Committees are pushing forward with their members in writing for the first draft submission due to the Accreditation Steering Committee by the end of this year. Fall trainings, workshops and meetings remain focused on how the college demonstrates its compliance with the Eligibility Requirements and Standards.

In addition to the effort of assessment, evaluation, proper planning and implementation, the phase II of the TracDat will be completed by the end of this year. The completion of the phase II will allow the rest of the institution to join the academic programs and departments using TracDat to report assessments, planning and implementing of action plans, as well as closing and opening cycles of evaluations. The college continues its effort to educate faculty, staff and students of accreditation Standards, Eligibility Requirements, policies and requirements through meetings, workshops, assemblies, and the ACCJC accreditation basics online course. To date, 53% of the 198 administrators, faculty and staff have successfully completed the accreditation basics online course. It is the goal of the college to have all of its employees complete the accreditation basics online course by the end of spring 2015. In October, the college sent seven (7) administrators, faculty and staff who are members of the college Accreditation Steering Committee to attend the 2014 Strengthening Student Success in Costa Mesa, California with the Accreditation Liaison Officer. The conference provided more support to assessments, data

analysis, planning, allocation and implementation of action plans. The conference also provided an opportunity to network with other professionals in field sharing ideas, knowledge and different approaches of how to improve institutional effectiveness and strengthening student successes.

Palau Community College's Institutional Set-Standards for Student Achievement Committee continues its work reviewing students' academic data to set institutional standards. The committee is expected to submit its final recommendation to the college Board of Trustees by December 31st for review and approval. The PCC's institutional set-standards will be implemented in spring 2015.

Highlights and Initiatives

- The college Program Review for Academic and Non-Academic programs are on-going activities with specific timeline, coordinated with the annual budget process. In May 2014, the Institutional Research and Evaluation Office (IREO) issued a memorandum reminding the college management team, supervisors, and faculty of the upcoming program review submission dates. As such the program review focused on programs and service area which support department/division missions and goals and in alignment with the college 15 Year Institutional Master Plan.
- A collaborative effort between San Diego State University, College of Education-Department of Administration Rehabilitation and Postsecondary Education and Palau Community College in implementing Master of Arts (MA) in Education with a concentration in Postsecondary Education Leadership and a specialization in Public Administration is set to commence in February 2015. The program is designed to prepare individual student to serve in leadership roles in government, human resources, community colleges, technical schools, and universities in both national and international settings. Students pursuing the master's degree are prepared for effective management and leadership positions in today's societies and in various public and private organizations.
- A Vocational Training & Education for Clean Energy (VOCTEC) project administered an alternative energy training held at Palau Community College campus. PCC staff underwent train-the-trainer sessions conducted by VOTEC Regional Coordinator Gavin Pereira. During the sessions participants get to familiar with the model of "Stand-Alone Photo Voltaic (PV) System and course development used for training students. The group of trainees successfully completed a "Stand-Alone Photo Voltaic (PV) System, Design, and Installation training and were recently awarded certificates in a brief recognition ceremony. The ceremony marked the culmination of a program funded by the United States Agency for International Development (USAID) and administered by Arizona State University (ASU).
- In August 2014, the Palau Community College held its first convocation event at its Cafeteria. All college faculty and staff attended this all-day event to commemorate

accomplishment over the years. The convocation began with the historical enunciation and articulation of Palau Community College and what it stands today followed by presentations of college departments/divisions and personnel including mission statements, goals, and objectives of the departments/divisions in support of the overall institutional learning outcomes.