

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.

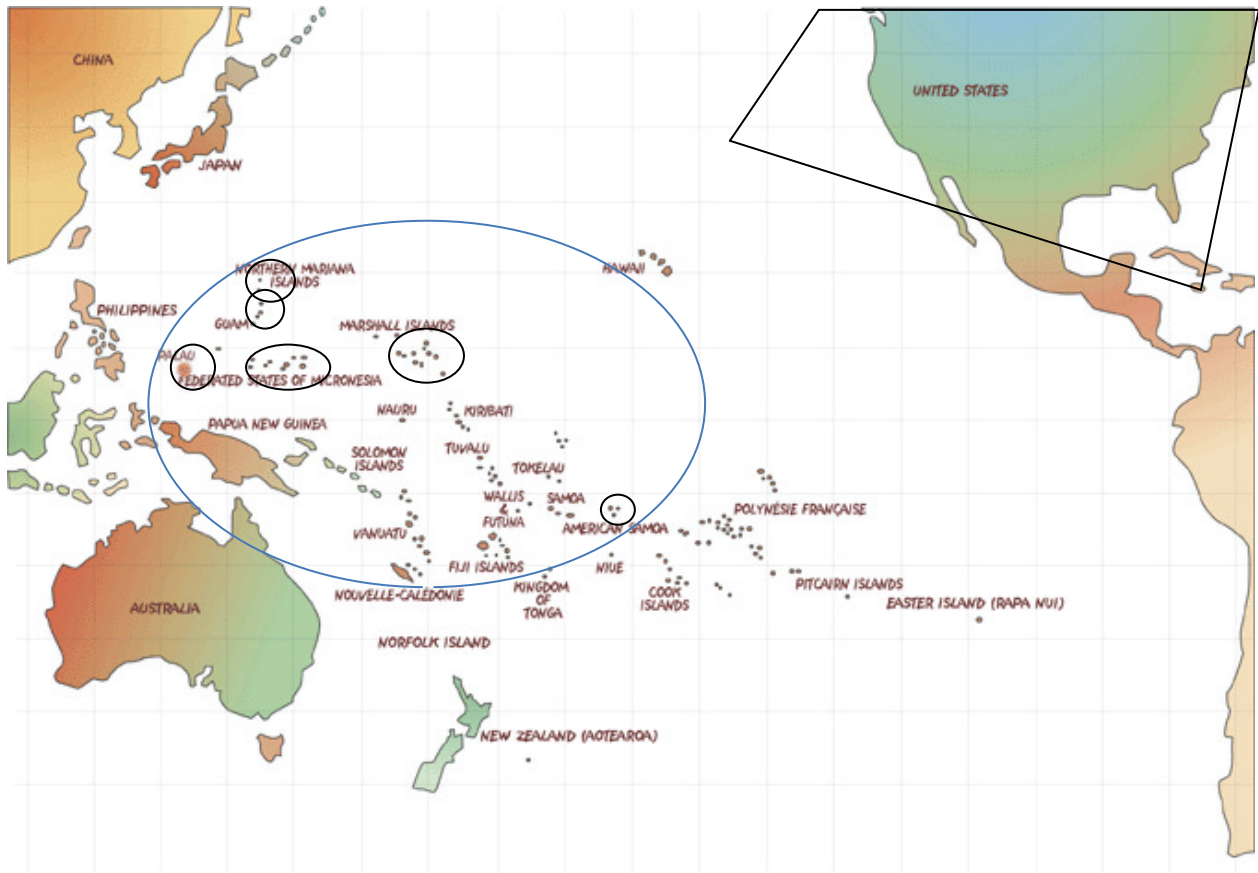
The purpose of PPEC is to:

- 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



Map: Western and South Pacific Colleges of ACCJC/WASC

Table 1: Entities Demographic and Economic Information

	American Samoa	Northern Marianas	Guam	FSM	Marshalls	Palau
Population	55,519	48,220	159,358	102,624	63,100	20,227
GDP	703,000,000	716,000,000	4,500,000,000	238,100,000	149,600,000	164,300,000
Per capita GDP	12,662	13,288	28,232	2,205	2,370	8,122
US per capita GDP	48,133	48,133	48,133	45,800	45,800	45,800
% of US per capita GDP	26.30%	27.60%	58.70%	4.80%	5.20%	17.70%

Source: Adapted from U.S. Office of Insular Affairs Website Accessed November 2013

American Samoa and Guam are US Territories and the Northern Marianas is a Commonwealth. The Federated States of Micronesia, Republic of the Marshall Islands and Republic of Palau are Freely Associated States with the US under the Compact of Free Association. The region's community colleges (American Samoa Community College, Guam Community College, Northern Marianas College, College of Micronesia – FSM, College of the Marshall Islands and Palau Community College) are accredited by the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges.

Table 2: Enrollment Fall 2011 by Race/Ethnicity

Fall 2011 Data	Enrollment	FTE enrollment	% American Indian or Alaska Native	% Asian	% Native Hawaiian or Pacific Islander	% Black or African American	% Hispanic/Latino	% White	% Race unknown	% Two or more races	% Women	% Nonresident Alien
American Samoa Community College	2091	1382	0	0	92	0	0	0	0	0	60	7
College of Micronesia-FSM	2915	2320	0	0	100	0	0	0	0	0	53	0
College of the Marshall Islands	989	877	0	1	97	0	0	2	0	0	50	0
Guam Community College	2553	1432	0	36	58	1	1	2	1	0	55	1
Northern Marianas College	1046	971	0	24	57	0	0	1	0	5	61	12
Palau Community College	742	587	0	1	99	0	0	0	0	0	58	0

Source: IPEDS, 2011-2012 IPEDS collection cycle as most recent data available as of November 2013 with corrected data for CMI.

Table 3: Retention and Graduation Rates

Fall 2011 (Retention) August 31, 2011 (Graduation rate 200%) Data	Full-time retention rate	Part-time retention rate	Graduation rate total cohort	Graduation rate men	Graduation rate women
American Samoa Community College	64	49	26	29	24
College of Micronesia-FSM	65	64	18	18	19
College of the Marshall Islands	51	49	18	18	17
Guam Community College	66	64	16	12	21
Northern Marianas College	54	33	17	14	19
Palau Community College	49	60	30	27	33

Source: IPEDS, 2011-2012 IPEDS collection cycle as most recent data available as of November 2013 with corrected data for CMI.

Table 4: Fall 2012 Estimated Enrollment Data

Fall 2012 data if not specified	Estimated enrollment total	Estimated enrollment full time	Estimated enrollment part time	Estimated first-time degree/certificate-total	Estimated first-time degree/certificate-seeking (full time)	Estimated first-time degree/certificate (part time)	12-month unduplicated headcount total: 2011-12
American Samoa Community College	1795	562	1233	549	68	481	2621
College of Micronesia-FSM	2744	1782	962	700	519	181	5457
College of the Marshall Islands	769	444	325	357	331	26	1310
Guam Community College	2486	953	1533	324	172	152	3481
Northern Marianas College	1207	1021	186	331	283	48	1332
Palau Community College	680	423	257	236	185	51	981

Source: IPEDS, 2011-2012 IPEDS collection cycle as most recent data available as of November 2013.

Table 5: Total Price of Attendance First Time Students

2012-13 data	Total price for in-state students living on campus	Total price for out-of-state students living on campus	Total price for in-state students living off campus (not with family)	Total price for out-of-state students living off campus (not with family)	Total price for in-state students living off campus (with family)	Total price for out-of-state students living off campus (with family)
American Samoa Community College			10568	10868	6410	6710
College of Micronesia-FSM	9345	9345	8031	8031	6471	6471
College of the Marshall Islands	8015	8015	9975	9975	7755	7755
Guam Community College			17794	18994	7294	8494
Northern Marianas College			13120	15400	7520	9800
Palau Community College	9031	9391	7950	8310	5850	6210

Source: IPEDS, 2011-2012 IPEDS collection cycle as most recent data available as of November 2013.

American Samoa Community College (ASCC)

Introduction

The American Samoa Community College serves more than 1700 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 is currently engaged in the required institution-wide Self Evaluation/Self Study of Institutional Effectiveness, in preparation for the ACCJC Comprehensive Visit in the Fall of 2014.

ASCC's B.Ed. Program was reviewed by WASC/ACSCU in the Spring of 2013 and was granted Initial Accreditation for five years in June of 2013.

To remain in compliance with WASC/ACCJC, ASCC has also completed the required Substantive Change process for the B.Ed. Program. The Substantive Change Proposal was submitted in September, a team from ACCJC visited the campus on November 6, and the Substantive Change was approved in mid-November.

ASCC is involved in an on-going effort to secure Title IV Financial Aid funding for B.Ed. students at the 300 and 400 level. If ACCJC's pending proposal to expand its scope to include community colleges offering limited Baccalaureate Degrees is approved by USED, ASCC will be able to apply for Title IV funds for students, retroactive to the 2013-2014 academic year.

Highlights and Initiatives

ASCC will be breaking 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 will begin in January of 2014 and is expected to take 10-12 months.

The Trades and Technology Division, in cooperation with ASCC's Adult Education Literacy and Extended Learning Program, has launched a Workforce Training/Apprenticeship Program. Approximately 55 individuals are currently enrolled, with many sponsored by other agencies of the American Samoa Government or local businesses.

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.

College of the Marshall Islands (CMI)

Introduction

The Republic of the Marshall Islands consists of 29 atolls and five islands clustered in two chains spread out over 1.9 million km² in the central Pacific Ocean. The total land surface area is approximately 181 km² that rises to no more than 2m above sea level. The temperature is uniform across the year and rarely experiences tropical storms. The current population is approximately 56,000 people with about 70% of the population living in the two urban areas of Majuro and Ebeye.

Continuous improvement is being made to CMI facilities, academic programs and quality of instruction, our services to students and our community outreach programs.

Our accreditation extends to 2015 when we must submit a new self-study and host a WASC visit.

All full time community college faculty now have at least a masters degree with many having a doctorate. New faculty have been added to continue to strengthen our academic offerings.

The 980 students in Fall 2013 enrollment consisted of 650 full time and 330 part time students. According to the collected data, 570 are in the developmental level and 410 are in credit level. The total credit hours taken by students for developmental courses was 3921 and 6810 for credit level courses. For total credit hours by courses, 8735 was from full-time students and 1996 was from part-time students. Out of the 980 students, 267 are new students.

		Ethnicity		Gender		Admission Status		Academic Level		Academic Load	
Degree/Major	Head-count *	Non-Pacific Islander	Pacific Islander **	F	M	New	Continuing/Readmitted	Credit	Developmental	Full Time	Part Time
AA-Liberal Arts	529	4	525	240	289	149	400	207	322	363	166
AS-Business Administration	25	0	25	10	15	N/A	25	24	1	14	11
AS-Elementary Education	171	1	170	85	86	33	138	64	107	115	56
AS-Nursing	202	0	202	125	77	55	147	79	123	135	67
CC-Accounting Clerkship	4	0	4	2	2	7	1	0	4	2	2
CC-Carpentry	36	0	36	5	31	4	0	36	N/A	16	20
CC-Marshallese Studies	2	0	2	1	1	15	21	0	2	2	0

CC-Special Education	2	0	2	1	1	2	0	0	2	2	0
CC-Teaching	1	0	1	0	1	2	0	0	1	1	0
AUDIT	8	6	2	6	2	0	1		8	0	8
TOTAL	980	11	969	475	505	267	713	410	570	650	330

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.

Unaudited FY13 CMI Financial Reports

During FY CMI began implementation of its Board approved Fiscal Recovery Plan, and it has more than produced the needed fiscal results for CMI. There was a nearly \$1,000,000 change in the fiscal position of CMI between FY12 and FY13. The Fiscal Recovery Plan was approved in March of but most of what was in the plan had already been implemented. In FY 14, planned activities associated with salary reductions will continue as well as activities involved with energy savings and energy reduction. In addition, CMI currently has well over \$100,000 in the CMI Maintenance Fund, when at this time last year there were not funds at all.

The government has also done what it can to assist CMI areas such as replacing CMI funding for some GED activities. This has allowed for those funds to come back to the College through the General Fund. The \$250,000 a year allocated to CMI from the Compact of Free Association, no longer has a matching requirement for CMI, so this has helped tremendously with the flexibility in the budget and cash flows.

Despite doubts that have been raised, so far CMI has been very effective in getting the financial house in order, getting the budget under control and finally being much more transparent with the faculty, staff, students, Board and government as to the fiscal health and fiscal performance of CMI.

CMI Revenues and Expenditures (FY13 Unaudited figures)	Audited	Unaudited
	<u>FY2012</u>	<u>FY2013</u>
Revenues		
Tuition and Fees	3,746,639.21	4,073,555.70
RMI Subsidy (General/Compact)	2,874,879.96	2,900,666.63
Auxiliary Enterprise	683,498.36	565,081.49
Other Revenues	328,055.66	333,533.84

Other Government Grants	250,000.00	4,000.00
Federal Grants	0.00	85,000.00
Total Revenues	<u>7,883,073.19</u>	<u>7,961,837.66</u>
Expenditures		
Salaries and Wages	4,440,631.70	4,113,352.03
Insurance-Life & Supplemental	148,823.15	160,665.32
Insurance-General, Workmen's Comp, Fire	44,864.46	55,132.29
Insurance-Automobile	15,395.50	11,106.62
Staff Housing	398,243.85	387,475.57
Staff Travel & Staff Development	236,700.71	118,514.33
Recruitment and Expatriation	123,567.97	104,209.94
Contractual, Consultancy and Professional Fees	280,044.97	117,215.42
Materials and Supplies	322,202.56	187,964.12
Reference Materials and Audiovisuals	14,200.27	22,272.50
Telephone, Fax, Postage and Advertising	98,281.86	305,885.91
Representation & Entertainment	33,678.92	13,304.65
Gas Oil and Lubricants	78,585.55	70,966.45
Land Lease	80,449.64	72,647.78
Repairs of Equipments	29,370.21	52,091.60
Minor Renovations and Improvements	0.00	25,000.00
Utilities (Water & Electricity)	560,672.06	425,641.24
Purchases-Bookstores	771,313.87	718,743.49
Purchases Vehicles and Equipments	128,191.06	53,693.69
Buildings	171,250.00	0.00
Student Aid and Activities	123,516.51	112,098.65
Bad Debts	298,110.34	216,000.00
Others	<u>114,376.95</u>	<u>225,776.73</u>
Total Expenditures	8,512,472.11	7,569,758.33
Net Revenue/(Deficit)	<u>(629,398.92)</u>	<u>392,079.33</u>

CMI Contingency Fund (Money Market Account)

At the start of FY12 the CMI Contingency Fund stood at \$110,000, well below the minimum of \$350,000 that was required. At that time CMI developed a deposit schedule for increasing the fund and also decided that significant portions of unanticipated revenues or reimbursements received by CMI would also be deposited into the fund. Despite the challenge, CMI's ability to get this fund healthy again and done quickly was something that was not in doubt with the administration. CMI has been able to reach this target and well ahead of the time line that was submitted to WASC in early 2012. CMI will continue with the deposit scheduled that was

developed in 2012 and will continue to ensure that the fund is adequately maintained. Below is a table showing the growth of the CMI Contingency Fund of the past year plus.

Month	MMF Value
July 2012	198,669
August 2012	198,622
September 2012	198,575
October 2012	209,778
November 2012	209,729
December 2012	221,696
January 2013	221,643
February 2013	244,841
March 2013	244,783
April 2013	244,725
May 2013	244,667
June 2013	244,609
July 2013	255,801
August 2013	255,741
September 2013	255,680
October 2013	255,693
November 2013	349,656

CMI Utility (MEC) Billings

A major area of concern has been the cost of electricity and impact on the CMI budget, this can be seen in the table below. In FY11 CMI had been able to significantly reduce the budget deficit, but that ground was lost in FY12, primarily because of the drastic increase in the cost of power. In FY13 CMI began to make sure all faculty, staff and students were aware of the issues and costs associated with these costs. CMI developed a new Energy Policy and began installing new energy efficient AC systems. Awareness raising about the new AC equipment has had a dramatic impact in this area.

In addition CMI will be expanding solar power generation from 57kw to 110kw beginning in December of 2013. The procurement process has begun on Phase 3 of CMI's Energy Efficiency program, which will include replacing of lighting fixtures with more energy efficient products. The Energy Efficient AC replacement program will also be completed. It is anticipated that CMI will save an additional \$100,000 in utility costs during FY14, if there is no further change to the utility rates. After the first month of FY14, CMI is already more than 10% of the way toward that target.

The figures below come directly from the purchase orders made out to the local utility, MEC (Marshall's Energy Company).

Month	FY 11	FY12	FY 13	FY 14
Oct	13,736.04	60,569.32	50,613.10	38,167.78
Nov	26,193.25	51,955.30	52,105.93	
Dec	28,879.99	56,020.01	40,710.11	
Jan	22,971.28	62,140.30	41,229.32	
Feb	17,305.41	56,816.30	27,864.77	
Mar	17,046.71	66,699.43	36,175.03	
Apr	13,958.99	50,248.57	40,727.37	
May	16,187.64	61,151.13	39,343.69	
June	18,350.91	51,712.92	27,407.00	
July	67,977.86	59,759.78	38,131.00	
Aug	20,618.61	55,431.09	32,665.00	
Sept	49,569.78	44,748.48	43,275.60	
FY Total	\$312,796.47	\$677,252.63	\$470,247.92	
FY Avg/Mo	\$26,066.37	\$56,437.72	\$39,187.33	

Other Accreditation Items

CMI is working with the Ministry of Finance to resolve two audit issues, questioned costs involving procurement during the recent CMI construction program and local tax liabilities. It is expected that these matters will be resolved satisfactorily in the coming months.

There is still considerable difficulty with the auditor concerning the Friends of CMI. The auditor insists it is a component part of the college, no matter what documentation from the school or the Foundation are supplied. We have told the auditor to communicate directly with the foundation as nothing else seems to be working toward a resolution.

The President's evaluation was completed in June of 2013 and a new and his last evaluation will be completed before the end of February 2014.

CMI has almost completed the total installation of a new School Information System. The new SIS has been used starting Fall of 2013, there are still a few items, glitches as we move forward, but these are all being resolved as we move forward. The new SIS is a tremendous improvement over the old system and is very well liked and appreciated by faculty and staff. The funding for this project came from a grant from the Department of the Interior.

The new CMI library officially opened during the summer of 2013, as CMI was finally able to purchase all the necessary equipment and furniture. This had been delayed because of the school's financial issues, particularly in 2012. This is also a huge improvement for the students and is much nicer for any visitor.

Update of Ongoing CMI Initiatives

Baccalaureates for Elementary Education and Nursing Programs

The College of the Marshall Islands (CMI) received approval from the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools to implement third year (300-level) courses.

CMI has been working with the University of the South Pacific on a 3 + 1 program for Teacher Education starting in January 2014. An MOU is almost finalized.

The Friends of CMI, University of Maine – Fort Kent and CMI have started a pilot project involving 14 RMI students in the BSN program that combines classroom instruction and distance education. This is being funded through a grant from the Freeman Foundation and with support from the Marshall Islands Scholarship Board. The students attended UMFK during the summer and are taking other classes through DE at CMI. These nursing students will be graduating in December of 2013. This will be the largest ever influx of qualified Marshallese BSN's ever. Plans are underway for a second cohort of BSN students starting in the summer of 2014.

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 second consecutive year, training of high school teachers in English and math preparation
- Working closely with the high schools for Teacher and Health Academies
- Development of a Public Health Program in collaboration with the Ministry of Health
- 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
- 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 others 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 will be starting in January or February 2014, as the Marine Resource Authority provided a grant of \$275,000 to continue development various maritime training courses.
 - Accounting Clerkship
 - Special Education
 - Teaching Certificate
- Innovative teaching practices
 - Learning Communities
 - Distance Education in the near future, as centers have been completed for Ebeye and Jaluit. The FY 14 budget includes funding to staff center.
 - Academic Support Program
- Alternate Energy Initiatives
 - Expansion of CMI solar power from 57kw to 110kw
 - Lighting fixture modernization/replacement project is underway
 - Completion of installation of energy efficient AC's almost completed
- Physical Plant
 - New locations and better facilities for the bookstore, media center and CMI nurse
 - New roof over the CMI basketball court, does a lot to keep the sun and rain off the court and is, for the moment, the main facility for basketball action on and Majuro and the RMI. This project was completed by US Army Engineers from Hawaii, an old unit of Sgt Solomon Sam, a Marshallese who was killed in action in Iraq in 2008. His family and children were able to come to the dedication in August of 2013.
 - As a result of the Maintenance fund working, new tools, vehicles and equipment are forthcoming to Physical Plant.
- CMI Endowment Fund
 - The Fund stood at about \$40,000 in January of 2013, it is now about \$81,000 in November 2013 and the government has committed through a Cabinet paper to support the Fund with another \$100,000 during FY14.
 - Increased levels of awareness across the board about the future of CMI, the RMI and importance of the Endowment Fund when looking at the uncertainty of the future, particularly with climate change.
- Human Resources
 - HR has begun training and using new People Admin recruitment software since September of 2013, this is a tremendous improvement for the school and HR and is more closely integrated with the schools finance system.
 - Working closely with the national government in areas where knowledge and experience in HR matters that are a concern, such a housing, recruiting and national HR development plan

College of Micronesia-FSM (COM-FSM)

Introduction

The College of Micronesia-FSM (COM-FSM) is the national institution of higher education in the Federated States of Micronesia (FSM). It has six campuses on the four states of the FSM serving 2,600 students.

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

The college plays a key role in the development of the Federated States of Micronesia. Like the nation, the college is geographically extensive. The national campus located in Palikir, Pohnpei, and the FSM Fisheries and Marine Institute located in Yap state serve students from all four states, while the four state campuses, one in each state, primarily serve residents of the respective state.

The mission statement of the College of Micronesia-FSM (COM-FSM) characterizes it as “Historically diverse, uniquely Micronesian and globally connected. The College of Micronesia-FSM is a continuously improving and student centered institute of higher education. The college is committed to assisting in the development of the Federated States of Micronesia by providing academic, career and technical educational opportunities for student learning.”

COM-FSM in 2013 celebrated its 20th anniversary. However, it traces its roots back to the former Community College of Micronesia, which was established during the U.S. Trust Territory of the Pacific Islands administration in the 1970s.

General Accreditation Updates

Standard I, Recommendation 11

The COM-FSM Board of Regents adopted and approved a draft mission statement in May 2013: “The College of Micronesia-FSM is a continuously improving best practices learner- centered institution of higher education committed to the success of the Federated States of Micronesia by providing academic, career and technical educational programs.” The substantive change report will be submitted to the ACCJC for their review in spring 2014.

Standard III, Recommendation 6

The BECA International Consultants Ltd. space utilization and facilities master plan report will be presented to the Board of Regents for their input at their meeting on December 2-3, 2013. The BECA report will be used to further inform the college’s long term [*Facilities Master Plan*](#) that will be used to carry out the essential components of the [*Integrated Educational Master Plan*](#).

Standard III, Recommendation 8

The college is currently developing the FY 2015 budget adhering to the [*Budget Procedures Handbook*](#). Evidence of discussions and outcomes from meetings has been posted on the vice president of administrative services' web site. Internal constituents of the college have been updated on the progress of the FY2015 budget, via; all campus meetings, and personal visits from the president and vice president of administrative services to Planning and Resources Committee, Finance Committee, Council of Chairs and the Faculty and Staff Senate. The Executive Committee endorsed the FY 2015 budget on November 25, 2013. The FY2015 budget will be presented to the Board of Regents at their December 2-3, 2013 meeting.

Highlights and Initiatives

Master Planning Calendar (2013-2017)

The college has developed and published a [master-planning calendar](#) for AY 2013-2017. The master-planning calendar will allow the college to align its Strategic Plan with ACCJC evaluation cycles, and to organize the work for our next self-study in 2016.

The Communication Policy Working Group (CPWG), a sub-committee of the Executive Committee (EC), drafted an institutional definition of purposeful dialogue: "Purposeful dialogue is a model of institutional communication characterized by the following: being genuinely participatory, multi-directional and ongoing, professional in tone, centered on use of evidence, and focused on achieving published mission and goals." The definition was endorsed by the CPWG on July 2013. The CPWG also conducted a review and analysis of all publications and communications produced by the college. A communications product inventory was completed by the CPWG in August 2013. A master publication calendar is being finalized; it will identify release dates for major publications and communication.

Secure continued financial support from the FSM Government

Upon approval of the FY2015 Budget by the Board of Regents, the FY 2015 budget will be submitted to the FSM Government on January 15, 2014 and begin the government's review and approval process. The college is confident sufficient funding to address the shortfall from the JEMCO decrement of \$2.1 million dollars in 2015 and \$2.8 million in 2016 will continue.

Establish the Friends of the College of Micronesia-FSM Foundation

Friends of the College of Micronesia-FSM Foundation was officially established on August 26, 2013, as a 501(c)3 non-profit corporation, and classified as a public charity. The board members of the foundation are Floyd Takeuchi (President), Jerry Kramer (Vice President), Francis X. Hezel, SJ (Vice President), Michael Rota (Secretary), and Mark Heath (Treasurer). Michael Rota replaces Dr. Gerard Finin, who served as secretary. Dr. Finin resigned from the board for personal reasons. The purpose of the Friends of COM-FSM Board is to support and advance charitable and educational purposes of the college.

Convocation

College of Micronesia-FSM held its 2nd Academic Convocation on September 6, 2013, as part of the college's 20th Anniversary Celebration and accreditation status re-affirmation. Close to 400 people attended the ceremony from the college community including dignitaries and friends of the college. Special guests during the Convocation were Dr. Barbara Beno, President of the Accrediting Commission for Community and Junior Colleges (ACCJC), Mr. Floyd Takeuchi, President of the Friends of COM-FSM Foundation and members of the [Pacific Postsecondary Education Council](#) (PPEC).

Guam Community College (GCC)

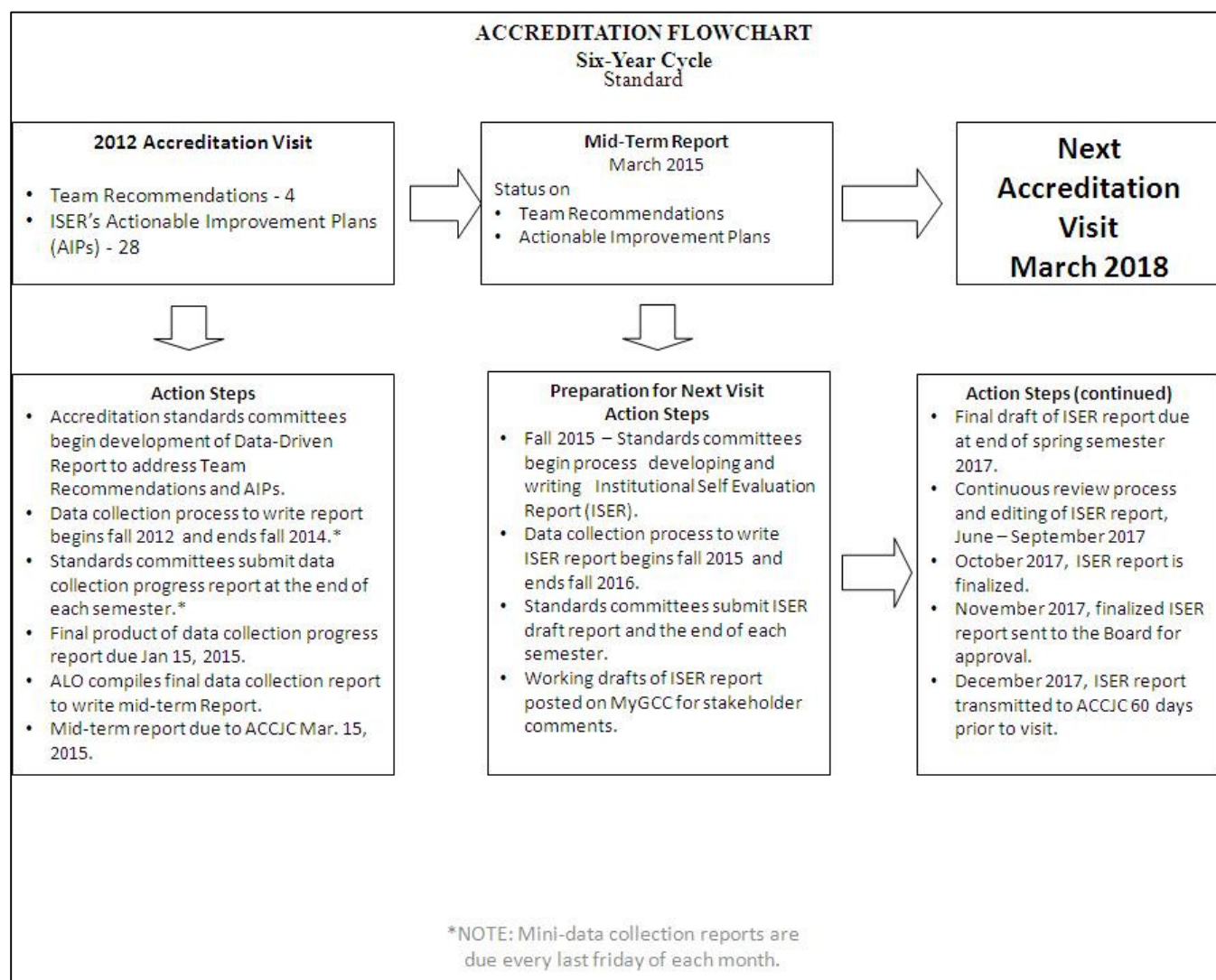
Introduction

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 Office of Assessment, Institutional Effectiveness and Research (AIER), with the continued guidance of the Academic Vice President (also the college's Accreditation Liaison Officer), and the four (4) accreditation Standard Committees (as standing committees of the Faculty Senate led by faculty members) continue to push forward with preparing a semi-final draft of the college's accreditation mid-term report due to ACCJC in March 2015. The inclement weather warnings of devastating conditions issued in the region in the last three months did not hamper the progress the college has made in addressing the actionable improvement plans (AIPs) and the four evaluation team recommendations. The submission of monthly mini data collection reports continued even with the rescheduling of monthly Standards Committee meetings and campus closures due to the weather conditions we faced. The final comprehensive data collection report for the first half of the 2013-2014 academic year and for the period covered by this report is scheduled for Friday, November 22, 2013 with a semi-final draft mid-term report scheduled for completion by the summer of 2014.

The following flow chart depicts the accreditation tasks and timelines established in completing the mid-term report due to ACCJC in March 2015:



Highlights and Initiatives

The annual convocation which officially started the 2013-2014 academic year was well attended by faculty, staff, and administrators. Goals for the academic year were presented and planning initiatives were introduced, including the internationalizing the campus initiative. The campus was also invited to commit to excellence through the completion of the ACCJC online Accreditation Basics course. Board of Trustees members, Committee on College Assessment members, and the campus leadership team 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 54 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	21
Board of Trustees	1
Faculty	22
Staff	10
Grand Total	54

Additionally, the President confirmed the college's commitment to student success and completion through the availability of funding for innovative projects that support this key initiative.

The college assembly held on October 11, 2013 in the MPA included a student success video which highlighted student testimonials on the success of their work experiences with various organizations and companies. The campus was also invited to join and pledge to the Phi Theta Kappa (PTK) Completion Initiative by members of this community college honor society. To solidify the student success initiatives, the recital of the Call to Action Pledge was made by the Board of Trustees Chairwoman, Ms. Deborah Belanger. The Deans also highlighted the trends in developmental education at the College and the action items for improvement based on best practices.

The rich and valuable feedback received regarding the college's mission statement review and the preparation for the finalization and adoption of the new 2014-2020 Institutional Strategic Master Plan and Mission further substantiates GCC's commitment to participatory governance, data driven decision making, and innovative planning. The campus held a college assembly on Friday, November 22, 2013 to close the feedback loop on the 2009-2014 Institutional Strategic Master Plan through highlights of the progress made on the key initiatives of the last five years. The plan is to sustain the momentum of improvement through the continuity of specific initiatives folded into the next six years of strategic goals and initiatives on the following: (1) retention and completion, (2) conducive learning environment, (3) improvement and accountability, and (4) visibility and engagement. Final feedback will conclude on December 6, 2013. The first reading of the document will occur during the first Board of Trustees meeting in January 2014.

The fall leadership dinner held on October 26, 2013 brought key industry and donor constituents together. The President provided valuable information to them regarding the upcoming 2014-2020 Institutional Strategic Master Plan. She also highlighted the positive impacts that GCC has had on the island's community. Finally, she also provided a progress report on capital improvement projects for the main campus in Mangilao, Guam.

Northern Marianas College (NMC)

Introduction

Northern Marianas College (NMC) is located on the Pacific island of Saipan, the capital of the Commonwealth of the Northern Mariana Islands (CNMI). Saipan is located 120 miles north of the U.S. territory of Guam and approximately 6,000 miles south-west of the continental United States. An archipelago of 14 islands running roughly north and south, the Northern Marianas is one of several such archipelagos marking the western edge of the Pacific Ocean and the eastern boundary of the Philippine Sea. Japan, China, and Korea are within 1,500 to 2,000 miles of the CNMI, all maintaining direct air links to Saipan. Saipan sits at the peak of a submerged mountain that rises 37,820 feet above the floor of the Marianas Trench, the deepest water on earth. The CNMI is west of the International Date Line, making it 18 hours ahead of California. Public Law 106-564, passed by Congress in 2000, established the standard time zone for the CNMI as Chamorro Standard Time. The College offers a Bachelor of Science degree in Education with four areas of concentrations: Early Childhood, Elementary, Special Education, and Rehabilitation and Human Services. The College also offers the following Associate Degrees: Associate in Science degrees in Nursing and Natural Resources Management; Associate in Arts in Business and in Liberal Arts; and Associate in Applied Science in Business Administration (with emphasis in Accounting, Business Management, and Computer Applications), Hospitality Management, and Criminal Justice.

General Accreditation Updates

Substantive Change Proposal- Inclusion of a Baccalaureate Program

Prior to the start of fall 2013 the U.S. Department of Education (USDE) granted NMC an 18 month extension to ultimately get accredited under one body or lose Title IV funding for its four-year baccalaureate degree program in Education. NMC was earlier notified that its baccalaureate program will no longer be allowed to use Title IV funds after the College was found to have dual accreditation, a violation of USDE policies. To come into compliance, NMC submitted its Substantive Change proposal to ACCJC for the inclusion of its four-year baccalaureate degree program into its primary accrediting body, thus having all NMC's programs accredited under one accrediting body.

This request for Substantive Change was approved by the ACCJC, and now NMC's School of Education meets the USDE's requirement to fall under only one accrediting body in order to remain eligible for Title IV funding beyond the 18 month extension.

Accreditation Efforts

The College has been diligently working towards removal from Show Cause and Reaffirmation. NMC received consultation and strong encouragement on these efforts from Association of Community College Trustees (ACCT) Consultant, Dr. Pam Fisher in August 2013. NMC submitted the Show Cause Report on October 15th in preparation for the ACCJC's site visit to the campus the following week of October 21-22. There are eight Recommendations upon which the College has worked to improve in order to fully meet ACCJC's Standards and two outstanding Eligibility Requirements.

Standard II.A and III.C, Recommendation 1

To meet these Standards, the team recommends that in order to improve access for residents of Tinian and Rota, the College makes available delivery of instruction and services online or in person that are comparable to those provided at the Saipan campus (Eligibility Requirement 1—Mission, Standards II.A.1, II.A.1.a, II.A.1.b, III.C.1.c, III.C.1.d).

The College has launched the following initiatives to offer expanded instruction and services online to improve access for residents of Tinian and Rota. Several actions taken:

- NMC partnered with ed2go, the largest provider of web-based adult and continuing education, to provide non-credit courses and career training programs online. Ed2go offers courses that are typically 24 hours in length, open every month, and allow students to cross-engage in the whole learning process. As a result of the partnership with ed2go, students on Saipan, Rota, and Tinian can avail of hundreds of courses in accounting and finance, business, computer applications, health care and medical coding, language and arts, law and legal, personal development, teaching and education, technology, and writing.
- On November 2012, the Western Interstate Commission for higher Education (WICHE) voted to accept the Pacific Island U.S. Territories and Free-standing States' application into WICHE membership. The CNMI became the first official member from the Pacific region voted in by the Commission.
- NMC began offering more courses available as either completely online courses or hybrid courses that blend online learning with face-to-face interaction with instructors. In 2013 alone, 35 online courses and 34 hybrid courses were offered.
- During the summer of 2013, the College began implementing its site-to-site virtual private network (VPN) to unify campus networks' (Saipan, Rota and Tinian) bandwidth between the islands and to improve inter-island connectivity for the College's online resources.
- Expansion in number of English and Math non-degree unit classes online.
- Expansion of student services on Rota and Tinian (i.e. Counseling online, Library services, etc.).
- Other community outreach-based educational activities include ABE assessment testing, workshops, preparatory courses and seminars provided by the Adult Basic Education Program (ABE), Community Development Institute (CDI), and Cooperative Research Extension Education Services (CREES) are afforded to Saipan, Tinian, and Rota Instructional sites.

Standard II.C, Recommendation 2

To meet this Standard, the team recommends that the library build on its successful student satisfaction survey efforts by implementing strategies to directly measure Student Learning Outcomes concerning information literacy (Standard II.C.2).

- In accordance with Standard II.C, Student Learning Outcomes have been established by all nine Learning Support Services (LSS) departments. These outcomes have also been fully assessed using NMC Program Review's 5 Column Model. Each LSS department has also mapped out the assessment schedule of their core outcomes for the upcoming six years for sustainability.
- The Library Programs Services (LPS) department launched a formal information literacy program, utilizing the American Library Association/Association of College and Research Libraries definition of information literacy. The NMC information literacy program includes ongoing integration with BE 111: College Success Skills, a mandatory course at NMC. The library also offers orientation sessions that introduce the fundamentals of information literacy and academic research.
- NMC has completed a successful grant proposal to the National Endowment for the Humanities to fund a series of film screenings and scholarly presentations concerning the American Civil Rights movement.
- The library has also endeavored to provide equitable services to Distance Education students through a recent web update and procedure review to better serve online students and NMC students on Tinian and Rota.
- Governor Inos of the CNMI officially declared October 2013 as "Information Literacy" month in the CNMI.

Standard III.A, Recommendation 3

To meet this Standard and assure the integrity and quality of programs and services, the team recommends that the College develop, and consistently apply, clear criteria in determining qualifications for faculty (Eligibility Requirement 13--Faculty, III.A.1, III.A.2).

- To fully meet Standard III.A.1 NMC has greatly improved the completion rate of all employee evaluations to include full time faculty. The 2013 submission rate was 95 percent by the deadline and 99 percent before submission of the Show Cause Report on October 15, 2013. Additionally, NMC's Board of Regents has established a Code of Conduct in Board Policy (BOR Policy 5000 and BOR Policy 5003 –Integrity and Ethics).
- To fully meet Standard III.A.2 NMC completed critical hires to demonstrate administrative capacity. Faculty recruitment and hiring has been accomplished using NMC's established Minimum Faculty Qualification Policy 5001 to maintain sufficient administrative staff and personnel. Also a ratio 70:30 of fulltime to adjunct faculty has been established with assistance from the Office of Institutional Effectiveness.

Standard III.B, Recommendation 4

To improve upon Standard III.B, the team supports the College's Actionable Improvement Plan to continue to pursue resources to fund its Facilities Master Plan and to address anticipated program needs (Standard III.B.1.a).

- To fully meet Standard III.B.1.a Phase One of the NMC Facilities Master Plan - work began on preliminary design concepts and costing for a general purpose instructional classroom building with an attached large lecture hall. Upon completion of this preliminary work, the design will be shared with the college community for public input.
- NMC received a \$300k grant to install energy efficient air conditioners throughout all NMC instructional sites.

Standard III.C, Recommendation 5

To improve upon Standard III.C, the team recommends that the College complete its review and revision of the IT Services Operational Plan, Policy, and Procedures and fill identified IT staff vacancies with qualified personnel (III.C.1, III.C.2.a, III.C.1.d, III.C.2).

The hiring of an Information Technology Director has made a world of difference for the Information Technology Department and for the campus as a whole. Since the Director's arrival many actions have taken place and include but are not limited to:

- Implementation of a new email system, phone system, and firewall that has been completed. The Student Information System is in the process of being upgraded.
- Deployment of Google apps for staff and faculty.
- The outdated PBX phone system that was installed in 1993 was replaced with a newer Mitel Voice over IP (VoIP) phone system with advanced features.
- A firewall made by Barracuda Systems equipped with content filtering, intrusion prevention systems and site-to-site VPN with wide area network optimization for inter-island connection is now in full operation. The Barracuda System was also purchased with an online backup system for disaster recovery. This addresses internet privacy and security.
- New ticketing system, Mojo Helpdesk deployed in 2013 will also validate program implementation and support of the department in current IT related projects.
- A site-to-site VPN solution (Barracuda firewall) has been deployed in Tinian and in Rota as is fully operational. This solution will enable users on these islands to access servers and online resource on the Saipan campus.
- The Technology in Education Committee (TEC) has been revived and is in the process of updating the "IT Plan" of the college. Upon finalization of the college's long range

(2015- 2020) Strategic Plan the “IT Plan” will be created to align closely to that document.

Standard III.D and IV.A, Recommendation 6

To improve upon Standards III.D and IV.A, the team recommends that the College, in order to ensure clarity in the governance structure, revise its governance structures, and that the Institutional Excellence Guide be updated on a continuous basis as changes occur (Standard III.D.2.g, IV.A.2).

- The updated Institutional Excellence Guide 2013 has been established. This document clarifies governance roles and responsibilities at NMC. In this review process the campus was given opportunity for input and feedback. The final document has been disseminated widely and made available to both the employee and student body and a mandatory workshop after its release was conducted for all employees.
- In meeting Standard III.D.2.g, NMC’s 2012 external audit revealed no audit exceptions and resulted in an unqualified auditor’s opinions on both the financial statements as well as the report on internal control and compliance for federal programs, for the first time in the College’s history. The College’s current fiscal reporting mechanism continues to be thorough and timely.

Standard IV.B, Recommendation 7

To improve upon Standard IV.B, the team recommends that the College continue to update board policies, in particular, the board self-evaluation policy, and implement this policy on a regular basis (Standard IV.B.1.e, IV.B.1.g).

- To meet Standard IV.B the Board of Regents reviewed all policies and subsequently revised or repealed these to ensure policies did not address College operations.

Standard IV.A and IV.B, Recommendation 8

To meet the Standards, the team recommends that the Board and the president assure that Board policies consistently distinguish between their roles, of the Board as a policy-making body and the president as responsible for the operation of the College, and improve the understanding of the College community regarding the responsibility of the president in advising the Board. Specifically, the team urges the College and Board to reconsider its policy of having Honorary Regents, who are elected to represent some College constituent groups, participate in direct discussion of policy issues during Board meetings (Standards IV.A.2, IV.B.1.a, IV.B.1.j).

- The NMC Board of Regents has undergone and continues to participate in significant board training and development activities focused on board policy and the role of board members.
- The Board repealed its Policy of Honorary Regents, removing these elected representatives from Board of Regents.

- To meet Standard IV.A.2. NMC has reviewed and fully established sound policies. Examples of these include: Institutional Governance, Citizen Participation in Board of Regents Meetings, and Duties of the President.
- The campus as a whole has attended mandatory workshops on Participatory Governance to gain a healthy understanding of their role in governance as well as attending workshops on the Roles of the President and the Board of Regents.

Update of Ongoing NMC Highlights and Initiatives

New Mission and Vision Statements

NMC has experienced an exciting and productive six months since its last report to PPEC. As a milestone in the 32 year history of Northern Marianas College, NMC's Board of Regents unanimously adopted a revised Mission Statement on September 26, 2013. NMC's Mission Statement has not been revised since the College's establishment in 1981.

During the past year, NMC has embarked on a review of its mission statement as part of the development of a new five year strategic plan. The planning process began with the appointment of the Strategic Planning Task Force (SPTF), which included 20 representatives from various areas across campus. At the direction of the President, the SPTF members were tasked to revisit, and possibly draft a revised mission statement for the College as one of its responsibilities. During the planning sessions, the task force engaged in various activities including analyzing external and internal scans and environmental factors that the College perceive as having an impact on the College; a review of relevant data from Dennis Jones of the National Center for Higher Education Management Systems (NCHEMS), and a strengths, weaknesses, opportunities, and threats (SWOT) analysis. The SWOT analysis facilitated the identification of key words and phrases for the crafting of the revised mission statement.

The newly revised Mission Statement reads:

Northern Marianas College, through its commitment to student learning, provides high quality, affordable and accessible educational programs and services for the individual and people of the Commonwealth.

Revising the mission statement has been a huge undertaking requiring extensive research into the history of Northern Marianas College as well as the mission statements of other colleges.

The BOR also adopted a new Vision Statement. NMC's new Vision Statement reads:

Northern Marianas College will serve as the engine to drive the economic growth and the social and cultural vitality of the Commonwealth.

Both the Mission and Vision Statements are part of a new strategic plan that will guide NMC's work in the next five years.

First Fulbright Scholar at NMC

This past summer NMC welcomed for the first time a Fulbright Scholar, Dr. Grace Turner of Jamaica, during the 2013-2014 academic year. Dr. Grace Turner was nominated for and received a nine month Fulbright Scholar in Resident (SIR) from the U.S. Department of State on August 2013. This is also the first such award to be conferred on a Jamaican in nearly two decades.

Improve College-wide communication systems

At the time of the last report presented to PPEC in May 2013, NMC had vacancies in the Director of Information Technology (IT), Network Specialist, and Database Administrator positions. Since then, these three critical positions needed to fulfill the departmental initiatives and responsibilities have been filled. This completes the recruitment for the Information Technology department.

Within the last six months, the IT department made several system and operational improvements. Most of the technology changes were in the area of voice and data communication. The NMC phone system was upgraded in August 2013 to a full featured Mitel Voice over IP system (VoIP) from an old analog Mitel SX-200D that was installed in 1993. Two other Barracuda firewalls were also installed in the islands of Tinian and Rota—Tinian in July 2013 and Rota in October 2013, to complement the equipment on the Saipan campus. This installation connected all three sites via Virtual Private Network (VPN) in three islands, allowing electronic resources to be shared securely across campuses.

Two new computer labs were also implemented in the Rota and Tinian sites for instructional use. The network monitoring system (PRTG) was also upgraded in November 2013 to benchmark and monitor system activity. In the area of operations, an IT policy was approved on September 2013, and the department's 12 Core Program Outcomes was created on October 2013. The Technology in Education Committee (TEC) that is chaired by the Director of IT has been reorganized as a minor governing body and now meets on a regular basis.

Hiring of Grant Writer

NMC recognizes without a full-time Grant Writer, the College will be unable to tap into more grant funding and increase the amount of grant funding brought into the College. The hiring of a Grant Writer will allow further enhancements to the initial funding efforts that have been satisfactory yielding upgrades and developments to support continued academic and student services improvement.

The College began recruitment since the Summer 2012 for a Grant Writer / Coordinator and had experienced difficulty in recruiting a full-time Grant Writer. The College approved the hire of a qualified and experienced Grant Writer in November 2013. At the time of this writing, the Grant Writer has accepted the offer and is set to begin on December 2, 2013.

Curriculum Resource Center

NMC addressed the long-standing need to relocate the Curriculum Resource Center (CRC), an undertaking identified as needed in order to support student learning and success.

The CRC was relocated to an adequate and student-friendly space in October 2013. This move has provided students and faculty of the School of Education (SOE) at NMC access to additional

space, services, and resources that support the SOE curriculum and teacher training program. This relocation was also in response to meeting student needs and providing the support needed to enhance student learning and success in coursework, practicum and student teaching. The CRC contains current print materials, electronic resources, access to computers and technology.

The CRC is a source of pride not only for NMC's SOE students, but also for students and the faculty from other programs and members of the community at large who are able to take advantage of the work spaces, study areas, computers, and other features of this center.

WICHE

The CNMI is now a part of the Western Interstate Commission for Higher Education (WICHE) since the last report submitted to PPEC. CNMI residents are eligible to be considered for discounted tuition rates at more than 150 colleges and universities in California, Oregon, Washington, Idaho, Nevada, and other western states.

The WICHE Western Undergraduate Exchange (WUE) allows CNMI students to study in 15 western states and pay 150 percent of resident tuition, as opposed to higher nonresident rate. For CNMI students pursuing their master's or doctorate degree, the Western Regional Graduate Program (WRGP) allowed residents of the CNMI to enroll in some 275 high-quality programs at 52 participating institutions in the WICHE states and pay resident tuition. The WICHE states are Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, North Dakota, Oregon, South Dakota, Utah, Washington, Wyoming, and the CNMI.

CEO of Western Interstate Commission for Higher Education (WICHE) and prior U.S. Assistant Secretary of Education, Dr. Dave Longanecker, will be visiting Saipan on December 4. He has been asked to address the Micronesian Chief Executives on WICHE. Additionally he is expected to address the Legislature and will hold separate meetings at the College during the week of December 4 -6, 2013.

November is "College Month" in the CNMI

Acting Governor Hofschneider of the CNMI officially declared November 2013 as "College Month" in the CNMI.

College Month is a CNMI-wide effort with the goal of promoting, encouraging and nurturing a college going culture in the CNMI. NMC prepared a number of activities in November to attract high school students to look at NMC or other institutions of higher learning.

The ultimate goal of College Month is to be that gateway to help current and prospective students access higher education. There were over 1,000 students from local high schools, as well as NMC students who attended this month long event.