INSTITUTIONAL SELF-STUDY REPORT

in Support of Reaffirmation of Accreditation

Submitted by

PALAU COMMUNITY COLLEGE
Postal Box 0009
Koror, Republic of Palau 96940

to

Accrediting Commission
for Community and Junior Colleges
of the Western Association of Schools and Colleges

December 2003
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Date: December 2003

To: The Accrediting Commission for Community and Junior Colleges,
Western Association of Schools and Colleges
10 Commercial Boulevard, Suite 204
Novato, California 94949

From: Palau Community College
Post Office Box 9
Koror, Republic of Palau 96940

This Institutional Self-Study Report is submitted for the purpose of assisting in the determination of the Institution’s accreditation status.

We certify that there was broad participation by the campus community, and we believe the Self-Study Report accurately reflects the nature and substance of this institution.

_________________________________________ President
Patrick U. Tellei

_________________________________________ Chairperson, Board of Trustees
Bilung Gloria G. Salii

_________________________________________ President, Faculty Senate Association
Victoria Maui

_________________________________________ President, Student Body Association
Dison Sbal

_________________________________________ Accreditation Liaison Officer/Chair, Self Study Steering Committee
Presley Etibek
Certification

Steering Committee Certification

**Self Study Steering Committee**

Vice chair, Marianne Temaungil

**Standard 1: Institutional Mission and Effectiveness**

Co-chair, Jay Olegeril  Co-chair, Kuye Belelai

**Standard 2: Student Learning Programs and Services**

Co-chair, Alvina Timarong  Co-chair, Vernice Rechebei

Co-chair, Willy Wally

**Standard 3: Resources**

Co-chair, Presley Etibek  Co-chair, Vincent Ito

Co-chair, Grace Alexander  Co-chair, Leo Ben Teriong

**Standard 4: Leadership and Governance**

Co-chair, Thomas Taro  Co-chair, Todd Ngiramengior
Responses to Recommendations from the 1998 Evaluation

Recommendation no. 1: The Cooperative Research and Extension (CRE) unit should be integrated into the mission and plan of the College to contribute to economic development and address the educational needs of the student community. This should be accomplished in such a way that the programs of the College are experienced by the public as an integrated and coordinated delivery system. (Standard 3B.1)

Response: The Cooperative Research and Extension (CRE) department offers programs and services that help support and achieve the mission of the college. Through collaboration with partners and clients, CRE generates, develops and disseminates practical, relevant, and sustainable technologies and knowledge in agriculture, environment, nutrition, and human sciences to benefit the community. All CRE programs, including those extended and implemented within the larger community, are promoted, advertised, and conducted under the corporate name of Palau Community College.

The PCC-CRE Plan of Work is based on stakeholders’ (community, political and traditional leaders, educators, college administrators, faculty, students, and experts in the scientific field) input, and is consistent with the Palau National Master Plan. It is approved by the PCC President and the Board of Trustees and is incorporated in the College of Micronesia (COM) System-wide Plan of Work which is approved by the United States Department of Agriculture (USDA).

In the community, CRE is involved in the National Task Force on Agricultural Development and provides non-formal education to address the needs of various states through technical assistance, trainings, and workshops. CRE acts as a resource in public forum on marine conservation, integrated pest management, soil management and conservation, water quality, personal sewing, food and nutrition, family resource management, 4-H and youth development.

The Resident Instruction (RI) component serves traditional academic students taking agriculture, tourism and hospitality, and environmental/marine science programs for college credit. With community as the middle name of the college, PCC serves traditional academic students and the larger community.

CRE, one of the three departments of the college, is responsible for providing noncredit training programs on research and extension programs in the area of agriculture, natural resources and extension programs in the area of agriculture, natural resources and environmental education, and family and consumer education. These training programs are well integrated and coordinated with PCC programs and services in response to the needs of the college community and the community at large.
**Recommendation no. 2:** The Ten-Year Master Plan should be enhanced using institutional research results and data such as student demographics including age, gender and ethnicity, registration, class size, number of students enrolled by program, graduation rates, faculty workload, student-to-faculty ratio by program, transfer statistics, successful employment from internship programs, and resources allocation by program. (Standards 3A.1, 3C.1, 3C.2, 3C.3)

**Response:** Currently, the Office of Registrar and Records compiles and has most students’ demographic data on file such as the following: student’s age, gender, ethnicity, registration, graduation rates, transfer statistics, and number of students enrolled by programs. The Extension Program Coordinator under the Academic Affairs Division, which is tasked with securing internship positions for students, has records of students who succeed in gaining employment after their internship program and graduation. These are students who are graduating from programs, which require an internship as part of their program requirements. The Academic Affairs Division has records of student-to-faculty ratio by programs as well as average faculty workload per semester.

These data are used in planning for student recruitment, courses and number of sections to be offered, class size and faculty assignment. The student enrollment data is used for the planning and implementation of orientations, registrations and academic advising. The strategic directions in the Ten Year Master Plan that have been enhanced with analysis and results of student data include Student Retention and Current/New Programs. Evaluation and review of the goals and objectives of these strategic directions in the Ten Year Master Plan have produced student data, such as student enrollment, orientation, retention and graduation rates, that has led to improvement in these services.

The Development Office has been designated as a depository for all the above-mentioned information. The Coordinator who heads the strategic planning and institutional research function under the Development Office chairs the Ten Year Master Plan Strategic Committee and is in charge of reviewing, updating, and enhancing plans with individual strategic direction leaders.

**Recommendation no. 3:** The College should establish policies and procedures for the prioritization of existing and new curricular programs. These processes need to address documented student and community needs based on a process of data collection and analysis, which must include realistic assessment of available resources. All must recognize the central role of faculty in developing, implementing and evaluating the educational programs. (Standards 4A.1, D.1)

**Response:** The Curriculum Handbook contains policies and procedures for addressing new and existing curricular programs. The faculty play a central role in development and implementation of curricular programs. They initiate the process by proposing, revising and modifying new and existing curricular programs for the Committee on Program and Curricula (CPC) review and appropriate
action. They are, in fact, charged with the responsibility of reviewing, revising, and updating their curricular and/or programs every five years or within five years if necessary. The faculty are the catalyst in making sure that courses and programs remain competitive and meet the needs of employers.

In February 2000, the college hired an outside consultant to conduct interviews and prepared a report on the feasibility of an Environmental/Marine Science program. In the course of this study, the consultant solicited a substantial amount of input from the faculty as well as local agencies whose work deals with the environment and marine sciences. The results of the feasibility study led to the development of the Environmental/Marine Science program at the college. Although there is certainly a demand in the community for people with environmental and marine science backgrounds, the program has not seen any significant increase in enrollment (high of seven students in Fall 2001).

The college also relies on other sources in identifying and developing new programs. These sources include the Republic of Palau National Master Plan and economic, social, political, and legislative indicators. Other needs are identified through needs assessments or expressed requests from the community or government agencies mostly for short-term or specialized and tailor made programs and trainings. Examples of programs developed in response to identified priorities in the Palau National Master Plan are the Tourism and Hospitality program and the Agriculture program. The Education and Nursing programs are examples of programs developed in response to economic, political and legislative indicators. The Environmental/Marine Science program was developed as a result of data collection and assessment of needs in the community.

Recommendation no. 4: The College should examine the functions and offerings of continuing education, community education and other outreach programs to determine their relationships to the academic programs and to each other. Courses and programs should be regularly evaluated under established College procedures which relate courses and programs in relationship to the College mission. (Standards 4D.2, D.6)

Response: The Continuing Education (CE) offerings normally are reflective of the current needs of the community for short-term training programs. Training needs are usually identified by assessing the target population or by interviewing possible trainees or the supervisors and managers of private businesses and various government branches and agencies. There is no question that CE functions and program offerings directly relate to the mission of the college which helps fulfill the goals and purpose of PCC. The relationship of CE and regular credit courses and academic programs is well understood in that non-credit training courses are developed and offered through CE while credit courses and programs are developed and offered through the Academic Affairs Division.

Because CE, CRE, and The Operation and Maintenance Improvement Program (OMIP) concentrate on individuals who are currently employed, adults looking for employment, employees looking to upgrade themselves, employers looking to upgrade the skills of their workers, and homemakers, the focus of the trainings differs from that of the
Academic Affairs Division’s focus. Although no academic degrees or credits are awarded at the conclusion of these short-term programs through CE, CRE and OMIP, valuable skills and knowledge learned will help contribute to the economic, social and cultural needs of these participants.

CE, CRE and OMIP all conduct regular evaluations of their programs to ensure that the trainings and programs help meet the needs of the participants and contribute to the mission of the college. These evaluations are normally conducted at the conclusion of every training program and the results of the evaluations are used to make improvements to the training programs.

**Recommendation no. 5:** While numerous plans exist, plans should be coordinated to align articulated student needs with services. Among those services which could benefit from review and coordination are orientation, training of advisors, and tutoring services for under-prepared students. Included in any assessment should be the current process of informing students about the availability of these services and the development of a process to ensure greater participation. (Standards 5.3, 5.10)

**Response:** The Student Service Division continues to improve its services to students. One example is the planning and implementation of the orientation program for new students, which provides for a broad participation of college personnel and functions that directly serve students. Included in the planning and implementation of the orientation program are faculty members, student leaders, advisors, counselors, the retention staff, and student life staff. Each activity of the orientation program is concluded with an evaluation. The results are used to improve future orientation programs.

Training for academic advisors is a collaborative effort between the Student Services and Academic Affairs Divisions, and are normally conducted before fall registration. Training topics include admission requirements, program and graduation requirements, course sequencing, academic regulations, financial aid regulations, registration procedures, and general information deemed appropriate for advisors/advising. Advisors are also kept abreast of academic progress, including absences, midterm academic reports, and disciplinary records for misconduct of their advisees. In the fall of 2004, all academic advisors will be able to access their advisees’ records via the college local network.

Tutoring services and other academic support services for under-prepared students have been consolidated under the Student Services Division. This effort has helped streamline student learning programs and services and eliminated duplicated effort. The Student Support Services (SSS) currently offers counseling, a reading laboratory and tutoring in developmental English, math and science. SSS also offers tutoring services for college level math and science. Tutoring is also provided for other subject areas as requested. For example, tutoring for accounting, finance and criminal justice courses have been offered in the past when instructors requested. These student learning programs and services are directed, coordinated, and regularly reviewed and
evaluated by the Dean of Students and the Director of SSS.

All these services are related to students through bulletins, flyers, and through referrals by faculty members, counselors, Retention staff, and Student Life staff at the beginning of the semester and throughout the school year. These services are also articulated in the college general catalog, student handbook, and are introduced to and visited by students during orientation for new students.

**Recommendation no. 6:** The College should advance to the next level of institutional excellence by addressing Learning Resources as a separate entity in the Ten-Year Plan and by being mindful of the importance of Information and Learning Resources in the development of the entire academic program. (Standard 6.1, 6.7)

**Response:** Learning Resources is now addressed as a separate strategic direction in the Ten Year Master Plan. Although this strategic direction addresses mostly library resources, it is believed that other components of learning resources such as tutoring, the language laboratory, the reading laboratory, testing services, counseling services and other learning resources are well placed under other areas.

As the academic programs at the college are developed, it remains essential to involve the librarian so that appropriate collection and development measures can be taken in anticipation of new courses and program offerings. The Director of Learning Resources, who oversees the library, serves as a permanent member in the Committee on Programs and Curricula (CPC).

**Recommendation no. 7:** Having invested in considerable staff development training in Total Quality Management (TQM), the College should decide whether it will incorporate TQM principles into its management structure, and, if so, move to implement Continuous Quality Improvement (CQI) measures as appropriate. (Standard 7C.)

**Response:** The focus of the new administration has been, to a large extent, to improve fiscal management, improve maintenance and repair of existing facilities, and to improve college public relations in the community it serves. Improvements have been made in these areas.

Total Quality Management (TQM) is a staff development program that requires considerable investment of time and resources in order to be successful. Because of limited resources and the focus of the new administration, the college sees the need to prioritize its programs and projects whereby available funds/resources are used to support the most critical areas of the college.

However, appropriate TQM principles and concepts continue to be practiced and supported wherever applicable. For instance, the Retention Program was established with its functions stemming from TQM principles and concepts. Teaching faculty continue to practice TQM principles in the classrooms, and offices greet and serve students and customers using TQM principles. The college however, is
not looking to implement Continuous Quality Improvement (CQI).

In the area of staff development, PCC has entered into an agreement with San Diego State University (SDSU) through which PCC employees can earn advanced college degrees from SDSU through distance education. In spring 2003, the college witnessed eight PCC faculty and staff graduate with master degrees. The first graduates of bachelor degrees in vocational education are expected to complete in the spring of 2004. Four other staff have enrolled in the second cohort in master’s program that includes participants throughout the Pacific region.

The attainment of a higher degree will elevate individual performance and help to benefit the institution and the community of Palau, especially students.

**Recommendation no. 8:** The College should develop an independent reliable water retention supply system to address the health problems created by poor sanitation in the bathrooms and cafeteria. The College must model good practice if it expects to improve the health habits of its students. (Standards 8.1, 8.3)

**Response:** A gravity feed reserve water tank of 500 gallons has been placed on the roof of one bathroom facility that provides water during brief interruptions of the city water supply. The bathroom facilities in the new classroom building (Btaches) and the general classrooms are still without reserve water supply tanks for emergency. However, a 900-gallon tank with water catchments behind the library serves bathrooms in the Btaches building. This tank is not connected to the bathroom and therefore water is hauled to fill containers in the bathrooms during city water stoppage.

The cafeteria has a reserve water supply of approximately 2,000 gallons. This water supplies the cafeteria during interruptions of the city water supply. Each of the three dormitory buildings has a 1000-gallon concrete tank designed with catchments systems to catch rainwater. These tanks are used for drinking water for residents but during city water stoppage, water is hauled from the tank to fill containers in the dormitory bathrooms. The college also has five portable outhouses, which are used to serve dormitory residents during long periods of city water stoppage.

Next to the Maintenance division is a 500-gallon tank to serve the maintenance, logistics, Cooperative Research and Extension (CRE), Area Health Education Center (AHEC), Workforce Investment Act (WIA), Pacific Regional Technology Education Consortium (PRTEC), Childcare Center and Criminal Justice instructors in case of city water stoppage. In front of the Auto Body Shop is a 2000-gallon tank with a catchments system to catch rainwater and is used for Small Engine, Auto Mechanics, Air Conditioning and Refrigeration, and Electrical shops during city water stoppage. Also, behind the Agriculture classroom is a 600-gallon tank with a catchments system to serve the Agricultural Science program and a 1000-gallon tank is by the Construction and Carpentry Shop with a catchments system to serve carpentry students and faculty offices in the building during city water stoppage.
Responses to Recommendations

**Recommendation no. 9:** *The College should revise the Ten-Year Master Plan, as the campus community becomes more proficient at planning, to include measurable, intermediate goals with timely articulated benchmarks for the Physical Resources unit. (Standards 8.1-8.5)*

**Response:** The Ten-Year Master Plan Steering Committee regularly meets to review and revise the plan in response to the changing needs of the college and the community which it serves. The Physical Resources unit has prioritized its plans in response to facilities and physical needs, including maintenance needs, with clear timelines and benchmarks. Regular maintenance is part of the unit’s priorities and is being addressed in the overall physical and facility plans of the college, including regular and emergency maintenance needs. Significant progress has been made in responding to maintenance needs, including emergencies, which has significantly reduced effort expended for emergencies arising from neglect or lack of maintenance. Most emergency maintenance occurs as a result of vandalism and total disregards of property by users.

The chairperson and the strategic direction leaders of the Ten Year Master Plan prepare a six-month progress report on accomplishments and adjustments of the plan. In this report, goals and objectives, which are no longer relevant, are deleted and replaced with relevant ones. The report is distributed to appropriate personnel, members of the board and the president.

**Recommendation no. 10:** *The College should develop an open budget process involving representatives from all campus constituency groups and formally communicate on a regular basis the limitations which constrain the use of special funding (e.g., capital improvement projects, federally funded programs such as CRE, or the funding from the OEk specifically designated to implement a special program). (Standard 9A.2)*

**Response:** In the development of PCC’s annual budget, a bottom-up budget development process described in the College Administrative Manual, is employed. This process allows for all campus units, sections, and divisions to have input into the budget before the department heads (vice presidents) prepare a department budget. The department budget is simply to consolidate the units, sections, and divisions’ budget requests. The college President and the Executive Committee meet to discuss, negotiate, and formalize the college’s overall budget for board consideration. Although this is the process described in the administrative manual, the last four years’ budget developments did not follow the process as described. This is because the funding level for the college during the last four years has remained the same.

The members of the Board of Trustees will review and adopt the college budget and transmit it to the Office of the President of the Republic of Palau with copies to the Palau National Congress (Olbiil Era Kelulau-OEk).
Expending funds in the budget also requires that the requesting office initiate the request by completing requisition forms and obtaining appropriate approval before purchase orders are processed. The Vice President of Administration and Finance is not part of the approval process but will certify the availability of funds before funds can be expended. All supervisors and managers are accountable for their budgets and must expend funds in accordance with the goals and objectives of their programs. Appropriate budget information can be requested and obtained from the Business Office for managers and department heads to make sure all concerned personnel are well informed of their budget/fund status.

Through the Executive Committee and in the board meetings, budget information, including limitations and constraint, are related to the college community. A copy of the budget act is also disseminated to appropriate college personnel for reference and planning purposes.

**Recommendation no. 11:** *The College should explore streamlining the approval process and delegating expenditure authority to appropriate unit administrators. (Standard 9A.2)*

**Response:** The college is pleased to note that budget or fund expenditure lies with the department heads. The current process for budget or fund expenditure follows the bottom-up approval process. Each budget unit initiates fund expenditures in relation to its goals, objectives, and proposed activities. The director or dean and/or vice president approve or disapprove the requisition. If the requisition is approved, the Vice President for Administration will certify the availability of funds before the requisition is processed. Though this process may seem long and cumbersome, it is an important security measure to ensure funds are expended in attainment of goals and objectives and discourages misuse or abuse of the college’s limited financial resources.

A task force was created to review and assess the budget and financial processes and procedures of the Business and Finance office and a report was prepared with recommendations for improvements. The Business and Finance office personnel are considering the recommendations of the task force.

**Recommendation no. 12:** *Upon arrival of the new College President, the Board and the President should establish some clear understandings about how decisions will be made, and how the Board’s policy-making role and the President’s leadership and executive roles will be delineated and implemented. Included in these agreements should be a description of the avenues for communication appropriate for faculty and staff with the executive and policy making levels of the institution. (Standards 10A.3, 10B.6-10)*

**Response:** A week after the new president took office, the board members, the new president and members of the Executive Committee held a joint workshop to discuss the role of the president and the trustees in the “presidency” among other things. It was made clear and the board agreed that they have only one employee and that is the
Responses to Recommendations

President of the college and therefore all communication from the Board to the college must be channeled through the President’s office. Likewise, the Executive Committee members understand that their communications to the Board must be channeled through the President’s office so that everyone is kept abreast of the development and issues of the college. The presidents of the Faculty Senate Association and Student Body Association are members of the Executive Committee and, therefore, are required to attend all Board of Trustees meetings so that they can voice their concerns if any exist. This has worked well for the Board, staff and the college in general.

Since the joint workshop, there has never been any incidence of breaching this channel of communication from either side. The effect of this has had an impact on the rest of the college community and has impressed upon them the need to adhere to the current channel of communication within the college organizational structure.
Palau is the westernmost island in Micronesia, a region of remote small islands and atolls in the western Pacific Ocean. Palau is approximately 2,200 kilometers north of Darwin, Australia, 3,000 kilometers south of Tokyo, Japan, 1,200 kilometers east of Manila, Philippines, and 12,800 kilometers west of Los Angeles, California. It is, therefore, geographically closer to the Asian Pacific Rim nations than to the United States. Because Palau is west of the International Date Line, the local time is 16 hours ahead of Eastern Standard Time and 18 hours ahead of Los Angeles time. To illustrate this time difference, Palau Community College opens for business on Monday morning while the rest of California rests on Sunday evening.

The Republic of Palau has a population of approximately 19,129 people with almost 70 percent of that number working and residing in Koror. The makeup of the total population is 70 percent Palauans, 26 percent Asians, and four percent other Micronesians, Caucasians, and Bangladeshi (Source: 2000 Census of Population and Housing). It should be noted that the population of non-Palauans has increased over the years to about 7,000. It is estimated that nearly one-third of the total Republic of Palau population consists of citizens of foreign countries who are temporarily residing in the Republic of Palau to augment the local labor force.

Palau Community College is located in Koror, the capital city of the Republic of Palau. The campus is conveniently located in downtown Koror within walking distance to major government offices, business establishments, banking institutions, the Palau National Congress (Olbiil Era Kelulau- OEK), and the Judiciary buildings.

Palau Community College was established in 1969 as a two-year postsecondary vocational/technical institution. It grew out of a trade school that had its beginning dating back to 1927 during the Japanese administration prior to World War II. In June 1977, Palau Community College, then Micronesian Occupational Center, was granted initial accreditation status by the Accrediting Commission for Community and Junior Colleges (ACCJC). Then in May 1978, it became officially known as Micronesian Occupational College. In March 1993, OEK enacted the Higher Education Act of 1993, Republic of Palau Public Law (RPPL) no. 4-2 creating Palau Community College.

Palau Community College is the single postsecondary institution in the Republic of Palau. There are currently 696 credit students enrolled at the college. The college serves not only the Republic of Palau, but also draws students from the Federated States of Micronesia (FSM) and the Republic of the Marshall Islands (RMI). There are also Asian students who work and reside in the Republic of Palau enrolled at the college. The college enrollment of 696 is comprised of 79% Palauans, 18% FSM and RMI and 3% Asians. FSM is composed of the island states of Chuuk, Kosrae, Pohnpei and Yap. The Asian population includes citizens of the Philippines, Korea, Japan, the Republic of China (Taiwan), and the Peoples Republic of China.

The college also served 796 noncredit clients during 2002-2003 through short-term courses/programs offered by Continuing
Education Division (CE), the Operation and Maintenance Improvement Program (OMIP) and the Cooperative Research and Extension (CRE). CE served 440, OMIP served 228 and CRE served 128 clients during the school year 2002-2003. The college employs 122 full-time permanent employees: 53 support staff, 33 faculty, librarians and counselors, and 36 administrators, supervisors and professionals.
Descriptive Background and Demographics
## Student Body Characteristics, 2002 – 2003

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Credit Count</th>
<th>%</th>
<th>Noncredit Count</th>
<th>%</th>
<th>Total Count</th>
<th>%</th>
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<tbody>
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<td>Student Population</td>
<td><em>696</em></td>
<td><strong>850</strong></td>
<td>1,546</td>
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### 1. Gender

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<th></th>
<th>Credit Count</th>
<th>%</th>
<th>Noncredit Count</th>
<th>%</th>
<th>Total Count</th>
<th>%</th>
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<td>TOTAL</td>
<td>696</td>
<td>100%</td>
<td>850</td>
<td>100%</td>
<td>1,546</td>
<td>100%</td>
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### 2. Ethnicity

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<th>%</th>
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<td>Asia</td>
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<td>23</td>
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<td>Others</td>
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<td>TOTAL</td>
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<td>100%</td>
<td>850</td>
<td>100%</td>
<td>1,546</td>
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### 3. Registration Status

<table>
<thead>
<tr>
<th></th>
<th>Credit Count</th>
<th>%</th>
<th>Noncredit Count</th>
<th>%</th>
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<td>8.8%</td>
<td>850</td>
<td>55.0%</td>
</tr>
<tr>
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### 4. Enrollment Status

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* Credit students for Fall 2003
** Noncredit students by CE, CRE and OMIP during school year 2002 – 2003
### Descriptive Background and Demographics

#### STUDENT BODY CHARACTERISTICS, 2001 - 2002

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* Credit students for Fall 2002
** Noncredit students by CE, CRE and OMIP during school year 2001 – 2002
Descriptive Background and Demographics

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* Credit students for Fall 2001
** Noncredit students by CE, CRE and OMIP during school year 2000 – 2001
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<td>Part-time</td>
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<td>Noncredit only</td>
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<td>1,606</td>
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</table>

* Credit students for Fall 2000
** Noncredit students by CE, CRE and OMIP during school year 1999 – 2001
GENDER OF CREDIT STUDENTS
2000 - 2003 Fall Terms

<table>
<thead>
<tr>
<th></th>
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<th>Fall 2003</th>
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<tr>
<td>Male</td>
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<td>272</td>
<td>310</td>
<td>290</td>
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<tr>
<td>Female</td>
<td>364</td>
<td>315</td>
<td>417</td>
<td>406</td>
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<td>Total</td>
<td>641</td>
<td>587</td>
<td>727</td>
<td>696</td>
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%  

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<th>Fall 2003</th>
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### Ethnicity of Credit Students
#### 2000 - 2003 Fall Terms

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<td>567</td>
<td>548</td>
</tr>
<tr>
<td>Yap</td>
<td>65</td>
<td>51</td>
<td>85</td>
<td>57</td>
</tr>
<tr>
<td>Pohnpei</td>
<td>6</td>
<td>7</td>
<td>10</td>
<td>13</td>
</tr>
<tr>
<td>Kosrae</td>
<td>11</td>
<td>15</td>
<td>22</td>
<td>35</td>
</tr>
<tr>
<td>Chuuk</td>
<td>10</td>
<td>9</td>
<td>16</td>
<td>10</td>
</tr>
<tr>
<td>Marshalls</td>
<td>4</td>
<td>5</td>
<td>9</td>
<td>13</td>
</tr>
<tr>
<td>Others</td>
<td>33</td>
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</tr>
<tr>
<td>Total</td>
<td>641</td>
<td>587</td>
<td>727</td>
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<table>
<thead>
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<th>Fall 2002</th>
<th>Fall 2003</th>
</tr>
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<td>78.74</td>
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<tr>
<td>Pohnpei</td>
<td>0.94</td>
<td>1.19</td>
<td>1.37</td>
<td>1.87</td>
</tr>
<tr>
<td>Kosrae</td>
<td>1.72</td>
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<td>3.03</td>
<td>5.03</td>
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<tr>
<td>Chuuk</td>
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<td>1.53</td>
<td>2.20</td>
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<td>Others</td>
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Descriptive Background and Demographics

**CLASS LEVEL OF CREDIT STUDENTS**
2000 - 2003 Fall Terms

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<td>437</td>
<td>475</td>
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<tr>
<td>Sophomore</td>
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<td>127</td>
<td>199</td>
<td>113</td>
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<tr>
<td>Unclassified</td>
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<td>9</td>
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<tr>
<td>Enrichment</td>
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<td>8</td>
<td>9</td>
</tr>
<tr>
<td>Dual</td>
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<td>0</td>
<td>36</td>
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</tr>
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<td>Total</td>
<td>641</td>
<td>587</td>
<td>727</td>
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<table>
<thead>
<tr>
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<th>Fall 2001</th>
<th>Fall 2002</th>
<th>Fall 2003</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshmen</td>
<td>71.6</td>
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</tr>
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<td>1.1</td>
<td>1.3</td>
</tr>
<tr>
<td>Dual</td>
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<td>5.1</td>
<td>0</td>
</tr>
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<td>Total</td>
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**ENROLLMENT STATUS OF CREDIT STUDENTS**
2000 - 2003 Fall Terms

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<th>Fall 2002</th>
<th>Fall 2003</th>
</tr>
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<tbody>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full Time</td>
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<td>410</td>
<td>472</td>
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<tr>
<td>Part Time</td>
<td>260</td>
<td>177</td>
<td>255</td>
<td>189</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>641</strong></td>
<td><strong>587</strong></td>
<td><strong>727</strong></td>
<td><strong>696</strong></td>
</tr>
</tbody>
</table>

|  | Fall 2000 | Fall 2001 | Fall 2002 | Fall 2003 |
|  |           |           |           |           |
| **%** |           |           |           |           |
| Full Time | 59.4      | 69.8      | 64.9      | 72.8      |
| Part Time | 40.6      | 30.2      | 35.1      | 27.2      |
| Total | **100**   | **100**   | **100**   | **100**   |

Descriptive Background and Demographics
### REGISTRATION STATUS OF CREDIT STUDENTS
#### 2000 – 2003 Fall Terms

<table>
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<tr>
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<th>Fall 2001</th>
<th>Fall 2002</th>
<th>Fall 2003</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continuing</td>
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<td>337</td>
<td>512</td>
<td>469</td>
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<tr>
<td>First-Time</td>
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<td>177</td>
<td>116</td>
<td>136</td>
</tr>
<tr>
<td>Readmitted</td>
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<td>10</td>
<td>35</td>
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<tr>
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</tr>
<tr>
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<td>587</td>
<td>727</td>
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<th>Fall 2002</th>
<th>Fall 2003</th>
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<td>67.4%</td>
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<tr>
<td>First-Time</td>
<td>28.1%</td>
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<td>19.5%</td>
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<tr>
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<td>3.7%</td>
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<td>5.0%</td>
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Descriptive Background and Demographics

Staff Ethnicity by Gender
September 2003

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<tr>
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<th>Male Limited-term Temporary</th>
<th>Female Regular Permanent</th>
<th>Female Limited-term Temporary</th>
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<td>58</td>
<td>12</td>
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<td>U. S. A.</td>
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<td>4</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Philippines</td>
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<td>3</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>FSM</td>
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<td>0</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
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<td>32</td>
<td>65</td>
<td>18</td>
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<table>
<thead>
<tr>
<th>%</th>
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<th>U. S. A.</th>
<th>Philippines</th>
<th>FSM</th>
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<tbody>
<tr>
<td>Total</td>
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<td>100</td>
<td>100</td>
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Descriptive Background and Demographics

Staff Ethnicity
September 2003

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<th>Limited-Term Temporary</th>
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<tr>
<td>U. S. A.</td>
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<tr>
<td>Philippines</td>
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<td>5</td>
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<tr>
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<td>16.0</td>
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### Descriptive Background and Demographics

#### Staff Ethnicity by Employment Classification

**September 2003**

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<th>Classified Limited-term Temporary</th>
<th>Management Regular Permanent</th>
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### Descriptive Background and Demographics

#### Staff Gender
**Fall 2003**

<table>
<thead>
<tr>
<th>Gender</th>
<th>Regular Permanent</th>
<th>Limited-Term Temporary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
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<td>32</td>
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<td>Female</td>
<td>65</td>
<td>18</td>
</tr>
<tr>
<td>Total</td>
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</tr>
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</table>

<table>
<thead>
<tr>
<th></th>
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<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>%</td>
<td>46.7</td>
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</tbody>
</table>

**N**

- Regular Permanent
- Limited-Term Temporary

---

29
Abstract
of the Self-Study Report

Standard 1: Institutional Mission and Effectiveness

The college demonstrates strong commitment to its mission by developing and providing programs and services in response to the communities it serves. These programs and services are developed to further advance the mission of the college. These programs include credit courses leading to certificates and degrees and noncredit courses designed to develop individual skills and enhance lives.

The college mission is published and communicated throughout the campus community and the service areas by means of the catalog, the college annual report, program brochures, Mesekiu’s News, and other college publications. The college also uses these publications to inform the campus community and the general community of programs and services available and of major accomplishments and future directions of the college.

The members of the Board of Trustees, during the reorganization of the college in 1993, adopted a new mission statement that broadened the scope of the educational programs of the college to that of a comprehensive community college. Efforts are being made to ensure that academic planning is in accordance with the college mission. It has led to additional new academic programs of the college. These new programs include Education, Environmental/Marine Science, Nursing, and Tourism and Hospitality programs. The educational planning is well connected to the goals and objectives of the New/Current Programs’ strategic direction in the college’s Ten Year Master Plan.

The college has also expanded the scope of its noncredit short-term training programs to include courses for individuals looking to upgrade their skills and knowledge for employment purposes and courses for individuals who desire to learn new skills for leisure activities. These noncredit courses are offered through the Continuing Education Division (CE). The course titles and descriptions are published in the 2000–2004 college catalog on pages 84 to 95. Additionally, the Operation and Maintenance Improvement Program (OMIP), a U.S. federal program, is designed to provide operation and maintenance improvement programs to government employees. OMIP is providing appropriate operation and maintenance training courses to government and semi-government employees throughout the Micronesian region. These are noncredit courses and do not lead to certificates or degrees. The courses are designed and tailor made to meet the needs of the trainees of the government agencies. The government agencies approve the final content and format of the courses to be offered.

The college’s Ten Year Master Plan provides for a regular evaluation of programs and services. To aid in the planning and evaluation, the college uses a review process, the Institutional Program on Effectiveness (IPE) that is called for in the college’s Ten Year Master Plan. This review process is fairly new at the college.
and staff have yet to gain confidence and proficiency in the process. The Development and Planning Coordinator who leads the Ten Year Master Plan Steering Committee continues to provide training and assistance in this IPE review process. With the assistance and guidance of the Development and Planning Coordinator, the college has conducted four reviews and provided recommendations for improvements. The respective areas are looking at and considering the recommendations that resulted from the reviews. One of the four areas that have been reviewed is the mission statement of the college. The task force that was created to review the mission statement has submitted its report with recommendations to the Board of Trustees for appropriate action.

The evaluation of credit and noncredit courses are conducted at the conclusion of the courses. The results of the evaluations are used to improve courses with student learning in mind. Every course, credit or noncredit, has identified learning objectives that participants must attain in order for them to successfully pass the course. These learning objectives are measured by means of passing paper tests, demonstration and other methods throughout the course of the trainings.

### Standard 2: Student Learning Programs and Services

Palau Community College offers an extensive array of educational programs for students seeking vocational/occupational training for employment purposes, academic credentials for transfer, enrichment for personal gain, and noncredit courses for personal and professional purposes. The college also allows enrollment of academically qualified high school juniors and seniors into PCC course(s) where they can both earn college credits and fulfill requirements for a high school diploma. The college offers associate degrees in fifteen areas: Agriculture, Air Conditioning and Refrigeration Tech., Automotive Mechanics Tech., Business Accounting, Construction Tech., Criminal Justice, Education, Electrical Tech., Environmental/Marine Science, General Electronics, Nursing, Office Administration, Small Engine and Outboard Marine Tech., Tourism and Hospitality, and Liberal Arts. The college also offers certificates of completion in all of the above areas except in Education and Liberal Arts. All academic programs are reviewed, updated, modified and improved with the faculty (program instructor) initiating such process. This process happens within five years. The faculty members also play a key role in the development of new courses or academic programs.

The college has also responded to the academic preparation and social background of its students by designing and offering developmental courses in English, math and science. Well over half of all incoming students will be required to attend developmental courses in English, math and science to enable them to improve their basic skills to enroll in college level courses. It is the lack of basic skills in reading, writing, and computation that prevent many of these students from succeeding in college.
Although students complete required developmental courses and move on to enroll in college courses, many of them continue to struggle academically. To help these students overcome their academic weaknesses, the college has designed and offered learning support programs and services to facilitate their learning. These learning support programs and services include: reading and language laboratories, computer laboratories, counseling, and English, math, and science tutoring. Tutoring is offered in other subject areas when requested by instructors. Early intervention efforts have also been coordinated by the Retention Office with faculty to make early referrals for absenteeism, lack of progress, lack of motivation, and low test scores to appropriate service areas for help.

The library provides and continues to offer a wide spectrum of library resources and learning resources to support the mission and academic programs and offerings. The library holdings consist of the general collection, a map collection, reserve materials, various publications, video and CD-ROM collections, the Micronesia-Pacific collection, an environmental resource collection and a collection of selected dissertations.

The library and learning resources has increase dramatically over the last five years in response to the addition of new academic programs and the revision of existing ones. Services for interlibrary lending is available which provides access to resources of other libraries outside of PCC and Palau. The library provides computers with Internet access for students doing research papers. Computers are also available in the library for email and communication. The library is open for reasonable hours and days of the week to accommodate working and weekend students to gain access and resources of the library.

Academic courses, including credit and noncredit, and learning support programs and services are evaluated to ensure that they contribute to and impact on student learning. Although they do not occur systematically and on a regular basis, each program and/or service or function area conducts its own evaluation and/or when there is reason or evidence to conduct an evaluation.

<table>
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<th>Standard 3: Resources</th>
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The college has 122 full-time permanent staff with adequate preparation to achieve the educational purpose, contribute to student learning and provide support to improve college effectiveness. There are thirty-one (31) full-time faculty with appropriate educational degrees, training, and preparation to provide adequate support for the college programs and services. In the fall of 2003, there were twenty-one (21) adjunct faculty hired to augment the full-time faculty teaching credit courses. Of the fifty-two full and part-time faculty, 40 percent hold bachelor degrees, 40 percent hold master or higher degrees, 20 percent hold associate degrees and eight percent hold certificates. All degrees held by the faculty members are from U.S. accredited institutions except for five (a master, three bachelors and a certificate) are from non-U.S. institutions.
There are twenty-seven (27) administrators/professionals with appropriate degrees, training, and experience to provide administrative services required to support the college. Eleven or 41 percent of the administrators hold bachelor degrees, 52 percent hold master or higher degrees and seven percent hold associate degrees. All degrees held by administrators are from U.S. accredited institutions except one (PhD) from a non-U.S. institutions.

Qualifications and minimum requirements for both faculty and staff positions are listed in all vacancy announcements published by the college. Knowledge of the subject and effective teaching are prime requirements for all teaching faculty. Faculty also play a role in the selection and hiring of new faculty. Qualifications and minimum requirements are also listed in the PCC Personnel Rules and Regulations Manual (Personnel Manual), which is published by the college and made available for information. Procedures for hiring are also listed in the personnel manual and are fairly and consistently adhered to by the college in recruiting, selecting and hiring of both faculty members and staff. Staff development opportunities are listed in the personnel manual. Other staff development opportunities are offered to both faculty and staff in the form of workshops, seminars and conferences, both on and off-island.

All college employees, including the President, are evaluated annually by their immediate supervisor. The board evaluates the President. The results of the staff evaluations are discussed between the supervisor and the employee. Additionally, the faculty members are evaluated by different evaluation instruments which give teaching effectiveness more emphasis over any other factor in the evaluation.

The most obvious change from the last visit of Palau Community College has been the changes in the physical appearance of the college. The college has had great success in identifying and securing funding for facilities improvement. Buildings, parking lots, sports facilities, access ramps, cover walkways, and ground and landscaping all have enhanced the college’s services to its students. These physical improvements of the college facilities have contributed to the attractiveness and beautification of the campus in the community it serves. Renovations have also provided additional classrooms and offices in locations previously used as storage.

Facilities is a separate component in the Ten Year Master Plan. This component has twelve objectives with timelines all related to facilities improvement on campus. The college has had great success in renovating and maintaining many of its aging facilities (some over 70 years old). The new buildings that have been constructed on campus have been made possible with funding and partnership agreements with programs such as the Workforce Investment Act (WIA), the Area Health Education Center (AHEC), the Ministry of Education (MOE), the Palau Community Action Agency (PCAA), and the Pacific Regional Technology Education Consortium (PRTEC).

Most learning tools and equipment in the vocational shops, although old, are adequate and very well maintained. The college also provides computer laboratory classrooms for computer related courses and open laboratories for students’ use. These computer laboratory classrooms provide essential support for student learning. The college utilizes five servers that provide support for student learning, teaching,
college wide communication, research and operational system.

There are two technology support staff that provide advise and support with technology hardware and software and to ensure that the systems and the support they provide enhance the operation and effectiveness of the college. These two technology support staff also provide training on software and technology application.

There is one faculty member who provides services and technology support for the faculty members and the computer laboratory classrooms. This faculty member is responsible for designing, developing and implementing technology and computer related trainings for faculty so that faculty can integrate the use of technology in the classroom.

Most of the computers in the three computer laboratory classrooms are between three and five years old (some over five years). They experience problems such as system and hardware failures. Some of these computers have no more memory space and cannot be upgraded or be fitted with new software application. Due to the high cost of computers and technology equipment, procurement and replacement of computers and technology equipment at the college is perceived as inadequate.

The college’s Digital Subscriber Line (DSL) runs on a bandwidth of only 128 kilobytes per second, and the over 120 staff and 690 students trying to get on line have slowed down the system drastically. The number of users has increased almost threefold while the DSL speed has remained the same. The problem is further escalated with lack of planning of the college computer network system to better maximize the current DSL line assigned to the college.

Palau Community College has weathered the fiscal uncertainty of the past few years with no increase in the level of appropriation from the Palau National Congress (Olbiil Era Kelulau-OEK) to the college. Through careful and efficient use of its limited financial resources, the college has been able to retire prior years’ budget deficits and electricity debts and provide support for its programs and services without a compromise in quality.

The college budget for fiscal year 2002 – 2003 is over $6.9 million ($2.3 million unrestricted general fund and $4.6 million restricted funds). Financial planning and budget development by the college reflects realistic assessment of financial resources by taking into consideration prior years’ budgets, the current budget, and college priorities for next year. The college assures wide and broad participation in the budget development process by soliciting input from all college constituents before finalizing the college budget request for board approval. This process is described in the PCC Administrative Procedures Manual.

Financial audit reviews are conducted annually by an outside auditing firm. A copy of the audit report, financial documents, and budget information, including limitations and constraints, are made available to department heads and key college personnel upon request. Copies of the audit reports are provided to the Office of the President of the Republic of Palau, OEK, the Palau Public Auditors Office, and to the U.S. Department of Education. Copies of the audit reports are also available in the library and the Business Office.
Standard 4: Leadership and Governance

The Board of Trustees, the President and the college leaders create and promote an environment that encourages empowerment and a participative decision-making process. Faculty, staff and students are provided avenues to present, discuss and participate in the improvements of programs, services and practices within their respective areas. These avenues include memberships in the Executive Committee, the Committee on Programs and Curricula (CPC), the Retention Committee, the Graduation Committee, Charter Day Committee, and other college committees. The college tries to include all constituents in any committee, be it a standing committee or ad hoc committee, to ensure that any decision is participative and communicated throughout the college community.

College administrators have clearly defined roles in the institutional governance. These roles can be found in the personnel manual as well as in their job descriptions. The faculty’s role in the institutional governance, although not written, can be ascertained in their involvement and participation as members of various college committees. The most notable one is their membership in the Executive Committee. The faculty play a critical role in CPC and in areas of student learning programs and services.

The Board of Trustees and college leadership keep the college community and the public informed of the affairs of the college through college publications including, but not limited to college annual reports, audit reports, college newsletters, and talk shows on the local radio station. The college also adheres to Accreditation Commission standards, policies, and requirements by furnishing and filing an annual report with the Commission including the self-study and other reports as may be required or requested by the Commission.

The Board of Trustees has a positive relationship with the institution and provides appropriate support for the institution. The relationship between the Board and the President has been one of mutual respect and understanding. The board bylaws state that the Board acts as a whole and no one member may decision on behalf of the board. The Board provides appropriate oversight and support and protects the institution from undue influence.

Five board members are appointed by the President of the Republic of Palau and confirmed by OEk. One student trustee, a voting member, is elected by the student body to serve on the Board for a one-year term. Two non-voting advisory members are recommended by the Board and appointed by the President of the Republic of Palau. The terms of the five appointed members of the Board are staggered to ensure continuity of the Board.

The Board of Trustees Protocol Manual includes the board bylaws, policies and responsibilities of the board. Also included in the manual is the code of ethics, meeting procedures, mission statement and unifying principles of the institution. The Protocol Manual provides for an annual evaluation of the Board. The Board uses the results of the evaluations to improve its performance.

New board members go through a board orientation. The orientation includes a meeting with the chairperson and the college president and includes a review of the Protocol Manual, college enabling legislation and other pertinent college publications.
Planning of Palau Community College (PCC) Self-Study began in late November of 2002 when the Accreditation Liaison Officer (ALO) returned from ALO training. In December 2002, the ALO was selected as the chairperson for the self-study process and a preliminary list of the co-chairpersons of the standards committees was compiled. In mid January of 2003, the ALO/chairperson and the President conducted an orientation workshop for the college staff. During the staff orientation workshop, the ALO/chairperson and the President provided an overview of the accreditation process. Since PCC had agreed to be evaluated based on the four new Commission standards, the ALO/chairperson provided a brief history and evolution of the Commission standards from the initial eight (8) standards to the ten (10) and finally, to the four (4) new standards. The ALO/chairperson distributed a preliminary self-study calendar.

Final selection and appointment of co-chairpersons for the four standards committees began following the staff orientation workshop. The co-chairpersons for the standards committees provided additional names for membership in their respective standards committees. The Self-Study Steering Committee was made up of co-chairpersons of the four standards committees. The ALO chaired the Self-Study Steering Committee. The Self-Study Steering Committee met throughout the year and reviewed all draft reports by the standards committees.

The Self-Study Steering Committee determined that the first task of each standards committee would be to review the individual components of the standards and draft a descriptive summary for the Self-Study Steering Committee (steering committee) to review. In late February 2003, the steering committee began reviewing the first drafts of the descriptive summary. The ALO/Chairperson and Assistant ALO/vice chairperson of the steering committee sat through a four-hour page-by-page review with members of the Board of Trustees, the President, and members of the Executive Committee. This was only the second draft of the descriptive summary.

After reviewing the second draft of the descriptive summaries, the steering committee determined that the next task of each standards committee would be to study the second drafts of the descriptive summaries and develop a list of potential questions for use in surveys of students and college staff. The survey questions and development of survey instruments were coordinated with the Planning and Research Coordinator. The steering committee continued to meet to review and refine the descriptive summary section of the report.

In May 2003, the steering committee began to review the first drafts of the self evaluation section of the report. The steering committee determined that both the descriptive summary and first draft of the self evaluations would be reviewed to ensure that there would be a connection and relation between both parts of the report. The steering committee completed two more rounds of review of the self evaluations and requested the standards committees to incorporate plans as appropriate. The fourth drafts of the descriptive summary and self evaluations were submitted to the steering committee with plans. The steering committee determined that both the descriptive summary and first draft of the self evaluations would be reviewed to ensure that there would be a connection and relation between both parts of the report. The steering committee completed two more rounds of review of the self evaluations and requested the standards committees to incorporate plans as appropriate. The fourth drafts of the descriptive summary and self evaluations were submitted to the steering committee with plans.
committee reviewed the first drafts of the plans in relation to the self evaluations to ensure plans were formulate based on the needs identified in the self evaluation.

The members of the Board of Trustees, the President, and members of the Executive Committee did another four-hour page-by-page review with the ALO/chairperson and Assistant ALO/vice chairperson of the steering committee. The Board of Trustees also requested and reviewed the final draft report in its final format in early December of 2003.

At every major accomplishment or benchmark of the self-study report, the college community was invited to review and comment. Draft copies of the report were made available in the library and with the two ALOs. The ALOs also reviewed the drafts, validated information by interviewing staff, followed up on research to clarify responses, corrected factual errors, and provided missing and incomplete text for the self-study report.

Throughout the self-study process, the ALO/chairperson kept participants and the college community advised of the progress of the self-study through Mesekiu’s Newsletter and reports to the Faculty Senate Association and Student Body Association and the Board of Trustees.

**SELF-STUDY STEERING COMMITTEE**

- **Presley Etibek** .................................................. ALO/Chairperson
- **Marianne Temaungil** ........................................ Asst. ALO/Vice Chairperson
- **Jay Olegeriil** ..................................................... Co-chairperson – Standard 1
- **Kuye Belela** ...................................................... Co-chairperson – Standard 1
- **Alvina Timarong** ................................................ Co-chairperson – Standard 2
- **Vernice Rechebei** ............................................... Co-chairperson – Standard 2
- **Willy Wally** ..................................................... Co-chairperson – Standard 2
- **Presley Etibek** .................................................. Co-chairperson – Standard 3
- **Vincent Ito** ..................................................... Co-chairperson – Standard 3
- **Grace Alexander** ............................................. Co-chairperson – Standard 3
- **Leo Ben Teriong** ................................................ Co-chairperson – Standard 3
- **Thomas Taro** ................................................... Co-chairperson – Standard 4
- **Todd Ngiramengior** ........................................... Co-chairperson – Standard 4
# Standards Committees

## Standard 1: Institutional Mission and Effectiveness

**A. Mission**

- Angelio Anthonio
- Clinton Ngemaes
- Emais Robert
- Joan Philip
- Portia Franz
- Lesley Adachi
- Larry Wakakoro
- Akiko Udui
- Akilina Maech
- Althena Wally
- Ngirmeriil Ngirmeriil

**B. Improving Institutional Effectiveness**

- Armstrong Debelbot
- Helen Immanuel
- Victoria Maui
- Eugene Uehara
- Marcus Hangaripaii
- Debra Ngirainingas
- Ismael Anastacio
- Kristine Lloyd
- Hulda Lukas
- Lance Wally
- Audrey Alfonso

## Standard 2: Student Learning Programs and Services

**A. Instructional Programs**

- Sherman Daniel
- Gregory Dever
- Joel Miles
- Ramon Garcia
- Don Hanser
- Tutii-Elbuchel Chilton
- Marianne Temaungil
- Vernice Yizi
- Ephraim Ngirachitei
- Dannies Uehara
- Keith Ignacio
- Dison Sball

**B. Student Support Services**

- Marenisia Edward
- Dahlia Katosang
- Midori Mersai
- Janice Termeteet
- Damiana Kunihiro
- Huan Hosei
- Charlyn Basilio
- Rosita Weilbacher
- Juliana Anastacio
- Fidelia Tengoll
- Teory Idechong
- James Aunu

**C. Library and Learning Support Services**

- Valeria Toribiong
- Laura Mangham
- Veronica Kloulchad
- Geraldine Rengiil
- Tchuzie Tadao
- Serelina Ridep

- Pioria Faungy
- Baskasio Oiterong
- Grace Merong
- Miriam Kual
- Eileen Babauta
- Waylen Klouluback
Standard 3: Resources

A. Human Resources

Edolem Ikerdeu
Karen Mobel
Ezra Takeo
Anne Mobel
Lorenza Joseph
Shiro Kesol
Veronica Sngebau
Sidney Kemper

B. Physical Resources

Besechel Kiueluul
Jose Azuma
Lester Rekemesik
Rodney Kazuma
Takemura Erungel
Kashilda Bruno
Clement Kazuma
Josepha Tutii
Willes Tmecherur
Norman Sato
Gaylord Rdechor
Leah Moses

C. Technology Resources

Bruce Rimirch
Maurine Alexander
Nelson Esquerra
Mekreos Silil
Moses Bells
George Juarez
Epimachus Moses
Imengel Mad
Lourdes Reksid
Jefferson Thomas
Jenna Tiobech

D. Financial Resources

Howard Charles
Helene Moros
Domingo Morei
Merelyn Omelau
Lorenza Joseph
Anne Mobel
Shiro Kesol
## Standard 4: Leadership and Governance

### A. Decision-Making Roles and Processes

- Bilung Gloria G. Salii
- Masa-Aki Emesiochl
- Patrick Tellei
- Ayano Baules
- Wilma Sukrad
- Terry Ngirmang
- Ephraim Ngirachitei
- Elenita Brel
- Sue Ikertang
- Lance Wally
- Tripler Orrukem

### B. Board and Administrative Organization

<table>
<thead>
<tr>
<th>Board Members</th>
<th>Administrative Organization</th>
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<tbody>
<tr>
<td>Bilung Gloria G. Salii</td>
<td>Sue Ikertang</td>
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<td>Masa-Aki Emesiochl</td>
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<td>Wilma Sukrad</td>
<td>Ephraim Ngirachitei</td>
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<tr>
<td>Terry Ngirmang</td>
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<td>Date Range</td>
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| November 2002      | - Appointment of Accreditation Liaison Officer/Self-Study Steering Committee Chair  
                       - Accreditation Liaison Officers Training                                                                                       |
| December 2002      | - ALO/Self-Study chairperson reviewed list of participants of prior self-study and developed list of key players  
                       - Staff Orientation workshop on self-study process  
                       - Appointment of standards committees co-chairpersons and creation of the Self-Study Steering Committee  
                       - Appointment of standards committees membership                                                                                     |
| February – March 2003 | - Standards committees reviewed components of individual standards and draft descriptive summary  
                       - Self-Study Steering Committee reviewed, revised, corrected and sent back to standards committees for additional information the first & second drafts of descriptive summary                                                                 |
| March – May 2003   | - Standards committees developed questions for surveys and developed survey instruments with Planning and Research Coordinator, conducted surveys, and drafted self evaluations. |
| May – July 2003    | - Self-Study Steering Committee reviewed, revised, corrected, and returned to standards committees for additional information the self evaluations and plans |
| July – October 2003| - Self-Study Steering Committee reviewed, revised, corrected, and returned to standards committees for additional information all three sections of the report |
| November 2003      | - Self-Study Steering Committee completed review of the report and directed vice chairperson to begin edition process. |
| December 2003      | - ALOs began putting the final self-study report together  
                       - Board of Trustees final approval of the self-study report  
                       - Self-Study mailed to Commission and team members                                                                                     |
| February 17-19, 2004 | - Accreditation Team visit                                                                                                                  |
Certification of Continued Compliance with Eligibility Requirements

An assessment of the Institution in relation to the basic criteria for Institutional eligibility was conducted by the Accreditation Liaison Officer throughout the course of the self-study process. Each eligibility requirement for accreditation was reviewed and validated by appropriate supporting documentation. The Institution continues to comply with the eligibility requirements for accreditation.

The Certification of Continued Compliance with Eligibility Requirements is submitted for the purpose of assisting in the determination of the Institution’s continued eligibility status for accreditation.

We certify that the eligibility requirements for accreditation have been validated as part of the institutional self-study and comprehensive evaluation of the Institution. We further certify that Palau Community College continues to comply with the eligibility requirements for accreditation.

__________________________________________   President
Patrick U. Tellei

__________________________________________   Chairperson, Board of Trustees
Bilung Gloria G. Salii
Standard 1: Institutional Mission and Effectiveness

The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analyses of quantitative and qualitative data in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.

1A. Mission

The institution has a statement of mission that defines the institution’s broad educational purposes, its intended student population, and its commitment to achieving student learning.

1A.1 The institution establishes student learning programs and services aligned with its purpose, its character, and its student population.

Descriptive Summary

The following is Palau Community College’s mission statement: Palau Community College (PCC) is an accessible public educational institution helping to meet the technical, academic, cultural, social and economical needs of students and communities by promoting learning opportunities and developing personal excellence.

PCC is a two-year public institution with an open door admissions policy, with three schools offering a total of 15 diverse academic and vocational programs.

School of Arts & Science

- Agricultural Science (AG)
- Criminal Justice (CJ)
- Education (ED)
- Environmental/Marine Science (ES)
- Liberal Arts (LA)
- Nursing (NU)

School of Business

- Business Accounting (BA)
- Office Administration (OA)
- Tourism & Hospitality (TH)

School of Technical Education

- Air Conditioning and Refrigeration Technology (AC)
- Automotive Mechanics Technology (AM)
- Construction Technology (CT)
- Electrical Technology (ET)
- General Electronics Technology (GE)
- Small Engine and Outboard Marine Technology (SE)

For the past five years, the institution’s fall enrollment has consistently averaged over 600 students with this fall semester’s enrollment being 696. The makeup of the college’s population includes students from the Federated States of Micronesia (FSM), which is composed of the island nations of Yap, Chuuck, Pohnpei, and Kosrae, the Republic of the Marshall Islands (RMI), the Republic of Palau, Vanuatu, the Philippines, the Republic of China (Taiwan), Korea,
Japan, the People’s Republic of China, and the United States of America. In accordance with the institutional mission, the Committee on Programs and Curricula (CPC), which consists of the president of Faculty Senate Association and two faculty representatives, the Director of Admissions & Financial Aid, the Extension Programs Coordinator, the Student Body Association president/representative, the Director of Learning Resources & Adult High School, the Dean of Academic Affairs (Ex-Officio), and the Associate Dean, School of Engineering, monitors the implementation and progress of each academic program to ensure that each is consistent with the community needs and the college mission statement and its objectives, as well as to ensure that the programs meet accreditation requirements. PCC has other services, geared toward its students, which include learning resources, counseling, housing, recreation and food services.

PCC also has programs that cater services to its students and students from elementary schools, high schools, and community members. Short-term training programs are offered through its Continuing Education Division as needed by the community members. In addition, a high school equivalent program, also under Continuing Education, is in place to help meet the needs of adult community members who wish to complete their high school education.

Other programs offered by the institution are Student Support Services (SSS), Upward Bound, Talent Search, the Operations & Maintenance Improvement Program (OMIP), the Cooperative Research and Extension (CRE) Department, and the Palau Small Business Development Center (SBDC). The SSS program assists PCC students by offering tutoring services, counseling services, college transfer services and cultural activities. The Upward Bound program assists high school students to develop the skills, knowledge, attitude, and motivation needed to enroll and succeed in college following graduation from high school. The Talent Search program assists primary and secondary school students with tutoring services in all subject areas. The OMIP Training Program assists government employees with short-term trainings in the area of infrastructure operation and maintenance. The CRE department focuses on research and extension programs that bring research-based information and technology to the community through three divisions: Agriculture, Natural Resources and Environmental Education (NREED), and Family and Consumer Education (FaCE). The SBDC program assists small businesses in order to promote growth, expansion, innovation, increased productivity, and management improvement. Furthermore, National University in San Diego and San Diego State University, both in California, in collaboration with PCC are offering online bachelor and master degree programs.

The Higher Education Act of 1993, Republic of Palau Public Law (RPPL) 4-2, which established Palau Community College, outlines the institution’s primary goal, which is to meet the postsecondary educational needs of the Republic of Palau. In line with this goal, programs such as Agriculture, Tourism and Hospitality, Environmental/Marine Science, and Nursing were developed to address the specific needs of the community that the college serves.

**Self Evaluation**

Of the 696 students enrolled in the fall of 2003 semester, 548 are from the Republic of Palau, 115 from the FSM, 13 from the Republic of the Marshall Islands, five from
the People’s Republic of China, four from Taiwan (Republic of China), four from Korea, three from the Philippines, two from Japan, one from Vanuatu and one from the United States. With the majority of students being from Palau and the Micronesian region, the college’s program offerings are designed and tailored based on the needs of these communities. The fall enrollment numbers for the last five years average over 600 students, which indicates that the institution is attracting students with its program offerings. The college offers a variety of programs such as the Liberal Arts program for students interested in further pursuing their post secondary education after PCC, and vocational/trade programs for those graduates who will be joining the local workforce right away, having instilled in them the work ethics and traits that make an individual employable and productive in the labor market. All these are done in alignment with the institution’s purpose and character, making accessible academic programs and technical and vocational trainings to students, skills that are needed in their respective communities.

The Continuing Education Division (CE) offers a myriad of short-term training programs for adults who want to further enhance their skills/knowledge in their field, or to learn a completely new skill. Training programs include storyboard carving classes, customer service training, supervisory training, basic/advance computer training, bio-terrorism preparedness training, and Palauan language and culture. CE also offers summer courses in math, English, science, computer, music and art and a camping program for elementary school students, further enhancing their skills and knowledge in these areas. CE has conducted a total of 29 short-term training programs, serving 440 individuals for a total of 2081 training hours from October 1, 2002 to September 30, 2003. CE also oversees the Adult High School, a program that has helped 60 individuals obtain their high school diplomas since its inception in 2001 to November 2003.

The college’s alliance with San Diego State University (SDSU) yielded its first master degree graduates in May 2003 with 18 students. Among the 18 graduates, 10 were faculty/administrators from Palau Community College and the rest were from the Ministry of Education (MOE). The program is ongoing with a second cohort group consisting of two instructors and one administrator from PCC. Formation of a third cohort group is ongoing and will commence as soon as 30 students sign up. Under the same partnership with SDSU, the Bachelor in Vocational Education (BVE) program will also, for the first time, graduate a number of PCC and MOE faculty and staff as early as spring semester, 2004. A Bachelor of Arts in Liberal Studies is scheduled to begin in the fall of 2004 with the intended target being the public school teachers of the Republic of Palau.

The college library, providing services to the college as well as to the community at large, continues to expand to meet the demand from the increasing enrollment as well as the growing local community patronage. With its on-line services, students can now utilize the World Wide Web for research and email. Dormitories have been renovated to accommodate increased demand for student housing needs. The recreation office has activities such as intramural basketball, baseball, softball, pool and volleyball. Fieldtrip excursions to the rock islands and trips to the big island of Babeldaob are popular activities especially for dorm students.

In the last five years, the college has created programs in education, nursing, tourism, and

Planning Agenda
None needed at this time

1A.2 The mission statement is approved by the governing board and published.

1A.3 Using the institution’s governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.

1A.4 The institution’s mission is central to institutional planning and decision.

Descriptive Summary

The mission statement was revised and approved by the Board of Trustees during the transition of Micronesian Occupational College (MOC) to Palau Community College (PCC) in 1993. The institution’s scope of a vocational-technical college was expanded to that of a comprehensive community college. This move from a vocational-technical college to that of a comprehensive community college was again emphasized in the college’s required focus report to the Commission in May 2000 in response to the Commission’s recommendation. The mission statement has been published in the General Catalog, annual reports, and other college publications, such as the Mesekiu’s newsletter, Agriculture Research publications, and marketing brochures.

Since the mission was approved and adopted by the Board of Trustees in 1993, the President and governing board meet regularly to establish and maintain the college’s direction in alignment with its mission statement. In accordance with the college’s Ten Year Master Plan, the college, in the spring of 2003, reviewed its mission statement in terms of appropriateness and adequacy.

The institution’s mission is the cornerstone for planning and decision-making. Based on its mission and the Higher Education Act of 1993 (RPPL 4-2), the institution has set goals and objectives, as reflected in its Ten Year Master Plan, calling for the establishment of programs and services to meet the needs of the community. In the past five years, PCC has developed programs for Nursing, Tourism & Hospitality, Environmental/Marine Science, and Education, in addition to developing a wide-range of Continuing Education short-term training programs, all in response to the needs of the community being served. The Cooperative Research and Extension (CRE) Department of the college was also established to provide services to the local community in the area of agriculture and aquaculture. Additionally, the Operation & Maintenance Improvement Program (OMIP) provided maintenance training to operators of all public school buses and public works employees who operate water pump stations, and power plant generators in rural areas of Palau. The institution also extends its OMIP trainings to the rest of the Micronesian region as well as to American Samoa.
Self Evaluation

Based on the Ten Year Master Plan, the college’s mission task force was organized to review the college’s mission statement in the spring of 2003 and submitted its report with recommendations to the President and the board members for appropriate action. The report stated that the mission statement should stress general characteristics common to all community colleges and specifics that distinguish Palau Community College from other colleges. The task force’s report stated that there are five common themes in all community college missions including that of PCC. They are basic skills and developmental education, career preparation, continuing education, transfer programs, and community service and access.

The college believes that a mission statement is and should be the cornerstone of the college’s planning and decision-making process. Effort in the past three years has been taken by the college in an attempt to respond to the community needs and in doing so fulfill its mission statement (…helping to meet the technical, academic, cultural, social, and economic needs of students and communities…). Specifically, Academic Affairs responded to the needs of the Republic of Palau by creating four new programs, namely Nursing, Education, Tourism, and Environmental/Marine Science. The Continuing Education has and continues to provide numerous short-term training programs for the public. The Operation and Maintenance Improvement Program (OMIP), through two PCC vocational trade instructors, has trained mechanics, electricians, public works employees and public school bus drivers throughout Palau, FSM, RMI, the Commonwealth of the Northern Marianas Islands, and American Samoa. The Cooperative Research & Extension department of the college in the last two years has also led the way in the field of aquaculture and agriculture research and development introducing groundbreaking methods in which to produce root crops such as the taro tissue culture program as well as introducing efficient and cost-effective methods to raise prawns and mullet for the local market.

Planning Agenda

1. The President and Board of Trustees will review report and recommendations from the mission statement task force and take appropriate action.
1B. Improving Institutional Effectiveness

The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.

1B.1 The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.

Descriptive Summary

In an effort to continually improve institutional processes and effectiveness, the institution has in place two standing committees – the Committee on Programs and Curricula (CPC) and the Retention Committee. CPC ensures the integrity and effectiveness of all academic programs while the Retention Committee ensures student learning programs and services facilitate student learning. In addition to these two standing committees, is the Institutional Program on Effectiveness (IPE), which has reviewed and submitted recommendations for improvement on selected Academic Policies, Financial Reports and Budget processes, and Dormitory Life aspects. During the formation of the committees, special care was taken in making sure that the members of each committee included people who were familiar with the area of concern and also people who were not familiar with the area being assessed.

The CPC standing committee under Academic Affairs meets at least once a month to review and make recommendations for approval on programs, courses, and academic policies and regulations. The committee is comprised of the president of Faculty Senate Association, two faculty representatives, the Director of Admissions and Financial Aid, the Extension Programs Coordinator, a Student Body Association representative, the Director of Learning Resources, the Dean of Academic Affairs, and Associate Dean, School of Engineering. The Retention Committee, with members consisting of the deans of Student Services, Academic Affairs and CE, the directors of Student Support Services, Admissions and Financial Aid, and Student Life, the college registrar, a faculty representative and a student representative, meet regularly to address academic policies and support services including student service processes and procedures in an overall effort to keep students on track with their academic schedules. Instructor, advisor, and departmental meetings also provide opportunities for instructors, advisors and department heads and personnel responsible for student learning to share information and ideas that are focused on the continual betterment of student learning and the processes in which they are accomplished.
Self Evaluation

Open dialogue within departments, such as math and English, address instructional issues that arise in classes. An instructor/advisor meeting at the beginning of every semester also provides an opportunity for instructors to share concerns and expectations, whereby further readying themselves for their course presentations before instruction begins. The Retention Committee and CPC are decision-making committees that meet regularly. The Retention Committee holds regular meetings to make sure that students are provided all the necessary help and guidance to achieve their academic goals. CPC, which meets at least once a month, or more frequently if necessary, makes certain that all the programs and services provided by the institution are focused on providing an environment conducive to optimum student learning.

Planning Agenda

1. To encourage dialogue to expand from committee meetings to include the entire college community.

1B.2 The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.

Descriptive Summary

The institution has developed a Ten Year Master Plan that is comprised of eight strategic directions; each strategic direction has its own goals and objectives with timelines built into them. The Ten Year Master Plan maps out and sets the direction of the college until 2007. This plan was prepared by college members with active input from community members to align all departmental goals and objectives to work toward a common mission. Understanding these goals, various strategic direction members within the Ten Year Master Plan have set timelines where they meet to review goals and objectives and amend these as necessary to ensure the implementation of the plan. The Executive Committee meets as needed to address activities and issues that lead to the institution’s overall mission being effectively implemented.

Self Evaluation

The master plan is the guideline for the institution’s overall developmental planning. Institutional personnel in charge of the various strategic directions in the master plan have specific goals and timelines written within their strategic direction. There were a total of 23 goals and 111 objectives under the eight strategic directions in the original Ten Year Master Plan in 1997. Seventeen percent of the goals and 39 percent of the objectives have been completed with eight percent of the objectives deleted. The Ten Year Master Plan was rewritten at the end of its fifth year with 13 goals and 67 objectives; eight percent of these goals have been completed and 25 percent of these objectives have been completed.
Twenty-seven (27) college personnel were surveyed to gauge their general knowledge of the Ten Year Master Plan. Of the 27 surveyed, 89 percent knew that there is a PCC Ten Year Master Plan document while 11 percent did not know. Of the ones who knew about the Ten Year Master Plan, 33 percent were familiar with the eight strategic directions in the master plan while 59 percent had no knowledge of the eight strategic directions.

**Plan**

1. Distribute the Ten Year Master Plan appropriately throughout the college community to solicit support and commitment for the implementation of the plan.

### 1B.3 The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.

**Descriptive Summary**

One responsibility of the Development Office is the assessment of programs and services of the college. This is a relatively new activity which to date has assessed three areas. These areas include financial reports and budget processes, dormitory life aspects and selected academic policies. For each area assessed, a task force was created to review and evaluate the service, policies and processes and to recommend changes for improvements. A follow-up report is done one year after the study results are given to the appropriate personnel. The task forces are made up of college personnel who have no direct connection with the program or service, as well as personnel who do, and include students.

Because this program is new and most college employees do not have experience in this area, orientation and training are required for each task force. Where possible, key personnel are encouraged to set up a cycle of assessment for their respective programs/services. In the meantime, the Coordinator of Planning and Development continues to lead the assessment effort.

Progress on the Ten Year Master Plan is reported every six months with an annual report going to the Board of Trustees each year.

**Self Evaluation**

The ad hoc task forces in the Institutional Program on Effectiveness, namely selected Academic Policies, Financial Reports and Budget, and Dormitory Life aspects assessed the appropriate processes for improvement during their survey and data gathering. These task forces have completed their review and recommendations for improvement were made and are currently being acted upon. The recommendations for Dormitory Life and selected Academic Policies resulted in improvements in those areas. The recommendations for Financial Reports and Budget, however, are still under
consideration. The Coordinator of Planning and Research who heads the Institutional Program on Effectiveness recommends that the people responsible for reviewing and implementing the recommendations made by each task force take the responsibility to decide the frequency of assessments for their programs and services. The coordinator keeps all assessment on track by initiating each one in a timely manner and assisting in any way possible with the process and reports on the progress of the recommendations made by the task force. Interviews are on-going with individuals in charge of implementing the recommendations made by the task force to find out the frequency and timeline of respective assessments.

Planning Agenda

1. Continue to assess programs and services of the college.

1B.4 The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.

1B.5 The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.

Descriptive Summary

The make-up of all planning bodies from the Executive Committee to the individual task forces reflect all members of the college community, that is the faculty, staff, students, administrators and when appropriate, community members. The planning process for the Ten Year Master Plan took almost two years and involved all constituencies of the college meeting in lengthy sessions. When the Master Plan was reviewed, appropriate recommendations by the Commission and previous self-study visiting team, were incorporated into the plan. The recommendations which did not get incorporated into the plan were addressed separately.

The institution as mandated through Republic of Palau Public Law (RPPL) 4-2 publishes the College Annual Report that provides a detailed summary of college activities to all appropriate constituencies. The Annual Report outlines the financial status of the college as well as highlights yearly accomplishments that support the overall mission of the college. The college files a semiannual report and submits it to the Commissioner representing the Pacific Postsecondary Education Council (PPEC), who compiles the report to the Accrediting Commission for Community and Junior Colleges (ACCJC). An annual fiscal audit report is conducted by an external auditor to make certain that the college’s finances are allocated and used accordingly. The college also publishes a weekly newsletter that keeps the college community and public abreast of activities of the institution.

Self Evaluation

The institution has broad-based representation in key governing bodies and planning processes (PCC Board of Trustees.
members: representatives from the business, education and the community sectors, and a Student Trustee. Executive Committee members: the college President, the vice presidents of Administration, Education and Training, and Cooperative Research and Extension, the directors of Development and Human Resources, the presidents of the Faculty Senate Association and Student Body Association. Since there is no vice president of Education and Training Department, the three deans who report to the vice president of Education and Training Department attend the Executive Committee meetings representing the department.) The Ten Year Master Plan, which also had a broad based ad hoc committee membership, allows each strategic direction leader to choose his/her own committee members. Strategic direction leaders have full accountability for their own areas.

The institution’s annual report, annual audit report, annual budget presentation to, Palau’s National Congress (Olbiil Era Kelulau-OEK), annual grant report to the Freely Associated States (FAS) grant coordinator, and the annual report on the institution’s accomplishments and milestones to the Commissioner representing the PPEC institutions, are reports that convey matters of quality assurance to appropriate constituencies. (FAS is composed of island nations of the Micronesian region which include the Federated States of Micronesia, the Republic of the Marshall Islands and the Republic of Palau). The institution’s newsletter (Mesekiu’s News) also conveys such matters to the community. Copies of such reports are filed and are made available upon request. Copies of the institution’s annual report, as required by RPPL 4-2, are transmitted to OEK and the Republic of Palau President’s office.

Planning Agenda

None needed at this time.

1B.6 The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts

1B.7 The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.

Description

The institution’s Ten Year Master Plan has built in dates and timelines that set the direction of the planning process and resource allocation for the college. The institution’s Ten Year Master Plan is a working document and an all-inclusive document that has clearly stated strategic directions that are supported by equally explicit goals and objectives. The goals and objectives have specific timelines for their implementation and accomplishments. The college continues to evaluate its planning and resource allocation processes through its Institutional Program on Effectiveness.
The evaluation mechanisms are now being established through the Institutional Program on Effectiveness (IPE) with each department devising its own evaluation timelines with the assistance of the Planning and Research Coordinator. IPE is new and no assessment has been done on the process. At this time, the IPE is the base to assess all programs, services, and processes of the college.

**Self Evaluation**

The implementation of the Ten Year Master Plan has been on track. Timelines and schedules were revised and adjusted after the fifth year.

Through IPE, the college is assessing its programs and services. Since it is new, many college personnel are still learning the program; thus, only three areas have been assessed. There has been no assessment of this program.

**Plan**

1. Assess IPE after all programs and services have been assessed through IPE.
List of Evidence for Standard 1

Referenced:

1-1  2000 – 2004 College Catalog
1-2  Enrollment report for last five years
1-3  Higher Education Act of 1993 (RPPL 4-2)
0-01  PCC Ten Year Master Plan
0-02  PCC Annual Reports for last five years
1-4  Agriculture Research Publication (w/ mission)
1-5  Marketing brochures (w/ mission)
1-6  Mission task force report
0-03  Listings of OMIP trainings
0-04  Listings of CE trainings
0-05  Listings of CRE trainings
0-06  CPC minutes of meeting file
0-07  Retention Committee minutes of meeting file
1-7  Selected Academic Policy task force report
1-8  Surveys instruments and results (staff knowledge on ten year master plan)
0-08  Mesekiu’s News Binder – 2003 (w/ mission)
0-09  Financial Audit Reports – Last five years
1-9  FY 2004 budget presentation at OEK
1-10  Annual grant report to FAS Grant Coordinator
1-11  Most recent Focused Midterm Visit Report
1-12  Signed Agreement (MOU) with National University and SDSU on distance education through PCC
0-10  Teachers evaluation
STANDARD 2

Student Learning Programs and Services

The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.

2A. Instructional Programs

The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.

2A.1 The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.

2A.1a The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.

Descriptive summary

PCC strives to identify and meet the diverse educational needs of its student population through a variety of programs. These programs are designed to prepare students for employment after completion of their programs or to further their studies at four-year institutions.

Initially, to identify the students’ basic learning needs, all incoming students to PCC are assessed through placement tests in English, math, science, and keyboarding. Based on their scores, they are placed in appropriate courses. Those who are assessed to be underprepared are placed into the appropriate levels of developmental courses. The developmental courses prepare students to succeed in their programs by assisting them in developing skills in reading, writing, math and science.

The college is currently working with the Ministry of Education (MOE) and the Palau Community Action Agency (PCAA)
Headstart Program to provide courses in the Education Program that allow adult learners to further develop their skills and knowledge while teaching or working full-time. The partnership between PCC and MOE developed out of the Ministry’s need to hire new teachers to replace the retiring ones when the retirement law became effective in 2000. Moreover, the Education 2000 Master Plan requires all public school teachers to have at least a four-year college degree. The partnership established between PCC and PCAA was to address one of the requirements of its grant, which mandates all Headstart teachers to have at least a two-year college degree by 2009. Recognizing that their teachers have similar needs, the Yap State Education Enterprising Department (YAPSEED) requested assistance from PCC to offer Early Childhood education courses for their Headstart teachers.

PCC has three schools. The School of Business offers business and occupational programs, the School of Technical Education offers vocational programs, and the School of Arts & Sciences offers arts and science related programs. The programs, which were developed to meet the needs of the communities, are listed in the 2000-2004 General Catalog on pages 11-12, and the course requirements for each program are listed on pages 42-58. The Liberal Arts, Agricultural Science, vocational, and two of the business programs were developed during the period of Micronesian Occupational Center (MOC) to meet the needs of the Micronesian region at that time. These programs were improved and retained because the need for them still exists. In addition to these programs, PCC developed and implemented programs based on the Palau Economic Development Plan in Environmental/Marine Science, and Tourism & Hospitality. The Palau Economic Development plan also called for the strengthening of the Agricultural Program. The Education Program evolved from a request of the Ministry of Education so that new teachers could be educated and trained to fill vacancies when the retirement law came into effect, which mandated that government employees who have served thirty years or have reached the age of 60 retire. The Nursing Program came out of the Palau Nursing Act (RPPL 4-19), which mandated nurses to update their knowledge and skills.

Based on requests from the community, PCC is in the process of developing three new programs: Business Management, Sports Academy, and Information Technology. Two courses in Sports Academy are scheduled to begin in the spring of 2004. In addition, there will be technical study programs in Liberal Arts, such as anthropology/archeology, music, Palauan studies, mental health counseling, and school counseling. These technical studies will follow the Liberal Arts requirements, but instead of taking elective courses, students will take 12 – 15 credits in their specialty areas.

At this time, research and analysis is not heavily used to identify student learning needs or to assess progress toward achieving stated learning outcomes.

Self Evaluation

Although the institution does not heavily rely on research and analysis to identify student learning needs, different methods are used. Placement tests are reviewed and revised as needed based on the needs of incoming students. For example, in English, as students have shown improvement in writing and reading, the placement tests have been revised, and this in turn has led to...
revisions of the developmental English courses. To accommodate adult learners’ working schedules, PCC offers classes in the evening. In addition, there are courses being offered on Saturdays to accommodate a number of teachers residing outside of Koror. Although these evening and Saturday course offerings were made to accommodate teachers residing outside of Koror, they are not necessarily limited to only those teachers.

To further identify students’ learning needs and to assess their progress, technical instructors use skills sheets and hands-on activities. Other methods used by instructors are portfolios, in-class activities, research projects, and examinations.

Since the inception of the Education Program in fall 1998, a total of 32 students have graduated. Thirty-one (31) of them are employed as classroom teachers for MOE and the PCAA Headstart Program, and one is teaching at Mindszenty High School, a Catholic mission school.

In May 2000, 13 students graduated with Associate of Science degrees in nursing. Ten of these thirteen students are working at Belau National Hospital (BNH) as nurses. One is working as a nurse at Yap State Hospital and another one is in Hawaii pursuing higher education in Nursing.

In May 2002, four students also graduated from the nursing program. Two graduated with Associate of Science degrees and two graduated with Certificates of Achievement. All four are working at BNH as nurses. Five of the students currently enrolled in the program are expected to graduate in May 2004.

To illustrate students’ basic skills levels, placement tests’ results for spring, summer, and fall 2003 were analyzed. The science placement test scores of 239 incoming and continuing students who were tested shows that 67 percent were placed below college level science. Out of 390 incoming and continuing students tested in English reading in 2003, 79 percent were placed below college level reading. Of the 364 students tested in English writing, all of who were incoming, 75 percent were placed below college level writing. In math, of the 251 incoming students who took a basic math placement test, 204 or 81 percent were placed in the basic math developmental course and 47 students or 19 percent tested out of the developmental basic math course. Of the 47 students who passed the basic math placement test, 30 students or 64 percent took the placement test for basic algebra and 97 percent of those 30 students were placed in the basic algebra course.

**Planning Agenda**

None needed at this time.
2A.1b The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.

Description

Every course taught at PCC has an approved course outline which states the learning objectives and methods of instruction to be used. Course outlines also list equipment and facilities needed for each course. Depending on the course, these range from the usual blackboard and chalk (or whiteboard and markers) to computer laboratories, mechanic shops, vegetable fields, electronics laboratories, and more. Faculty use a variety of teaching methods as appropriate to the subject matter and skills to be acquired.

In the fall of 2003, the college began offering its first on-line courses, an English composition course and a math course. These on-line courses were developed to assist Agricultural teachers in the Micronesian region to obtain their bachelor degrees while they remain on their home islands, teaching full time. Since it is often difficult for students in the Micronesian region to continue their education outside the region, more classes are being developed to be offered on-line. Starting in the fall semester, 2004, all PCC students will be required to take at least one on-line course.

Self Evaluation

Although all courses taught at PCC have approved course outlines, some of these courses need to be updated as some of them are over five years old.

Student grades were looked at, as a way to measure the compatibility and appropriateness of the delivery systems and modes of instruction to student needs. Average or above-average grades would indicate that delivery systems and modes of instruction are enabling students to achieve learning outcomes, and are thus compatible and appropriate to their needs. At the end of every semester, the Office of the Registrar calculates each student’s GPA for that semester. The average GPA from fall 2001 to spring 2003 was 2.49, which represents a C+ average.

The on-line courses currently being taught at PCC are EN120, Expository Writing, and MA119, College Algebra. There are nine students enrolled in the math course and 18 students enrolled in the English course. While neither of these courses currently has Agricultural teachers enrolled, the math course has public school teachers who are preparing for the San Diego State University bachelor degree program in Liberal Studies, which is scheduled to begin in the fall of 2004.

Planning Agenda

None needed at this time
2A.1c The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.

Descriptive Summary

All courses in every program at PCC have approved course outlines, which state the learning objectives and methods of instruction. Vocational courses also have detailed skills sheets, which students must master. All programs, whether certificate of achievement or degree, have specific numbers of credits of general education and major requirement courses which identify student learning at the certificate and degree level. These requirements are contained in the general catalog.

Written examinations are the main method of assessing learning, but projects and presentations are also widely used. Vocational programs all require demonstration of proficiency in required skills. Students in all programs except Liberal Arts and Nursing must complete an internship course—job experience—as a final requirement for graduation. Feedback from intern employers is an important tool used by faculty to assess whether graduating students have the necessary skills for employment, and to revise courses when necessary. Education students must complete a semester of student teaching for their internship requirement, in which they are observed as they teach by an education instructor and an assigned cooperative teacher. The Nursing program has practicum performed at the hospital built into their courses and students are observed by a nursing instructor. Although Liberal Arts students have no internship course, they are additionally assessed through term papers, projects, portfolios, and oral presentations.

Self Evaluation

All 260 courses offered at PCC have approved course outlines on file with CPC. Each outline contains performance outcomes and specific means and procedures to assess student achievement of the outcomes. As part of an instructor survey given in the spring 2003, 23 out of the 27 full-time instructors were asked what adjustments and improvements they made in the classroom when students were not making satisfactory progress. There were many different responses, but most fell under one of three broad categories. Of the instructors surveyed, 42 percent responded that they kept using the same classroom methods, procedures and activities, but increased their use. Forty-three (43) percent of the instructors claimed that they referred students for outside help—advisors, counselors and tutors, and 15 percent tried new methods and classroom activities. In another survey, when 11 of the 27 full-time instructors, representing the three schools (School of Business, School of Arts and Sciences and School of Technical Education) were asked to list reasons for their courses being modified, 70 percent of the reasons were related to updating due to new technology, new developments, new textbooks and community needs, 17 percent of the reasons listed were due to administrative reasons such as credit changes and articulation adjustments, and 13 percent of the course changes were made to adjust to student needs.
Planning Agenda

None needed at this time.

2A.2 The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.

2A.2a The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.

Descriptive Summary

The college has established procedures for proposing, reviewing, and approving curriculum development or change. These procedures are defined in the PCC Curriculum Handbook, 2003-2008, and are followed by the Committee on Programs and Curricula (CPC). The procedures also include different levels of required review and approval to ensure appropriateness, and accuracy of course content and objectives. Faculty play the central role in a continuous improvement effort to develop, implement, and evaluate educational programs working together with CPC where they have three representatives on the CPC committee. All courses in degree and certificate programs are also reviewed to ensure that they meet the needs of the students and the community.

In preparation for the college credit courses required in both certificate and degree programs, the college offers developmental courses in math, English, and science for students who need them.

While the college does not offer programs for international students, contract, or other special programs, it has signed three memoranda of understandings with the University of The Ryukyus, Waseda University, and Japan Aviation Academy, which allows for student exchange programs between and among these institutions and PCC.

The college also offers short-term training courses through its Continuing Education Division (CE), Operation & Maintenance Improvement Program (OMIP), and the Cooperative Research and Extension Department (CRE). The CE training courses are offered based on solicited or requested needs of the community. The college catalog lists short-term training courses that can be offered through CE. OMIP provides infrastructure related short-term training courses strictly for national and state government and utility employees while CRE training courses focus on research and extension programs in the area of agriculture, natural resources and environmental education, and family and consumer education. All CE, OMIP, and CRE training courses are designed and/or
customized to ensure that course objectives and learning outcomes address the needs of the participants. Student evaluations and discussions with instructors are conducted at the end of every course to determine areas for improvement and the effectiveness of the course. Participants in these short-term courses are awarded with certificates of completion or recognition as an indication that they have successfully achieved the required learning objectives or outcomes of the courses.

**Self Evaluation**

Although the college has established procedures in the Curriculum Handbook for curriculum changes or development, not all the faculty are familiar with these procedures. An interview of 16 of the 27 full-time faculty members from each discipline area indicated that 15 or 94 percent of them knew there was a Curriculum Handbook while one, a newly hired instructor, was not aware of one. Of the 15 or 94 percent of the faculty who knew there was a handbook, 12 or 80 percent said they were familiar with and were following the current Curriculum Handbook while three or 20 percent were not familiar with the new handbook because either they had not had the time to review all of the handbook, or they were simply following the previously approved curriculum materials. According to the CPC chairperson, the majority of the curriculum changes or improvements proposed by the faculty members to CPC follow the procedures in the Curriculum Handbook. In addition to their teaching load every semester, faculty members, whether full-time or part-time, have been involved in a continuous curriculum improvement effort, particularly in their field of expertise, as indicated in the minutes of the Committee on Programs & Curricula. Copies of the newly revised Curriculum Handbook have been distributed to all fulltime faculty members and other staff/offices of the college campus besides being available at the Academic Affairs Office. A copy is also available in the library.

While there are three faculty representatives on the CPC committee, it is often difficult for them to attend meetings due to their teaching schedules.

There are established required procedures or guidelines for designing and administering short-term training courses. OMIP restricts its funding to the participants in the infrastructure and utility related employment field. All trainings must be based on objectives and trainee evaluations are done by instructors to measure the learning outcomes. In addition, course evaluations are completed by all trainees. CE maintains and uses its own established training and activity proposal guidelines. All CE training programs have outlines, which state the learning objectives of the trainings. Due to high cost of materials, salaries of instructors, and adequacy of facilities, CE requires a minimum of ten participants in order for a training to be offered. Setting the minimum number of participants for trainings helps bring down the cost of the training. CRE has a Plan of Work that guides the designing and administering of its training courses. Close consultations and review processes also take place with the clients to ensure that the requested courses are tailored to meet the needs of the participants. Evaluation forms for CE and CRE, which have allowed for continual improvement of their training courses, are also devised and utilized at the end of each training.

From October 1, 2002 to September 30, 2003, CE reported that 29 trainings were held with 494 participants. CRE held a total
of seven trainings with 128 participants, and OMIP held 25 trainings with 228 participants during this same fiscal year, 2002-2003.

Planning Agenda
None needed at this time.

2A.2b The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable students learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes.

Descriptive Summary

Competency levels and measurable student learning outcomes for courses and/or programs are identified based on the needs and input from the community and the expertise of faculty. Criteria for evaluating the performance of students are clearly stated in the general catalog, course outlines, and course syllabi. A course syllabus contains course objectives, contents, and explains the evaluation process for the course. During the beginning of each semester, instructors review the course syllabi with students to explain the organization of the courses and how students will be evaluated at the end of the courses. The students’ mastery of competency levels and learning outcomes are also reinforced when they undergo internship training.

When students are placed as interns with government agencies and private sectors, they are evaluated twice a semester by their site supervisors. The program coordinator conducts on-site visitations and evaluations at least twice during the semester, and the students are also required to evaluate the internship training.

The Nursing program incorporates student internship related training into all of its required courses while Education program requires student teaching experience as part of the program which is arranged by the education instructor with the Ministry of Education. There are separate evaluation instruments which are used to evaluate student training performances in both Nursing and Education programs. For all programs, student-learning outcomes are evaluated based on the evaluation process established for each course in the program.

Effort is being taken by CPC and the instructors to identify student skills, which are expected to be mastered by the students before passing a course. A student competency profile format developed for the Automotive Mechanics program has been reviewed and approved by CPC. Even though there are criteria in the course outlines and syllabi to evaluate students’ performances and learning outcomes from courses, the student competency profile clearly indicates the level of competency mastered by the student and will communicate to a potential employer the level at which the skills have been mastered. This also allows instructors to make sure that the competencies required for courses/programs are relevant to both the students’ and employers’ needs.
Self Evaluation

All technical courses will follow the same format as the automotive courses when developing student competency profiles. Starting fall 2004, student competency profiles will be implemented for Automotive Mechanics and Carpentry Tech. programs.

Planning Agenda

1. By the fall of 2008, all courses will have student competency profiles.

Descriptive Summary

To ensure high quality instruction, the college relies on the faculty’s expertise to develop, implement and revise courses. CPC also ensures that degree and certificate requirements not only prepare students for employment, but also provide a broad range of knowledge in the general studies. The scope and sequence of both degree and certificate programs are outlined in the general catalog. In general, 60 – 65 credits are required for degree programs, between 35 – 40 credits are required for certificate programs, and between 20 – 25 credits are required for certificate of completion programs. The length of time to complete a program may take 2.5 to 3 years for AS/AA degrees, 2 to 2.5 years for certificates of achievement, and 1 to 1.5 years for certificates of completion. Degree and certificate programs, with the exception of the Liberal Arts Program, are designed to provide students training in an occupational or vocational major as well as provide a general education component to ensure a well-rounded education.

To be accepted into AS/AA degree programs, a student must have taken and scored the minimum entrance requirement into the program on the Test of English as a Foreign Language (TOEFL) examination. These program requirements are identified in the catalog under the AS/AA degree entrance requirements on pages 38 to 41.

Self Evaluation

As a result of their placement test scores, many students are usually placed in developmental English, math, and science classes and spend one to three semesters completing these developmental courses before they are ready to start taking the

2A.2c High-quality instruction and appropriate breath, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.
required general education courses in their program. To show students’ basic skills levels, placement tests’ results for spring, summer, and fall 2003 were analyzed. In science, of the 239 incoming and continuing students who took the placement test, 67 percent were placed below college level science. Out of 390 incoming and continuing students tested in English reading in 2003, 79 percent were placed below college level reading. Of the 364 students tested in English writing, 75 percent were placed below college level writing. In math, out of 251 incoming students who took a basic math placement test, 81 percent were placed in the basic math developmental course. Of the 47 students who passed the basic math placement test, 30 students took a placement test for basic algebra and 29 of those 30 students were placed in the basic algebra course. The need for developmental courses can cause delays in program completion by one or two semesters, sometimes even three or more semesters. Depending on the student’s level of placement in the developmental classes, it may take more than one year to complete 20-25 credits required for Certificates of Completion (CC), two years to complete 35-40 credits required for Certificates of Achievement (CA), and three years to complete 60-65 credits required for Associate of Science or Associate of Arts degrees.

Although students were allowed at first to enter into any degree program with a minimum TOEFL score of 450, many of them were still struggling with the course materials required in some of these programs. This led to students failing courses and/or not completing programs since they could not handle the required courses in the program. Through these experiences, the instructors teaching courses in the Nursing, Education, Business Administration, Criminal Justice, Environmental/Marine Science and Liberal Arts programs recommended that the TOEFL entrance requirement be raised to 500 so that students may be able to handle the required courses and complete their programs. In addition, since a large number of United States colleges/universities had raised their TOEFL entrance requirements to 500, for transfer purposes, the TOEFL score was also raised at PCC.

Planning Agenda

1. Evaluate placement tests for validity.

2A.2d The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of the students.

Descriptive Summary

Faculty members utilize a variety of instructional modes indicated in the course outlines and syllabi. The mode of instruction is determined by each instructor, based on course objectives and the needs of students. Instruction normally includes lectures, individualized instruction, group discussions, directed field trips/site visitations, use of technology in the classroom (computer-assisted instruction and power-point presentation), audio and visual aids, oral presentations, guest speakers, on-line delivery, and reactionary and research papers.
Self Evaluation

Interviews conducted in the summer and fall of 2003 with 16 of the 27 full time instructors selected from the three schools, show that a variety of teaching methods are used. All of the instructors interviewed indicated that lecture/discussion and cooperative learning are commonly used in their classes but because of the different nature of the courses being taught, some teachers may require practical applications while others do not. However, other methods used which are appropriate for the diverse needs and learning styles of the students include demonstration, assigned research projects, guest speakers, site visits, and visual aids.

Planning Agenda

None needed at this time

2A.2e The institution evaluates all courses and programs through an ongoing systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.

2A.2f The institution engages in ongoing, systematic evaluations and integrates planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.

Descriptive Summary

In an effort to maintain quality and effectiveness of courses and programs, the college utilizes various methods of evaluation through CPC to ensure that content of courses and programs are appropriate in addressing the needs of the students and the community. Instructors visit the business community to ensure that their courses are relevant, appropriate, and current. CPC requires that all courses and/or programs be reviewed, evaluated, and/or revised at least once every five years. Revision of courses and/or programs requires updating course outlines, textbooks, references, and other instructional materials, which reflect changes made in courses and/or programs. However, when a need arises, a course and/or program may be evaluated within five years. All course outlines have objectives and/or tasks that students need to master to receive credits.

One of the objectives under the Current/New Programs strategic direction of the PCC Ten Year Master Plan was to establish a process to assist the college in deciding which existing programs to keep and which new programs to develop. The process has been developed and incorporated into the current CPC handbook.

Student needs are based on placement test results, community surveys, dialogue with local businesses, and validation of course tasks by employers. Placement tests and task lists are revised when necessary, and
community surveys are conducted as needed.

During the internship training course, students are required to evaluate themselves as well as their work experience. The employer/supervisor are also required to evaluate the student’s internship training performance. The evaluation allows the internship coordinator to identify areas that may be needed to improve student-learning outcomes. The results are available when needed by appropriate personnel. In addition, the Institutional Program on Effectiveness (IPE) has been created and one of its tasks is to evaluate the effectiveness of all existing college programs. This program has started in other areas of the college; assessment of the college’s existing certificate and degree programs is expected to commence in January 2004.

The college also offers short-term training courses through its Continuing Education Division (CE), Operation & Maintenance Improvement Program (OMIP), and the Cooperative Research and Extension Department (CRE). The CE training courses are offered based on solicited or requested needs of the community. The college catalog lists short-term training courses that can be offered through the office of continuing education. OMIP provides infrastructure related short-term training courses strictly for national and state government and utility employees while the CRE training courses focus on research and extension programs in the area of agriculture, natural resources and environmental education, and family and consumer education. All CE, OMIP, and CRE training courses are designed and/or customized to ensure that course objectives and learning outcomes address the needs of the participants. Student evaluations and discussions with instructors are conducted at the end of every course to determine areas for improvement and the effectiveness of the course.

The institution’s Annual Report which reports the number of graduates from its certificate and degree programs and the number of participants in its training programs is one means of reporting achievement of stated learning outcomes.

Self Evaluation

The college recognizes the need to maintain quality and effectiveness of its courses and programs that address the needs of the students and the community. Although validation of task lists for the vocational and occupational courses was done approximately five years ago, instructors, through their own individual contact or affiliation with the business industries, have continued to make necessary changes to keep the courses, as much as possible, relevant to the changing needs of the community. As a requirement of CPC to have courses and/or programs reviewed, evaluated, and/or revised once every five years, instructors were advised beginning in the fall of 2003 until end of spring 2004, to review their courses/programs and recommend any changes or improvements for the new catalog which will be effective fall 2004. The catalog revision process will involve the college community.

The placement tests are used to determine the level of students’ competencies when they enroll at the college. The results of placement tests determine the students’ skills levels. Because of the rapidly changing needs in English, the English department looks at the level of students’ competencies from the placement tests as a basis to review their courses and the placement test and makes necessary changes.
to improve and address the needs of the students. Less revision is necessary in math and science since there is less change in student needs in those subject areas.

Based on the evaluation results, the internship training program coordinator provides recommendations to instructors and feedback to businesses to let them know of the improvements made to the internship courses. This continual dialog between the coordinator and employers assists in the improvement of the courses. The results are available for the appropriate constituencies. A report on internship graduates from the summer of 1993 through the spring of 2003 that was compiled by the Extension Coordinator showed that 58 percent or 273 out of 470 internship students were hired upon completion of the internship program. Further review of the internship data showed that of the 273 students that were hired after completing their internship, 69 percent or 189 students were hired in jobs related to their majors. This data also showed that 23 percent or 106 students reenrolled at PCC or other colleges/universities outside of Palau after completing their internships.

At the present time, tracking the graduates of the Liberal Arts program at the college has not been done.

**Planning Agenda**

1. Strengthen collaboration with the business community to ensure relevancy of PCC’s courses/programs through consultations, validation of task lists, and/or competencies, and advisory councils when needed.

2. Establish tracking system for Liberal Arts graduates


2A.2g If an institution uses departmental course and/or programs examinations, it validates their effectiveness in measuring student learning and minimizes test biases.

**Descriptive Summary**

The Nursing program uses the National Council Licensure Examination – Practical Nursing (NCLEX-PN) exam and the National Council Licensure Examination – Registered Nursing (NCLEX-RN) exam to measure student learning outcomes. The college also has been approved as an Area Test Center for the National Occupational Competency Testing Institute (NOCTI). Through NOCTI, the college will be able to use competency testing instruments which can be developed and/or customized to measure desired learning outcomes of the students based on identified competency levels required for courses and/or programs.

The TOEFL test is used as an entrance requirement into programs. The college does not consider the TOEFL test biased since it is a test of English for non-English speaking culture.

**Self Evaluation**

Although the college has been approved as an Area Test Center for NOCTI, it has only assisted with the test administration to Palau
High School students in the vocational programs. This was a pilot test for assessing the level of competencies of students who first went through the School to Work Technical-Preparation curriculum developed and implemented at Palau High School. It is expected that when college student competency profiles are all developed and approved by CPC in the fall of 2008, and the process for ordering the tests is established, the college will begin to administer NOCTI tests to measure the level of competency of student learning outcomes in both technical and occupational courses/programs at the college.

Even though no data has been collected that allows for determination of the level of TOEFL scores needed for students to enter a particular program, it is the instructors’ experience in dealing with the students and the instructors’ recommendations which are used as a basis to determine the scores needed to enter programs.

Planning Agenda

1. Develop standardized examinations in developmental English, math and science courses.

2. Implementation of NOCTI testing for measuring student competencies or learning outcomes beginning fall 2005.

2A.2h The institution awards credit based on students achievement of the course’s stated learning outcomes. Units of credits awarded are consistent with institutional policies that reflect generally accepted norms and equivalencies in higher education.

2A.2i The institution awards degrees and certificates based on student achievement of a program’s stated learning outcomes.

Descriptive Summary

The Academic Affairs Office requires all instructors to submit course outlines, course syllabi, and grade sheets every semester. This effort is to ensure that students are provided with course information and expectations. The students are provided with clearly defined requirements and criteria for each course and program. These requirements are reported in the catalog, course outlines and syllabi. Each course outline follows a standardized format, as outlined in the curriculum handbook, in which methods of course evaluation are one of the standard requirements. A grading scheme distinctly states the breakdown of percentages and points for each component of the course and the transmutation of percentages or points to letter grades. Students are awarded credits when they successfully complete and pass all the requirements for each course.

Credit by examination is used to give credits to students with relevant prior knowledge and skills. When students successfully pass credit by examination tests, they register and receive credits and a grade without attending those particular courses. Credits awarded are used to fulfill program requirements. Credits awarded at PCC follow similar
norms and equivalencies of the United States’ colleges and universities.

The general catalog lists all program requirements to inform students which courses they are expected to take and pass in order to be awarded a certificate or a degree. The program requirements for each major provide a thorough background in theories, concepts, and applications. Learning outcomes for each program are stated in general terms in the program descriptions in the catalog after each program title. Each program is composed of courses which all have outlines containing specific learning outcomes as well as performance objectives.

**Self Evaluation**

There are credit by examinations which have been reviewed and approved by CPC. Students who present evidence of previous knowledge, experience or training, but have no college credit for it, may apply for credit by examination. Application forms for credit by examinations are available and can be obtained from the Office of Academic Affairs for any student who may be qualified. These tests include OA 111, OA 121a, OA 121b, and CS100 from Office Administration program, SC 115 and EN120 from the general education requirements, and CJ111 from the Criminal Justice program.

There are instances where students in the Certificate of Achievement (CA) program have difficulty completing course requirements in the program, especially the general education requirements. Evaluation of students' progress indicates that these students excel on skill building (hands-on) type of learning, rather than the theoretical type of learning. Although the college makes every effort to assist these students to overcome their weaknesses, there are cases where students continue to fail required general education courses. In order to best serve these students, Certificates of Completion (CC) are recommended to them.

**Plan**

1. Develop Credit by Examinations for vocational and occupational internship courses.
2A.3 The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course.

General education has comprehensive learning outcomes for the students who complete it, including the following:

2A.3a An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.

Descriptive Summary

All degree programs at the college require a component of general education that includes the areas of humanities and fine arts, the natural sciences, and social sciences. There are introductory courses in each of these areas, and some areas have several courses. General education requirements are outlined under the Degree and Certificate section of the 2000-04 catalog on pages 38 to 41 and specific requirements for each area of study are listed under the Programs and Courses (certificate and degree requirements) section of the catalog on pages 42 to 58. Courses included under general education requirements conform with catalog requirements for certificates and degrees. Faculty with expertise in these areas help determine the appropriateness of each course. Stated learning outcomes are found in the course outlines. Certificates of Achievement are awarded to students who complete courses leading to an occupational skill, but who complete fewer of the required general education required for degree candidates. Certificates of Completion are awarded to students who complete specified occupational and developmental courses, but fewer than those required for degree and certificate of achievement candidates.

Self Evaluation

In addition to degree programs, certificate programs were analyzed because the majority of PCC graduates earn certificates rather than degrees. To determine the college’s effectiveness in meeting this standard, courses from the program course requirements for every college major or program that actually fall under the different major areas of knowledge were identified. The analysis shows that all degree programs include the humanities, fine arts, social sciences and natural sciences in their prescribed courses of study. In the certificate programs, humanities, fine arts and social sciences are adequately addressed in the requirements, but students are not required to take natural science courses to meet graduation requirements in slightly over half of the certificate programs. Although natural science courses are not required in CA programs, instructors discuss environmental and health issues relating to their programs.
It should be noted that most CA graduates will enter the workforce as laborers or apprentices. If preferred at a later time, they may come back and enroll into degree programs. A few CA graduates will reenroll into degree programs.

**Planning Agenda**

None needed at this time.

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### 2A.3b A capability to be a productive individual and life long learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/ logical thinking, and the ability to acquire knowledge through a variety of means.

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### Descriptive Summary

All Associate of Science degree programs require between 10 and 16 credits from general education courses: English, quantitative reasoning, humanities, social science, natural science, and health. The Associate of Arts degree in Liberal Arts requires that students complete a minimum of 63 semester credits selected from courses such as English, Communication, Mathematics, Natural Science, Humanities, Social Science, Computer Technology, and Electives.

Certificate programs require from 4 to 7 credits from general education courses: English, mathematics and social sciences. In addition, other specific individual productivity and life-long learner skills may be addressed in the various certificate program courses.

### Self Evaluation

Both degree and certificate programs were reviewed, using the course descriptions and outlines. For this area, program course requirements for all majors that fall into the appropriate categories were looked at. Results show that oral and written communication, information competency, scientific and quantitative reasoning, critical analysis/logical thinking and the ability to acquire knowledge through a variety of means are addressed for all degree programs. Computer literacy is addressed in all degree programs except Criminal Justice and Nursing. When looking at certificate programs, it was found that all categories are adequately treated in all programs, except computer literacy which is addressed in only three of the 12 major programs at the college that offer certificates.

It should be noted, though, that most CA graduates will enter the workforce as laborers or apprentices. If preferred at a later time, they may come back and enroll into degree programs. A few CA graduates will reenroll into degree programs.

### Planning Agenda

1. Add computer literacy courses into graduation requirements for the Criminal Justice and Nursing degree programs.
2A.3c A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.

Descriptive Summary

Students learn what an ethical human being and effective citizen is through the courses taken in meeting both their general education and degree program requirements. These include 14 to 20 credits of general education courses and certain other courses from among the 15 to 40 credits of required degree program courses: English, math, humanities, social science, natural science, health and degree specific courses. These required courses are clearly listed and described for all certificate and degree programs in the Palau Community College 2000-04 Catalog, pages 38 to 83.

Prompt and consistent class attendance is an important learning objective in all PCC courses and programs; students learn to be at work – ready to work – at the appropriate times, and they are assessed on their attendance. PCC has a college wide attendance policy, which states that any student who misses 10 percent of class contact hours will be withdrawn or (if the withdrawal date has passed) failed. Instructors are given the discretion to excuse absences for medical or other legitimate reasons, and only unexcused absences will count toward the 10 percent.

Courses such as Introduction to Sociology, Introduction to Political Science, and Introduction to Anthropology are electives to help give students a recognition of what it means to be an ethical and effective citizen.

Self Evaluation

In assessing this aspect, courses which address the required qualities in all program course requirements were identified. Again, this was done for both degree and certificate programs, as the majority of PCC graduates earn certificates. The analysis showed that all degree programs do address an appreciation of ethical principles, civility and interpersonal skills, and respect for cultural diversity. Historical and aesthetic sensitivity, and assuming civic, political and social responsibilities locally, nationally and globally are included in appropriate courses rather than separately in courses by themselves. The certificate programs mirror these results. It should be noted that students choose courses to take to meet their general education requirements, and the contents of the courses vary depending on each course.

Planning Agenda

None needed at this time
| 2A.4 | All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. |
| 2A.5 | Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification. |

**Descriptive Summary**

On pages 38 to 83 of the Palau Community College 2000-04 Catalog, all degree programs and their focused core study requirements for each school—Arts and Sciences, Business and Technical Education—are described. The program descriptions show that a student needs to take 15 to 40 credits in program degree area courses. This ensures that students in degree programs will be exposed to a focused study in at least one area or, in the case of the Liberal Arts students, in an established interdisciplinary core.

To further strengthen the students’ academic, vocational and occupational skills and knowledge, students in all programs, except Liberal Arts and Nursing, are required to undergo internship training. The Extension Programs Coordinator is responsible for placing students as interns with the public and private sectors except in the Education program. The students are evaluated twice a semester by the site supervisor. The Extension Programs Coordinator performs on-site visits and evaluations during the semester, and students also complete evaluations of the internship programs. All courses in technical education also require laboratories, which provide students the opportunities to do practical work and improve their skills. The occupational and technical courses, which have laboratories, have detailed task lists, which are included in the course outlines and syllabi. Students are required to master these tasks before passing these courses. All internship courses have extensive task lists as well and require evaluation of students by employers.

Education students must complete a semester of student teaching for their internship requirement, which is set up by the education instructor, in which they are observed as they teach by an education instructor and an assigned cooperative teacher.

Nursing Program students take their practicum during the entire duration of their schooling. The practicum is incorporated into most of the program’s courses, and students are evaluated by a nursing instructor. Nursing graduates are required to apply for licensure through the Palau Nursing Committee. They are also able to take the National Council Licensure Examination – Practical Nursing (NCLEX-PN) exam or the National Council Licensure Examination Registered Nursing (NCLEX-RN) exam for Licensed Practical Nurse (LPN) and Registered Nurse (RN) licensure in the U.S. Although there are no other licensures or certifications required by the Palau National Government, PCC makes an effort to provide its students with appropriate practicum in preparation for the labor market.
Self Evaluation

An analysis of PCC’s programs shows that all college majors have a focused study area, for both degree and certificate programs, with the exception of the Liberal Arts program. This program has an interdisciplinary core instead.

By fall 2008, student competency profiles for general education courses will be part of the course outlines. The competencies for technical and occupational courses will be made part of the student’s skills sheet which the student will receive upon completing each course. The skills sheets will communicate to a potential employer the level of skills, which have been mastered by the student. A report on internship graduates from summer of 1993 through the spring of 2003 that was compiled by the Extension Coordinator showed that 58 percent or 273 out of 470 students were hired upon completion of internship program. Further review of the internship data showed that of the 273 students or 58 percent hired after internship, 69 percent or 189 were hired in jobs related to their major. This data also showed that 23 percent or 106 students reenrolled at PCC or other colleges/universities outside of Palau after completing their internship.

Planning Agenda

None needed at this time

2A.6 The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning objectives consistent with those in the institution’s officially approved course outline.

2A.6a The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.

Descriptive Summary

Transfer of credit procedures are stated in the General Catalog. The Office of Registrar and Records is responsible for reviewing and accepting credits from other institutions. The Academic Dean, CPC, and program instructors are consulted regarding the transfer of credits. Furthermore, the college is a member of the Pacific Post Secondary Educational Council (PPEC). The makeup of the council, whose members are all accredited institutions, is Guam Community College, the University of Guam, the University of Hawaii-Hilo, Honolulu Community College, Kapiolani Community College, Northern Marianas College, College of Micronesia, Federated
States of Micronesia, College of the Marshall Islands, American Samoa Community College, and Palau Community College. The role of this council includes articulation of courses and programs as well as transfer of credits. Members are preparing a matrix of courses to facilitate articulation among all PPEC institutions. Concerning articulation with secondary schools, the college began in 1997 to use the School-to-Work Initiative as a system to drive articulation efforts through Technology-Preparation (Tech-Prep). Tech-Prep is one of the components of the School-to-Work Initiative.

Self Evaluation

Being a member of the PPEC does not guarantee acceptance of all transfer credits to PCC. PCC evaluates transfer credits according to its policies. The college continues to explore and monitor new and existing articulation agreements with regional and other post secondary institutions. The Liberal Arts Program is articulated with University Of Hawaii-Hilo and Brigham Young University-Hawaii. PCC has articulation agreements and memorandum of understanding with 15 colleges and universities. Twelve are colleges/universities of the United States and three are colleges/universities of Japan. Aside from the University of Hawaii-Hilo and Brigham Young University-Hawaii that articulate the Liberal Arts program, the rest of the universities articulate on a course-by-course basis.

In 2000 with the signing of a memorandum of understanding, efforts to articulate courses with both public and private high schools in Palau began. However, after the initial stage of planning, only the public high school continued the effort. An articulation agreement has been approved by PCC and the Ministry of Education and articulation of the carpentry and automotive mechanics programs has been completed. Work is ongoing regarding articulation of other programs.

Planning Agenda

1. Strengthen articulation and matriculation agreements between PCC and high school programs/courses.

2. Continue to explore course/program articulation efforts with other colleges and universities.

2A.6b When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

Descriptive summary

When a new catalog is published, students are given one year to complete the program they are in based on the previous catalog requirements. The Dean of Academic Affairs, the Director of Admissions and Financial Aid, the Coordinator of Academic Advising and the Registrar conduct meetings with academic advisors prior to each registration period to update the advisors on program requirements. When there are changes in program requirements or registration procedures, the academic
advisors are briefed so that they can update their student advisees. They also receive updates on program changes, student program requirements, evaluations, and other relevant information. Changes are attached to the semester schedules and are also posted around campus.

Self Evaluation

When a new catalog becomes effective, advisors assist their students to complete their program under the old catalog in a year or change to the new catalog. In a case where a student does not complete his or her program within the one-year limit, that student is required to follow the new program requirements. However, each student case or situation is considered with the student’s interest in mind.

Planning Agenda

None needed at this time.

2A.6c The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.

Descriptive Summary

The General Catalog is an official publication that informs the public about the college’s mission, programs, policies, and services. The catalog lists all program requirements to inform potential and current students which courses are needed in order to receive a certificate or a degree. Learning outcomes are stated in general terms in the catalog after each program title and in course syllabi and stated in details in course outlines. Even though the catalog is reviewed and updated every four years and the programs and courses are valid for five years, CPC meets regularly to review and modify and/or develop and implement academic policies, courses and programs, in response to the needs of students and the community. Newsletters and brochures are reviewed and published as needed; they also provide additional information about various programs and projects.

The Personnel Rules and Regulations Manual, the Student Handbook, and the Administrative Procedures Manual are all college publications that also contain policies and procedures for students, staff and administrators. The Administrative Procedures Manual was last revised in 1999. The Personnel Rules and Regulations Manual was last revised in 1993 although a sexual harassment section was added in March 1999. The Student Handbook was last revised in 2002.

PCC also has a college website which contains information about the institution. Included on this web site is information on the history of the college and admission requirements.

Self Evaluation
Some of the information on the website is not current. The college newsletter website has an outdated article and a staff listed on the CRE website page is no longer employed at PCC.

Planning Agenda

1. Update college website once a week to ensure that information remains current.

2. Review the Personnel Rules and Regulations Manual within ten years and revise as necessary

2A.7 In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board-adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or worldviews. These policies make clear the institution’s commitment to the free pursuit and dissemination of knowledge.

2A.7a Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

Descriptive Summary

The PCC policy on academic freedom is addressed in the PCC Manual of Personnel Rules and Regulations (Personnel Manual). The policy states that academic freedom is the right of the faculty, within their area of expertise, to teach, to conduct research, and to communicate knowledge to the academic community openly, honestly, and without interference. Instructors are expected to follow approved course outlines that dictate the course content. Evaluations of faculty by administrators and students are done each semester, which help to ensure that the content is presented fairly and objectively.

Self Evaluation

Each full time permanent instructor is given a copy of the PCC Manual of Personnel rules and Regulations (Personnel Manual) upon hire. As of this writing, no complaints concerning academic freedom have been filed at the Human Resource Division office.

In March 2002, a task force undertook a study concerning selected academic policies. Task force members interviewed out of a total of 41 faculty, 35 full and part time faculty members. The study indicated that 17 or 48 percent of the faculty interviewed were aware of their rights under the policy of academic freedom while the same number responded that they were not. When the 17 or 48 percent who said they were aware of their rights were asked to list three rights under academic freedom, only 38 responses were written out of a possible 51 and only six of the 38 responses were correct. Thirty-two (32) of the written responses didn’t relate to the academic freedom policy. This indicated that, in fact, most faculty members were not aware of the components of academic freedom. None of these 35 faculty members had ever been sanctioned for a violation of the academic freedom policy nor had they ever experienced any censorship of activities outside their job at college.
In the same study, when these 35 faculty were asked if they knew of any occasions where faculty members did not follow course outline, 3 or 9 percent responded in the affirmative, but also reported that they did not report it. Two of the three said no action was taken while the third person stated that someone had talked to that instructor. For the most part, however, instructors follow approved course outlines or syllabi which contain the course content for the courses they are required to teach.

Students evaluate instructors each semester, and administrators have observed instructors at least once during each school calendar year. Currently, no student evaluation or instructor observation form has shown complaints concerning instructors teaching material other than that which should be taught. The 35 instructors in the study were asked if they presented differing opinions in their classroom presentations and 28 or 80 percent responded that they did. One faculty member stated that it did not apply to the classes being taught and 6 or 17 percent stated that they did not present differing opinions. For the most part, presenting differing opinions was reflected in the goals of the course, the objectives of the course and the course outlines. There were however, two instances where presenting differing opinions was not reflected in the goals of the course, two where presenting differing opinions was not included in the course objectives and four instances where presenting differing opinions was not reflected in the course outline.

**Planning Agenda**

1. Review faculty policies as appropriate at faculty and Faculty-Senate Association meetings.

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**2A.7b The institution establishes and publishes clear expectations concerning student honesty and the consequences for dishonesty.**

**Descriptive Summary**

Provisions on academic honesty and sanctions for violations are clearly stated in the Student Handbook, 2003-2004, under section on Student Code of Conduct and Sanction. The handbook is given to all new students during orientation. It has been updated since the last self-study report as suggested in the last report’s plan. In the handbook, the code of conduct expected of students, disciplinary sanctions, and the process for dealing with violations, are all outlined on pages 9 through 16. Academic dishonesty, which focuses on cheating and plagiarism, is included in the code of conduct and found on page 11.

The PCC catalog also has a section on student discipline and refers students to the Student Handbook for detailed information. Disciplinary action is outlined on pages 17 and 18 of the catalog. The catalog does not, however, specifically discuss academic dishonesty.

**Self Evaluation**

In the fall of 2003, 34 full and part time faculty members who have taught at least two semesters were given a survey regarding
Of the 34 faculty given surveys, 31 or 91 percent were turned in. Of those faculty surveyed, 30 or 97 percent reported that they considered both cheating and plagiarism to be academic dishonesty, but only 24 or 77 percent of the 31 surveyed discussed these issues in class. Nineteen or 61 percent reported that they have had students turn in plagiarized work and 12 or 39 percent replied that they have not gotten any plagiarized work. When plagiarizing occurred, the majority of the faculty 21 or 68 percent asked students to redo their papers. To give the students a failing grade was the second discipline action taken, a response by 11 or 35 percent of the faculty. When asked if cheating had occurred on tests or quizzes in class, 21 or 68 percent of the faculty replied in the affirmative while 10 or 32 percent replied that there were no occurrences. When cheating occurred, the majority of instructors 16 or 52 percent spoke to students to ask them to stop cheating. The second action instructors undertook was to give students a chance to redo their work, a response given by 10 or 32 percent of instructors. Only two of the 31 instructors had ever requested the Dean of Students to speak to a student concerning academic dishonesty. Of the 31 responding, 23 or 74 percent of faculty felt that students were aware that they had violated the academic dishonesty policy when they did cheat or turn in plagiarized work.

Since the majority of faculty do not report students to the Dean of Students for further action, but take action themselves, students are disciplined in a variety of ways.

**Planning Agenda**

1. Publish academic dishonesty policy in the catalog
2. Develop a discipline process for faculty to follow concerning cheating and plagiarism

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**2A.7c Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or worldviews, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty or student handbooks.**

**Descriptive Summary**

Provisions for faculty concerning academic honesty and sanctions for violations are in the Personnel Manual under the title of dishonesty. Under Employee Discipline, page 50, formal disciplinary action and procedures are outlined in detail. On page 2 of the Personnel Manual, a professional and ethical standard expected of faculty is described as a component of academic freedom. On page 56, a section regarding outside employment details the parameters placed on all PCC employees who accept jobs in addition to their PCC employment. Conduct expected of students is printed in the Student Handbook, 2003-2004, which clearly explains disruptive behavior, interference with college processes, and violation of existing college rules and
policies. The handbook outlines the discipline procedures taken if students display such conduct. It also outlines grievance procedures. The college catalog also addresses student code of conduct and discipline.

Palau Community College does not attempt to instill beliefs or worldviews in students, faculty, staff or administrators. However, the general catalog identifies beliefs, which form the basis for policy setting, planning, decision-making, and interaction with others. These beliefs, referred to as “Unifying Principles” are listed on page 10 of the 2000-2004 college catalog.

Self Evaluation

Each full time permanent staff receives a copy of the Personnel Manual, which states formal disciplinary action and procedures under Employee Discipline on pages 49 through 53. As of this writing, regarding faculty, there have been no formal disciplinary actions taken although written warnings have been given. When questioned, the Human Resource Director stated that there have been two cases where instructors had health problems that affected the student learning process. One instructor retired. The other instructor was repeatedly requested to seek medical assistance but failed to do so. Consequently, this instructor has been removed from the classroom until he obtains adequate care for his disability.

Since spring 2002, the college has had four instances where there was need to discipline staff. The disciplinary actions ranged from one demotion, one formal warning with suspension, one suspension without pay, and one suspension, which eventually resulted in termination. The staff who was suspended without pay is awaiting a court decision. In each case, the college followed the proper procedures as outlined in the Personnel Manual as stated on pages 50 to 53.

The college catalog and student handbook are given to all new students and contain information on student code of conduct and discipline. The catalog, which is revised every four years, is currently in a revision stage. The Student Handbook is current, 2003-2004.

Although the Student Handbook clearly lists inappropriate behaviors that students should avoid, disciplinary action has been required for a number of dormitory residents for violations. In 2001, 53 students were cited for misconduct, and of the 53 students, 50 students were involved in alcohol related incidents. In 2002, the number was slightly lower; 49 students were cited with 39 of them involved in incidents that were alcohol related. As of September 2003, there were 103 students residing at the dormitories and the number of students involved in alcohol related incidents was 70, which already exceeded the total number of students involved in incidents for 2001. This, however, may be due to the increase in student enrollment and also the fact that the security guards and Student Life staff are now aggressively reporting all alcohol related incidents, no matter how minor an incident may seem. It should also be noted that of the 70 students, some of these students have been involved in more than one alcohol related incident and have been cited more than once. In addition to the dormitory students, since 2002 to September 2003, there have been nine students residing off-campus, who have been involved in alcohol related incidents while on campus.

Because of the alcohol abuse problem and the lack of a certified counselor in the field of substance use/abuse, a community
counseling/rehabilitation program called OMULT (act of conversion) was contracted by the college to assist students dealing with drinking problems. From November 1998 to May 1999, OMULT staff trained three college staff to offer a Substance Abuse Intervention Program. However, due to the length of time needed for successful treatment, students dropped out of the program, so the program was dissolved. Another cause for the demise of the program was that the full time job demands of the trained staff allowed too little time for the staff to effectively run the program.

Since the college recognizes the need for such an alcohol/drug awareness program, a similar program under the Ministry of Health is being planned. The Bedochel (effective) Substance Abuse Program Coordinator has devised a specific program for PCC students called Palau Community College Challenging Alcohol Abuse (PCCCAA). This program was scheduled to start in October 2003 after the Student Body Association had elected new representatives who will assist with this program. The program will consist of monthly speakers who will deliver information about prevention activities for drinking and drug use. There will also be a weekly program that will run in three phases consisting of four-week sessions. A pre and post assessment will be conducted for each student. It is hoped that this program will assist students in overcoming substance abuse habits.

Planning Agenda

1. Assess effectiveness of alcohol/drug awareness program after one year.

2A.8 Institutions offering curricula in foreign locations to students other than U. S. nationals operate in conformity with standards and applicable Commission policies.

Descriptive Summary

PCC does not currently have contractual agreements with any foreign locations to offer courses or programs except with Yap, FSM. The courses being offered for Headstart teachers in Yap to enable them to obtain a two-year Early Childhood teaching degree from PCC are those that are outlined in the PCC catalog under the Early Childhood Education program. Course outlines have been sent to the instructors teaching the PCC courses to ensure that the course contents and evaluation methods are followed. The college also ensures that courses offered in Yap, FSM is provided in conformity with Commission standards and applicable policies.

The director of the Headstart Program is enrolled in these courses and are providing feedback to the PCC Dean of Academic Affairs. Instructors for these courses taught in Yap are hired by PCC and PCC ensures that the courses are being taught according to PCC standards. Yap State Education Enterprising Department (YAPSEED) facilities that are being used for these courses are adequate.

Self Evaluation
The Yap instructors’ credentials are on file at the PCC Human Resource office. On a visit to Yap in the summer of 2003, the Dean of Academic Affairs conducted instructor observations where she found teaching performance to be satisfactory. The Dean also administered student evaluations of the instructors, which were assessed upon her return to PCC. The assessment indicated that students were satisfied with the instruction they were receiving. The assessment also indicated that instructors conform to PCC academic standards by following the course outlines.

Planning Agenda

None needed at this time.

2B. Student Support Services

The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.

2B.1 The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.

Descriptive Summary

Palau Community College supports an open-door admissions policy and admits high school graduates, anyone with a General Equivalency Diploma (GED), or anyone who is at least 18 years of age and can benefit from college programs and services, as well as high school juniors and seniors who qualify for dual enrollment. The college does not target recruitment efforts to specific groups or for specific programs. PCC recruitment programs conducted at local high schools cover descriptions of educational programs and their requirements, support services, and financial aid. Placement tests are administered after these recruitment visits. Recruitment is also extended to the Federated States of Micronesia, as well as the Republic of the Marshall Islands.

The Retention Committee, composed of deans, and directors from various support services and representatives from the Student Body Association (SBA), and the faculty, provides coordination for various services by meeting regularly and when needed to assure quality of services and to identify needs and gaps in services and programs. The committee then makes recommendations and implements changes to support student learning and enhance achievement of the Mission Statement in regards to promoting learning opportunities and developing personal excellence.
Most services are available to students during normal working hours with the exception of the library, Recreation Office and housing services, which have extended hours into the evenings and weekends. Student support and developmental services include the Reading Laboratory, English, math and science tutoring, computer resource laboratory, academic advising, personal/academic counseling, career guidance and transfer counseling, study skills’ workshops and cultural site visits.

Self Evaluation

Due to the high cost of airfare, it is not cost effective to send recruiters annually to each of the five Micronesian islands. As an alternative to sending recruiters off-island, recruitment is done through mail. In addition, a one-way airfare ticket, PCC Travel Grant, is awarded to five students from each state of the Federated States of Micronesia (FSM), which consists of Yap, Chuuk, Pohnpei, and Kosrae, and to five students from the Republic of the Marshall Islands to attend PCC.

Planning Agenda

None needed at this time.

Descriptive Summary

Every incoming student receives a copy of the General Catalog that contains general information about the college. The catalog contains the official name of the institution, telephone numbers, fax numbers, and e-mail addresses for the offices of Admissions & Financial Aid, Student Services, Academic Affairs and Continuing Education. The educational mission of the institution is stated in the catalog, along with the Unifying Principles and the Ten Year Master Plan. There are also descriptions of courses, programs, and degree offerings. The college’s academic calendar, and program lengths are reflected as well. The Academic Freedom Statement is not found in the catalog but is printed in the Palau Community College Personnel Rules & Regulations manual. Available student financial aid, federal and non-federal, including state/republic scholarships are listed and described in the catalog. In
addition, learning resources available on campus are covered in the catalog. The catalog also has the names and degrees of administrators, faculty and professional staff, and includes the names of the governing board members.

Self Evaluation

The General Catalog is printed every four years. When important changes occur within the four-year period, printed copies of the changes are disseminated to academic advisors, faculty, and concerned staff. Students, however, are not given copies.

Planning Agenda

1. Designate a centralized bulletin board for catalog addendums.

2. Utilize the Mesekiu newsletter to publish catalog changes.

2B.2 The institution provide a catalog for its constituents with precise, accurate, and current information.

2B.2b Requirements

> Admissions
> Student Fees and Other Financial Obligations
> Degree, Certificates, Graduation and Transfer

2B.2c Major Policies Affecting Students

> Academic Regulations, including Academic Honesty
> Nondiscrimination
> Acceptance of Transfer Credits
> Grievance and Complaint Procedures
> Sexual Harassment
> Refund of Fees

2B.2d Locations or Publications where other policies may be found

Descriptive Summary

Admission information and requirements are described clearly and in detail in the General Catalog. Tuition, fees, and other financial obligations are also covered in the catalog. Degrees, certificates, graduation and transfer requirements are included as well.

Academic regulations are covered in the catalog, as well as in the Student Handbook 2003-2004. Student codes of conduct and sanctions for violators are covered in the catalog, and the Student Handbook. Academic dishonesty is not covered in the catalog, but it can be found in the Student Handbook. Grievance and complaint procedures are described in the catalog.
Sexual harassment is not covered in the catalog, but can be found in the Student Handbook. The acceptance of transfer credits and refund of fees are covered in the General Catalog. Refund of fees is also covered in the Student Financial Aid Handbook.

Aside from the General Catalog, policies may also be found in the Student Handbook, the Student Financial Aid Handbook, and the Palau Community College Personnel Rules & Regulations manual. These publications are available in the library as well as in most offices of the college.

**Self Evaluation**

There is a discrepancy between the grievance and complaint procedures discussed in the General Catalog, and the Student Handbook 2003-2004. The description in the Student Handbook is the one currently followed, as it is an updated version of the description in the General Catalog.

**Planning Agenda**

1. The 2004-2008 General Catalog will reflect the updated grievance and complaint procedures.

2. Academic dishonesty and sexual harassment will be covered in the 2004-2008 General Catalog.

2B.3 The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.

2B.3a The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.

**Descriptive Summary**

The college employs the use of math, English, keyboarding and science placement tests every semester to measure and determine incoming students’ proficiency levels in these subjects, as most are prerequisites to major program requirements. The placement tests are available at scheduled times as well as on a walk-in basis for latecomers; at the same time, with the exception of the keyboarding placement test which is only administered on campus, placement tests administrators go to local high schools to test seniors. The incoming students who do not obtain college level scores on these tests are placed in developmental math, English writing and reading and science classes to prepare them for college level courses.

Math, English and science tutoring is offered on a scheduled or walk-in basis. Tutoring in other subjects is offered when the need arises.

Residential housing is provided to accommodate off-island students and local students who are in most need of housing. In May 2002, the college, concerned about
the conduciveness of its dormitory learning environment, delegated a seven-member task force to assess the quality of dormitory life.

Although the college does not have a disability office, arrangements are made to accommodate students with special needs by the office of Dean of Students. At this time, the college does not have assessment plans in place to identify learning support needs of its student population or outcomes as a result of support services received. The library however, has a suggestion box wherein patrons can give feedback regarding the library and its services, which serves as a basis for improvements.

Self Evaluation

Academic needs of incoming students are identified and services and programs are developed to address those needs. For example, in the spring of 2003, 91 new students were tested in English. Of these 91 students tested, 80 percent were placed in developmental English, prompting the college to offer 15 sections of developmental English courses. Eighty-one (81) new students took the Math 90 placement test in which 66 students or 82 percent failed, and therefore need to be placed in the remedial math course. Considering that not all students who failed the math placement test registered for a remedial math course in their first semester, the college sufficiently met the needs of those students that did register by offering four sections of Math 90. Tutoring programs for these basic skills are available Monday to Friday from 8:00am to 5:00pm. Tutoring in other subjects is offered as requested. For example, in the fall of 2002, tutoring for Criminal Justice and Accounting courses was provided as requested by the program instructors.

The recommendations made by the task force that assessed the quality of dormitory life have been provided to the Director of Student Life. Staff responsible for implementing the recommendations have been identified. Out of the forty (40) recommendations, five have been completed.

Although the college does not have a disability office, a faculty serves as a disability academic advisor. The disability academic advisor identifies student needs and informs the Office of the Dean of Students. Arrangements are readily made by the Dean of Students to accommodate students with disabilities. For example, since fall 2001, three students with special needs were identified and served accordingly. Services included, escorting students to and from class, taking lecture notes, and administering verbal tests.

Planning Agenda

1. Review and implement remaining recommendations of dormitory life report as appropriate by fall 2004.
2B.3b The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.

**Description**

The institution provides an environment that is conducive of student development. Student memberships and involvements in the Student Body Association (SBA), organizations, clubs, and committees encourage personal and civic responsibility, and they also foster intellectual and personal development. The SBA is a student government that is governed by student senators and four executive officers, all of whom are elected every fall semester. Individual state organizations and clubs are managed as well by students. These organizations and clubs identify community projects and activities, which promote personal and civic responsibilities for their members. Students are also involved in the planning and evaluating of programs and services. The Ten Year Master Plan Strategic Direction Committee, Executive Committee, Graduation Planning Committee, Retention Committee, and Committee on Programs and Curricula (CPC) have student representatives. In 1996, the first Student Trustee was elected to represent students on the governing board.

Personal responsibility and aesthetic, intellectual and personal development are encouraged as well through student life and housing, the Federal Work Study Program, and co-curricular activities. As a part of orientation for in-coming residents, scheduled trips are conducted to orient and familiarize students with the local community. Trips include a visit to the Belau National Museum, the Etpison Museum, and the Palau International Coral Reef Center as well as to other popular and cultural sites around Koror.

Student residents assume responsibilities for the maintenance of the dormitories and their surroundings with the assistance of the dormitory managers. Student residents meet regularly with the dormitory managers to plan residents’ activities, housekeeping assignments, and enforcement of dormitory rules and regulations. Dormitory rules and regulations encourage students to become responsible and accountable for their behavior and relationships with each other. To encourage and support student learning, a study hall is available for student use from 6:00 a.m. to 10:00 p.m. daily. Student participation in the Federal Work Study Program further promotes responsible work ethics. Co-curricular recreational and sporting activities for students include Charter Day, cultural field trips, and intramural sports. In addition, the institution encourages and supports student participation and involvement in community activities and events.

**Self Evaluation**

The student activity fee is $45.00 every semester, of which 40 percent of the collected fees goes directly to the SBA while 20 percent goes to the Recreation Office for the purpose of conducting student activities as well as supporting activities sponsored by state organizations and student clubs. Faculty and staff are selected at the discretion of the SBA, state organizations and student clubs to serve as advisors. The Dean of Students conducts a leadership training/orientation with newly elected SBA representatives, and state organization leaders. An SBA representative and an advisor are sent annually by the institution to attend a National Student Leadership conference in the United States.
Sanctioned student organizations and clubs may request the SBA and/or the recreation office for financial assistance in conducting their activities. The recreation office provides staff support as well for projects, and activities sponsored by the SBA, state organizations, and student clubs. Various departments within the college as requested also provide assistance. An example is the recent participation of the Federated States of Micronesia’s Club in the “Olchotel Belau Fair,” a national arts and craft fair event that was held October 24-26, 2003. Institutional support provided included the use of a classroom for students to practice their traditional dances, a school vehicle and tent, and staff support from the recreation and maintenance offices.

The institution is supportive of students participating in community sporting events and scholastic leagues, and as such, PCC sponsors student teams participating in the Palau Major League, the Palau Amateur Volleyball Association and the National Basketball League. To ensure that PCC students stay focused on their educational goals and maintain good academic standing in their college education, a policy governing student participation in these events took effect in October of 1999. The policy sets forth the requirements for PCC students to participate in community sporting events and scholastic leagues.

The institution promotes student involvement in the planning and evaluating of programs and services, as evidenced by the fact that the SBA president/representatives are standard members of the Executive Committee and the Retention Committee as well as CPC. Ad hoc committees such as Graduation and Charter Day committees have student representatives as well appointed by the college President.

A report completed in February 2003 on aspects of Dormitory Life revealed that of the 99 questionnaires administered to residential students, 92 students or 93 percent responded. Of the 92 respondents, 75 students or 82 percent of the dormitory students liked living in the dorms. Seventy-four (74) students or 80 percent responded favorably to the philosophy of custodial duties, and had no problems with the assigned chores. Sixty-five (65) students or 71 percent of the dormitory residents were aware of dormitory activities, and 70 students or 76 percent of the residents participated in these activities. When asked how often residents used the study hall in the dorm, responses ranged from five times a week to never with, 27 percent responding sometimes. When asked if they had problems studying in their room, 80 percent said there were no problems; in the study hall, 79 percent said there were no problems; in the lounge, 73 percent said there were no problems.

In regards to the Federal Work Study Program, a Work-Study Student Evaluation Form is used to measure student performance. Results of student performances are essential for further placement as well as reference for future employment recommendations. The areas evaluated include: quality of work, courtesy/grooming, initiative, dependability and attendance. In the spring of 2003, evaluation results showed that of the 180 work-study participants, in regards to quality of work, 30 percent were rated good, 58 percent were excellent, and 12 percent were outstanding. For courtesy and grooming, 25 percent were rated as good, 59 percent were excellent, and 16 percent were outstanding. For initiative, 6 percent were rated as poor, 29 percent were good, 57 percent were excellent and 14 percent were outstanding; for dependability, 6 percent were poor, 28 percent were good, 61 percent were excellent, and 11 percent were outstanding. For attendance, 4 percent were poor, 42 percent were good, 42 percent were excellent and 12 percent were outstanding.
Planning Agenda

None needed at this time.

2B.3c The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.

Descriptive Summary

In 2002, the college set up a centralized academic advising service under the coordination of the Director of Student Life. As a result, at least one meeting per semester is conducted to provide academic advisors with information, with changes in advising policies and procedures, and to facilitate an informal evaluation process leading toward improvement of the advising program. In keeping academic advisors abreast with advising procedures or policies, an Academic Advisor Handbook was compiled and given to each advisor to serve as a supplemental guide. In addition, the Office of Registrar and Records provides each advisor with his/her advisees’ Course Requirement Audit. This is to promote student academic advising success every semester. Despite the institution’s attempt to meet the academic advising needs of students, there are no full time academic advisors, and so academic advising is done on a voluntary basis. The voluntary nature of the work makes academic advising a secondary responsibility, which in turn makes accountability virtually impossible. This poses problems that include an overload of students per academic advisor, misplacement and or lack of student records as well as students being misadvised. As a result, some students end up not taking classes in the right order or are placed in the wrong classes. These errors may eventually lead to an extended graduation date.

Student Support Services (SSS) is a federally funded program that also provides academic, personal, career, and transfer counseling services to support student development and success. At this time, the college does not have a particular strategic plan in place to implement formal service evaluations or staff development in academic advising and counseling.

Self Evaluation

According to a survey conducted with 66 continuing students from fall 2002 to fall 2003, the results show that 91 percent of those students were assigned an advisor and nine percent were not due to the fact that, as latecomers, they were sent to the Central Advising Office in order to expedite their paperwork for enrollment. Those students were eventually assigned permanent advisors. In addition, of those continuing students, 96 percent were satisfied with their advisors while 5 percent were not. Although students are generally satisfied with academic advising, the institution can take steps to alleviate the problems that exist and improve academic advising.

The institution has counselors only through the SSS program. The college is able to address academic counseling needs of students to some extent through the academic advisors who also provide limited academic counseling to their advisees.
Personal, social, career and other counseling needs of students have not been fully addressed by the college.

Planning Agenda

1. Assess the possibility of reopening the counseling positions, and to have the counselors also handle the academic advising.

2B.3d The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.

Descriptive Summary

The institutional climate reflected in its recruitment policy maintains and supports the enhancement of student understanding and appreciation of diversity. The college’s recruitment area covers a geographic region that is diverse, which includes the Republic of the Marshall Islands and the Federated States of Micronesia. The institutional mission statement also accentuates and necessitates the maintenance and support of its ethnically diverse clientele. The institution promotes and supports diverse student interaction and participation through the Student Body Association (SBA), special interest clubs, state organizations, cultural enrichment field trips, co-curricular recreational and sporting activities, and Charter Day. In addition, dormitory life encourages students rooming together to understand, appreciate, and accept each other’s unique backgrounds. Initially, each dormitory room occupant is paired for the purpose of ensuring that students with different ethnic origins room together. The dormitory residents, however, may have the option later of choosing roommates of their preferences.

Self Evaluation

Recruitment practices demonstrate the institution’s commitment to maintain, support, and enhance student understanding and appreciation of diversity. Recruitment efforts outside of Palau are done mostly by mail since it is more cost effective than sending recruiters to the Federated States of Micronesia and the Republic of the Marshall Islands. The travel cost for recruiters such as airfare, per-diem and representation funds are instead used to provide one-way airfare tickets, in the form of PCC Travel Grants, for five students from each state of the Federated States of Micronesia (Yap, Chuuk, Pohnpei, and Kosrae) and for five students from the Republic of the Marshalls Islands. In addition, it allows opportunities for students who have the potential but cannot afford to attend PCC.

In support and promotion of a diverse student interaction, the Student Body Association is composed of elected representatives from different cultural backgrounds, namely the Republic of Palau, Yap, Pohnpei, Chuuk, and Kosrae of the Federated States of Micronesia, and the Republic of the Marshall Islands. Each of the above-mentioned island states and republics has their own state student organizations that closely interact with the
SBA in regards to student governance. The state organizations, special interest clubs and program clubs elect their own officers and select their own staff or faculty advisors. They also have an open membership policy, so students from other states and programs can participate and interact with them.

The college also promotes a diverse student participation in co-curricular recreational and sporting events. Based on an interview with the Recreation Office staff, the SBA with its elected student state representatives is included in the planning and decision-making processes to prioritize semesterly sporting activities. The membership requirements of each student team are open which allows for diverse composition.

A report compiled in February 2003 on the aspects of dormitory life indicated that 100 percent of the students that applied to reside at the dorm encountered no admittance problems. In the fall of 2003, the dormitory student population of 103 students was composed of 19 Kosraens, 8 Pohnpeians, 37 Yapese, 5 Chuukese, 14 Marshallese, and 20 Palauans. The study further indicated that 53 percent of the students admitted to the dormitory would like to have been able to specify either a roommate or the attributes of their roommates. Students are allowed, however, to change roommates after the first semester. There have also been a few cases where roommate changes have been made during the first semester.

The SSS Program also supports, promotes and enhances the student population’s appreciation of diversity. The SSS Program conducts two cultural enrichment field trips for the program students every semester. The main objective of these cultural enrichment field trips is to introduce the diverse student population to Palau’s culture and way of life. The Recreation Office, as well as the Dormitory, conducts exposure activities and trips as well that include fishing expeditions, participation in cultural activities and events in the community and trips to the rock island and other remote villages within the Republic of Palau.

Plan

1. Revise the dormitory application form to provide applicants an opportunity to identify characteristics and attributes of a roommate.

2B.3e The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

Descriptive Summary

The Retention Committee, composed of deans and directors from various support services and representatives from SBA and faculty, hold regular meetings wherein services, procedures, and forms are reviewed to assure quality and efficiency. The Student Support Services staff assist the English, math and science departments of the college by administering placement tests to determine the skill levels of in-coming students to place them in the appropriate course levels. A School of Business faculty administers the keyboarding placement test. The Student Support Services English, math and science instructors work together with the instructors from each respective
department to assure the effectiveness of the placement tests. Formal changes in testing instruments are determined by each respective department, along with the approval of the Dean of Academic Affairs. This approval process insures test effectiveness as well as minimizes test biases.

Self Evaluation

PCC program admission requirements and policies are reviewed and revised by faculty, and approved by the Committee on Programs and Curricula. In addition, admission practices and forms are reviewed by the Retention Committee to assure quality and efficiency.

The Math Department reviewed and made minor changes to the math placement test in 1995. The Science Department revised the science placement test in 2001. The English Department, however, has reviewed the English placement test regularly and changes are made based on student performances. There is no established process or time-line for reviewing placement tests.

Planning Agenda

1. Establish a review process to evaluate placement tests.

Descriptive Summary

The Office of Admissions and Financial Aid and the Office of the Registrar and Records maintain student records in accordance with federal regulations regarding the Family Educational Right and Privacy Act of 1974 (FERPA), as amended. They handle student records with the strictest confidence. Files are updated regularly and secured in locked filing cabinets, with duplicated backup files. In the summer of 2002, Registrar and Records within the Office of Admissions transferred out and became part of the Retention Office.

Academic transcripts are maintained permanently while all other student records are kept for a period of five years and then stored or destroyed. Stored records are kept secure and only authorized personnel can access them. A policy governing the release of student records is published in the General Catalog and the Student Handbook and is followed by the institution.

Self Evaluation

There have been no cases of student complaints regarding breach of privacy of records.

Planning Agenda

None needed at this time.

2B.3f The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.
2B.4 The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Description

Educational support needs of new students are identified during orientation through small group brainstorming sessions. During orientation, the new students are also asked to evaluate the following services: placement testing, program planning and advising, registration, admission, financial aid, and student accounts. The Retention Committee reviews the evaluation results and uses them as a basis for necessary changes and improvements. Placement test results are used to place students in appropriate English, math and science courses. The library has a suggestion box wherein patrons can provide feedback on library services. The library reviews the patrons’ comments and where appropriate, improvements are made. An evaluation has been conducted on Dormitory Life. The evaluation results were shared with appropriate offices for the purpose of improving support and services to the students. The Federal Work Study (FWS) Program promotes responsible work ethics and personal development. Students participating in FWS program are evaluated at the end of each semester/term.

Self Evaluation

Evaluation results are used to improve services and programs. However, there has not been any assessment of the evaluation instruments currently being used.

Planning Agenda

1. Assess evaluation instruments of Retention Committee, library, and work-study program.
2C. Library and Learning Support Services

Library and other learning support services for students are sufficient to support the institution’s instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.

2C.1 The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.

Descriptive Summary

Offices and programs providing library and learning support to Palau Community College’s academic and learning programs are the library, Student Support Services (SSS), a U.S. Federal Program and the Language Laboratory – a language laboratory set up with funds from Japan, but which may also serve students with English language listening skills needs. Unlike the SSS and Language Laboratory, which serve PCC students only, the PCC library serves the college’s students, faculty, staff and the community of Palau.

The library, housed in a 4,326 square foot area on the upper campus, maintains a collection that has seen a dramatic increase in materials from 13,580 five years ago to 25,916 as of fall 2003 and includes a variety of collections which includes approximately 25,000 current serial titles in the general collection, a map collection, reserve materials, various publications, video and CD-ROM collections, two special collections: the Micronesia-Pacific Collection and the Environmental Resource Center collection, and a collection of various dissertations. The library is also a depository for materials from the United Nations, South Pacific Commission Secretariat of the Pacific Community, Regional Alcohol and Drug Awareness Resource, World Health Organization, Food and Agriculture Organization of the United Nations, Environmental Research Center, and South Pacific Regional Environment Programme. The library also offers electronic information services, which include electronic research provided by five computers, and email provided by five computers also. These two electronic information services are for use only by PCC students and not the community users. Community users have access to only one of the computers for research use. The online catalog, accessible to all users through three stations provides access to the collection catalog information. Library services include lending of library materials, reference services through print and electronic media for students seeking information or conducting research, and photocopying services for students and staff.
at a minimal cost. Copying services offered by the library is done through a private company. The private company provides and maintains a copier machine in the library. Patrons buy cards to make copies at 10 cents a page.

SSS is one of the federal programs funded by the U.S. Department of Education and is operating under Student Services Division. Using half of the building that houses the library, it offers a variety of services to students.

English, math, and science tutoring programs are among the components of SSS. Each component provides scheduled basic skills instruction, computer-assisted instruction (CAI), and tutorial services that form the core of the program. The English component also includes a reading laboratory. These services directly address the basic skills and language difficulties that many new PCC students experience.

SSS staff identify and hire students who excel in math, English, and science and utilize them as peer tutors. All three components - the math, English and science tutoring components - focus on developmental skills in the three subjects. Tutoring can be provided in other subject areas as requested. The tutoring services help students in understanding and completing assignments and preparing for tests. In addition, a computer-assisted instruction (CAI) was created to supplement the English and math tutoring services.

The counseling component of the SSS is comprised of both Project and Career Counselors. Students receive counseling in the following areas: academic, personal, career, financial aid, college transfer, and career guidance. The counselors also provide referrals to appropriate services to meet students' needs. The counseling services are carried out with the assistance of peer counselors hired at the beginning of each academic year.

The SSS program also provides cultural site visits and activities as exposure, awareness, and appreciation of culture. The Project Counselor, in providing academic, personal, and financial aid counseling, study skills workshops, and cultural field trips, deals with academic, social and financial problems encountered by students. In addition, the Project Counselor works closely with students' instructors, advisers, and service providers to ensure full support is available in assisting them to improve academically. The Project Counselor motivates students and actively maintains regular contact with them to help them stay focused and make progress toward their academic goals.

The Career Counselor component provides career exploration, career survey, college transfer assistance, financial aid assistance, and job site visits. With the assistance of the peer counselors, resume-writing workshops are conducted in SS 104 Orientation to Employment courses each semester to prepare students with this requirement of the internship course. The purpose of the Career Counselor is to offer students opportunities to explore different careers and relate their abilities, interests, values and potentials to their academic major. Students who wish to transfer are also offered assistance with selecting colleges, filling out forms and with other information necessary for transferring to other colleges/universities. This will enhance student awareness and allow them to make informed decisions upon completing their program of study.

Students, who are in danger of being dropped from a class because of poor
attendance, are referred to the Retention Office by their instructors for advising. One of the services of the Retention Office is advising and tracking students so that they stay in school and complete their programs of study.

The Language Laboratory, located in the Btaches building mainly supports the Japanese language courses with material and equipment.

Self Evaluation

The five computers devoted to Internet research are not enough to meet the Internet research needs of students. This situation is further escalated when classes are scheduled at the library for orientation and instruction on the use of the library. Although more computers are needed in the library to meet the needs of the students, lack of adequate space prevents that from happening. Lack of space is evident given that there are books and resource materials still in boxes as no shelf space is available. There is also lack of space to add more shelves.

There is one computer used for research devoted to community users. The five computers available for email services are not enough to accommodate all students’ needs. Because this service provides free communication with family and friends, students constantly use it. Students doing online courses have to share the email computers as well, and often have to get in line to use an email computer to submit their homework as can be verified by the sign-up sheets for library computers lettered A, B, C, D, and E.

Planning Agenda

1. Build a new library that will have enough space and computers to accommodate the need of patrons within the next five years.

2C.1a Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution.

Descriptive Summary

Educational equipment and materials are selected by library staff in consultation with faculty, staff, and students. Informal collection development guidelines are also used by the library staff to procure material and resources. Through a list-serve of professional librarians and library staff around the Pacific of which all PCC library staff are members - Pacific Islands Association of Libraries and Archives (PIALA) – the library staff have a resource for collection development ideas. The library staff also depend on outside expertise at library and learning resources conferences for information, selection, and training on current library technology. Computer hardware and software programs are maintained by the campus computer specialists, who also advise the library staff on appropriate computer equipment that accommodates student needs. The library maintains a TV/VCR, photocopy services, and computers for patrons’ use; all other equipment needed to support instruction is
Student Support Services (SSS) staff select instructional material and equipment based on developmental needs of students. Also, SSS staff use referrals from instructors, which spell out students’ specific weaknesses in a subject area, as guidelines in selection of type and level of materials to address the students’ tutoring needs.

The Japanese language instructor reviews and orders material used by students at the laboratory to support the Japanese language courses.

Self Evaluation

There is no library collection policy manual as of fall 2003 that ensures timely response to needs of students, faculty and staff in an orderly manner. Because of this, procurement of resources, particularly books and videos, has been haphazard and usually follows a “first come first serve” policy, and then only if there is enough cash flow to process the purchase orders. Some requisitions for books submitted to the Business Office for processing never make it to the vendor, as the Library Accounting Log for FY 2002 shows.

An informal library survey, Customer Satisfaction Survey (survey card) used to gauge the reaction of the library users was conducted from Sept to Nov 2003 and the results were compiled. It must be noted that this survey card is not completed by all library users, but by those customers who chose to comment. According to the results, out of thirty-five (35) respondents to the survey card, 20 or 57 percent commented about the collection with 10 wanting more books on various subjects, one commented about the copyright date being out of date, two commented not finding what they needed, and the rest commented about the availability of the resources.

SSS instructors have good working relationships with math, English and science instructors and they communicate on a regular basis regarding materials and resources needed to support the math, English and science courses. They also discuss specific areas of weaknesses where students need the most help to enable them to make satisfactory progress in their math, English and science courses.

The Language Laboratory is still very new, and caters to the needs of the students taking the Japanese language courses. There was no survey conducted for this laboratory’s effectiveness.

Plan

1. Develop, print, and disseminate a library policies and procedures manual
**Descriptive Summary**

Formal bibliographic instruction in the form of library orientation is offered to individuals, groups or classes. Orientation to electronic information services is given whenever needed by individuals or groups. For example, patrons who do not know how to use the online catalog are assisted and instructed on how to use it. Groups are scheduled ahead of time and are then given a demonstration on how the online catalog works and how to search for a resource they need. Also, a first year course – SS 100, Introduction to College Life – offers a unit on library use and students are orientated by the library staff to the use of the online catalog, email use, and research following the library computer use policies.

Student Support Services instructors and counselors, including peer tutors and peer counselors, conduct orientations to students on the use of their materials, resources and services.

The Japanese language instructor gives orientation and instruction on how to use the Language Laboratory’s equipment and materials.

The library has increased its operational hours to include weekends to accommodate students’ and patrons’ needs, especially to accommodate the courses and programs offered on Saturdays. Regular hours for the library are Mondays to Fridays from 8:00 a.m. to 8:00 p.m.; Saturdays from 9:00 a.m. to 6:00 p.m., and on Sundays from 12:00 noon to 6:00 p.m. In addition to regular hours, the library increases evening hours to accommodate students during mid-term and final exams. SSS and the Language Laboratory are open Monday to Friday from 8:00 a.m. to 5:00 p.m.

**Self Evaluation**

Most of the patrons who use the library are computer-literate and do not need a lot of instruction to become familiar with the online system. Although the library may from time to time, post what might be useful websites in the campus newsletter or by the research computer stations, it conducts no formal instruction on search engines’ searches, which would benefit the students’ research skills.

English instructors are encouraged to bring their students to the reading laboratory for orientation within the first week of instruction. During this time, other services provided by SSS are discussed.

Learning resources are readily accessible to students and personnel on campus. Where there is a need because of a student’s work schedule, SSS staff make resources available by signing out books to students, but to ensure the security of the materials, a deposit of $20.00 per book is required before the book is signed out. The Language Laboratory’s hours are adequate.
for all the sections of the Japanese language courses.

Planning Agenda

1. Include a lesson on search engines in the SS 100 Introduction to College Life.

2C.1d The institution provides effective maintenance and security for its library and other learning support services.

Descriptive Summary

The library, SSS, and the Language Laboratory are maintained by staff and student workers, and the campus security patrols the facilities to ensure their security. Policies and procedures on use of services and material ensure the security of the resources of the library and other student learning support services. For instance, the 3M security door reduces the theft of books, and certain books are put on reserve for patrons’ use. Reserve collections cannot be signed out of the library. The college’s computer specialists maintain the library servers, and with the Sonic Wall screening and anti-virus protection program, keep up with the hardware and software maintenance of the library’s technology. The library staff do simple computer maintenance regularly such as checking for errors, defragmentation, and clearing temporary files. SSS and the Language Laboratory’s resources are not normally signed out. For security of resources, SSS staff require students to leave their backpacks at the counter while they do their work.

Self Evaluation

Measures to ensure proper maintenance of the growing library collection and its security is of critical concern. Although the 3M security door has lessened the threat of theft of books, occasionally books or magazines are found with torn pages. Frequent power fluctuations cause problems with the air conditioning systems, and roof leaks make it difficult to protect the collection from the humidity. With the growing demand for email use by students, occasionally viruses get past the anti-virus protection and cause problems with the computers. SSS has recently purchased a database server for networking and security purposes.

Planning Agenda

1. Schedule a regular maintenance check to prevent leaks and electrical power problems.
2C.1e When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution’s intended purposes, are easily accessible, and utilized. The performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.

Descriptive Summary

The PCC library offers inter-library lending services to patrons through ARIEL, a software package used to scan and send documents over the Internet. Students and patrons may borrow books from the University of Guam Robert Fitzgerald Kennedy Library, the University of Hawaii Library, the College of the Marshall Islands Library, the College of Micronesia-FSM Library, and other libraries that are not found in the PCC library collection through the use of the ARIEL. The library, likewise, lends material from its collection to local, regional, and international libraries. Now that the PCC Library-Belau National Museum digitization project has become operational, patrons can access the digital images of the BNM through the PCC library link on the PCC website. Whenever PCC collaborates with other institutions on projects, agreements with the partner institutions are agreed to or signed where necessary by all parties. Each project is evaluated annually, and a final evaluation is performed upon completion of a project.

Self Evaluation

Students are relying more and more on research through internet sources, which have become quite extensive, but ARIEL is available for the occasional need for a resource not available in the PCC library or through the internet. Although not widely used because of the availability of Internet research, ARIEL is still a valuable resource for obtaining information that is not available in the PCC library. The digitized images of the Belau National Museum has become another valuable source of information developed and made available to any interested individual through a collaborative project between the PCC library and BNM. Because the PCC website does not have tracking capabilities, the PCC library is not able to track how many hits the site receives from patrons. Also, patrons using the online computer in the library can access the cataloged information for the images, but it is very difficult to download an image itself because the online computer in the library is old and slow.

Another Internet resource that is now available for students doing research is the EBSCO databases which is now sponsored by Pacific Resources for Education and Learning (PREL). This site provides free access to 6000 full-text journals.

Planning Agenda

1. Purchase 5 new computers with the capacity to download images quickly.
The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Descriptive Summary

From time to time, the library conducts an informal survey of library patrons to get an idea of how effective the library is in meeting patrons’ needs. For 2002 and 2003, the library used a simple index size survey card to gauge the reaction of the customers to the library services. The SSS program prepares and submits an Annual Performance Report to U.S. Department of Education that reports accomplishments of the program goals and objectives as part of the program requirement. This report reflects the extent to which the program goals and objectives have been met. In addition, the counseling component provides workshops and cultural trips that are evaluated by student participants.

Self Evaluation

The institution’s Institutional Program on Effectiveness has undertaken the responsibility of evaluating the effectiveness of all services and programs of the college, and the library has been scheduled for review by August 2004.

The library’s survey card has only three categories – Materials, Staff, and Space and has not been evaluated for its effectiveness. However, there have been improvements made based on results of the survey card. A staff development workshop on communication skills was conducted in response to comments concerning staff. Work has begun on a policy to weed out old material in response to comments about materials and a plan for a larger library resulted from comments regarding the library space.

Planning Agenda

None needed at this time.
List of Evidence for Standard 2

Referenced:

2-1 Partnership agreement (MOU) between the college and MOE, PCAA, AHEC, WIA
2-2 Agreement (MOU) with YAPSEED for education course offerings in Yap
2-3 2000 – 2004 College Catalog
2-4 Palau Economic Development Plan
2-5 Mandatory retirement laws for government employees
2-6 Palau Nursing Act (RPPL 4-19)
2-7 List of Education program graduates since the beginning until spring 2003
2-8 List of Nursing program graduates since the beginning until spring 2003
2-9 Placement tests instruments and results for spring, summer and fall 2003
2-10 GPA report for full-time students from fall 2001 to spring 2003 with calculation to determine average GPA
2-11 PCC on-line courses (outline/syllabus) and class roster. (EN 120 & MA119)
2-12 Vocational courses detailed skills sheets
2-13 Internship application, evaluations and feedback by employers
0-11 Course outlines offered by PCC (CPC file – 260)
2-14 Survey instruments and results for faculty on adjustments and improvements they make when students are not making progress
2-15 Survey instruments and results about reasons courses are modified/changed
2-17 Agreements (MOU) with University of the Ryukyus, Waseda University and Japan Aviation Academy
0-03 Listings of OMIP trainings
0-04 Listings of CE trainings
0-05 Listings of CRE trainings
2-18 Interview instruments and results on the curriculum handbook
2-19 OMIP course/training program evaluation instruments - 2003
2-20 CE course/training program evaluation instruments - 2003
2-21 CRE course/training program evaluation instruments – 2003
2-22 CRE Plan of Work
2-23 Student Competency profiles for Automotive Mechanic courses
0-01 PCC Ten Year Master Plan
0-02 PCC Annual Report – Last five years
2-24 Internship data on employment (Internship report)
2-25 Credit by Exam tests for OA 111, 121a, 121b; CJ 100, 111; SC 115; and EN 120
2-26 Articulation agreements with secondary and post secondary schools
2-27 Academic Advisors meeting file
0-08 Mesekiu’s News Binder 2003 (Services hours announcement)
2-28 Program brochures (services announcement and hours of services)
2-29 PCC Personnel Rules and Regulations Manual
0-12 Administrative Procedures Manual
2-31 Sexual Harassments policy addendum to the Personnel Manual
2-32 Selected policy task force report
2-33 Survey instruments and results of faculty regarding cheating and plagiarism
2-34 Summary reports for disciplinary for 2001, 2002 and 2003
2-36 Student evaluations and results for Yap courses
2-38 Dormitory Life Aspects task force report
2-39 Library short survey card and compilation for 2003
2-40 List of trainings on and off-island
2-41 Policy governing student participation in community sporting events
2-42 Graduation Committee files
2-43 Charter Day Committee files
2-44 Work study evaluation instruments and results for 2003
2-45 Academic Advisor Handbook
2-46 Survey instruments and results on students regarding academic advising
2-47 SBA and student club/organization bylaws
0-07 Retention Committee file
2-48 Evaluations of Orientation
2-49 Library acquisition list since 1999
2-50 MOU or designation documents for library as depository for UN, WHO, SPREP, RADAR and etc.
2-51 SSS proposal
2-52 SSS annual performance reports, 2000 - 2003
2-53 Library Accounting log FY 2002
0-11 SS 100 course outline
2-54 Signed Agreement (MOU) with other libraries outside of Palau
STANDARD 3: RESOURCES

The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness.

### 3A Human Resources

The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.

#### 3A.1 The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services.

#### 3A.1a Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. Institutional faculty administrators are from institutions accredited by recognized U.S. accreditation agencies. Degrees from

### Descriptive Summary

All job vacancies are announced through radio stations, the Labor Office, campus and major businesses’ bulletin boards, local newspapers, and the Mesekiu Newsletter. The college also advertises hard to fill positions in the *Chronicle of Higher Education* journal and regional newspapers. If the position(s) hasn't been filled after a month, the college re-announces the position. Job vacancy announcements contain qualifications. Criteria, qualifications, and procedures for the selection of all personnel are published in the PCC Personnel Rules and Regulations Manual (personnel manual). The copies of this personnel manual are available in the PCC library, the Human Resources Office, and at the offices of the three Vice Presidents of the college and were distributed to all fulltime PCC employees. The college faculty are hired based on educational background, teaching
experience, and related work experience. Work experience is a particularly important criterion for the occupational and vocational faculty. The faculty play a role in the selection of new faculty. Appropriate faculty members are given an opportunity to review applications of potential new faculty and make recommendations to the Dean of Academic Affairs. For example, the Dean of Academic Affairs will ask the English department to review applications of potential English teacher(s) and recommend candidate(s) to the dean.

A listing of all college faculty, counselors, administrators, the librarian, and staff, with earned degrees and names of institutions, is published in the PCC General Catalog. The listing is almost four years old, however, and there have been changes in personnel. In fall 2003, there were 122 permanent employees of Palau Community College. Of this number are 33 full-time faculty with six non-teaching faculty. All positions are defined in accordance with the personnel manual.

Seventy-three of the college’s staff and faculty hold degrees from U.S. institutions while six hold degrees from non-U.S. institutions. Equivalency for these six non-U.S. degrees has not been established.

Self Evaluation

In September 2003, an analysis performed for management and faculty yielded the following results: There are 27 management staff. Twenty-six (26) or 96 percent hold degrees from institutions accredited by recognized U.S. accreditation agencies and one holds a degree from a non-accreditation U.S. agency. The analysis for management staff also shows that the staff are qualified by educational background and work experience. Of the 27 management staff, one holds an associate degree, 11 hold bachelor degrees, 13 hold master degrees and two hold doctoral degrees. The management staff also have years of work experiences. There are 9 management staff with work experience of between one to three years, seven management staff with work experience between four to six years of work experience, and 11 management staff have had between seven to 26 years of work experience.

An analysis was also performed for 52 full and part time faculty. The 52 full and part-time faculty include six non-teaching faculty. The analysis shows that 47 or 90 percent of faculty hold degrees from institutions accredited by recognized U.S. accreditation agencies and five or 10 percent hold certificates or degrees from institutions accredited by non-U.S. accrediting agencies. Of the 52 full and part-time faculty, four or eight percent faculty hold certificates, six or 12 percent hold associate degrees, 41 or 46 percent hold bachelor degrees, 20 or 39 percent hold master degrees and one holds a doctoral degree.

The analysis also shows that of the 52 full and part time faculty, 47 or 90 percent are qualified based on educational background. The remaining five or 10 percent are qualified based on either teaching or work related experience or both. Of the 47 or 90 percent faculty qualified by educational background, 36 or 75 percent also have had at least three years of work related experience, eight or 17 percent had between one to two years and four or eight percent had no work related experience. Of these 47 faculty with educational background, 23 or 48 percent have had at least one year of teaching experience.

To ensure that job descriptions are directly related to the institutional mission and goals
and that they accurately reflect position
duties, responsibilities and authority, they
were updated in 1996 with the assistance of
an outside consultant. Copies are available
at the Human Resources Office.

For the most part, PCC’s hiring procedures
have been effective in identifying and hiring
the most qualified applicants based on the
selection criteria, although a few cases of
hiring did not result in the new employee
fulfilling all of the required criteria. The
newly hired employees, however, met some
of the important criteria and it was believed
that through training, these employees
would be able to perform the duties of the
positions adequately. The analysis also
revealed that the college is placing heavy
emphasis on degrees from institutions
accredited by recognized U.S. accreditation
agencies. The analysis also provides
evidence that the college considers teaching
and work related experiences important
criteria for selection of faculty.

Plan

None needed at this time.

3A.1b The institution assures the effectiveness of its human resources by evaluating all
personnel systematically and at stated intervals. The institution establishes
written criteria for evaluating all personnel, including performance of assigned
duties and participation in institutional responsibilities and other activities
appropriate to their expertise. Evaluation processes seek to assess effectiveness
of personnel and encourage improvement. Actions taken following evaluations
are formal, timely, and documented.

Descriptive Summary

The Personnel Manual explains the general
evaluation process for all PCC employees.
The procedure followed by Human
Resource Division is that all permanent
employees, including faculty members, are
evaluated at least three months prior to their
anniversary dates. During the first two
months of the new work year or new salary
increment year, the immediate supervisor
discusses the objectives, expectations, and
priorities for the coming year with the
employee.

The criteria used to evaluate personnel are
statements of personal characteristics and
values that the evaluators simply rank or rate
the employee based on these statements on a
scale of 1 to 5 (5 being the highest rank).

The evaluation is used both as a means for
improving employee performance on the job
and as a tool to identify weaknesses and
encourage improvement. The evaluation is
also used to determine personnel actions as
appropriate. Such personnel actions include
renewal of contract, training needs, pay
increments, promotion, and suitability for
the job; and administrative decisions to hold
conference with concerned employees to
discuss transfer, demotion, layoffs, and
dismissal. Personnel actions are done in a
timely manner and documented. All
evaluations and personnel action forms are
kept in the employees’ personnel files at the
HRD office.

This evaluation process does not cover part-
time personnel. In addition to this form,
faculty are also evaluated by the Dean of
Academic Affairs using different evaluation forms. Full and part-time faculty evaluations will be discussed under the next dialogue.

Self Evaluation

All permanent employees including administrators, supervisors and support staff are evaluated once a year. This evaluation is designed to assess the effectiveness of employees in performing their responsibilities, to encourage improvement or as a basis for planning training. However, not all responsible personnel have used the evaluation results accordingly.

Part-time personnel are not covered under this Merit Performance evaluation although part time faculty are evaluated by the Dean of Academic Affairs using the faculty evaluation forms.

Planning Agenda

1. HRD will initiate review of existing evaluation instruments.

Descriptive Summary

The evaluation instruments used for faculty are both formative and summative; they seek to identify areas where training or improvement is needed instead of being used to rank or promote faculty. There are three forms of evaluations currently used to evaluate teaching faculty members: 1) class observation, 2) performance evaluation, and 3) student evaluation of instructors/courses.

The college conducts class observations for both full and part-time teaching faculty at least once a year. The purpose of these observations is to assess teaching effectiveness in order to make sure that stated learning objectives are achieved. The three deans are each assigned to sit in classes of their expertise. A checklist is used to note what was observed. After the initial observation, the Dean of Academic Affairs meets with the concerned faculty to discuss the results of the observation. When it is deemed necessary, the Dean of Academic Affairs schedules another observation after the faculty member has had a chance to make improvements. The observation checklist and written records of the Dean of Academic Affairs’ conference with the concerned faculty are on file at the Academic Affairs and Education and Training offices.

All full-time permanent faculty and other personnel directly responsible for student learning also complete the general evaluation for all permanent employees, the performance evaluation. The evaluation instrument is completed first by the faculty or the concerned employee by rating him/herself on a scale of 1 to 5, (5 being the highest) based on statements of personal characteristics and values. Secondly, the faculty or the concerned employee’s immediate supervisor, using the same instrument, evaluates the faculty or the concerned employee. The supervisor and
the faculty or the concerned personnel meet to discuss the evaluation and agree on actions to be taken.

Every semester around midterms, students are given an opportunity to evaluate the faculty member. The faculty are informed of the date and time of the evaluation and are asked to allot between fifteen and twenty minutes of class time for students to complete the evaluation. To provide for an environment of openness and honest evaluation by students, the faculty being evaluated must leave the room while a staff of the Academic Affairs administers the evaluation. The faculty also does not have an opportunity to review or even look at the completed evaluations. The results of the student evaluations are typed onto corresponding items on a clean evaluation form and shared with the concerned faculty. When the Dean of Academic Affairs determines that a conference with the concerned faculty is deemed necessary, one will be held.

Faculty are also strongly encouraged to observe each other in class and to learn from one another. When one faculty observes another, it is viewed as a learning opportunity for the observing faculty and in no way will the findings or results of the observation be used to determine strengths and weaknesses of those personnel directly responsible for student support programs and services. Copies of these evaluations are kept on file at the HRD office.

The student evaluations of faculty members every semester are useful instruments that provide the faculty with information for improvement. However, there are instances where the faculty are asked to administer the evaluation themselves which could jeopardize the integrity of the process. The instrument could prove useless and thus present biased opinions of the evaluators with the presence of the instructor being evaluated. Records and results of the evaluations are kept on file in the Academic Affairs and Education and Training offices.

The faculty members of the scheduled observation is always appreciated, yet the validity and integrity of the process, and even the performance and preparedness of the faculty could be questioned. Starting fall 2003, unscheduled observations were begun. This evaluation process provides an opportunity for the dean and the concern faculty member to acknowledge strengths as well as identify and discuss weaknesses identified through observation.

Records of the observations and conferences are kept on file at the Academic Affairs and Education and Training offices. Although the records and data on observations are available, no analysis has been done to determine whether these observations and conferences has led to teaching effectiveness in producing student learning outcomes.

The faculty and his/her supervisor also complete the regular evaluation form used for general employees. This is not designed to evaluate the effectiveness of faculty in achieving student learning outcomes, but is a useful evaluation tool for identifying strengths and weaknesses of those personnel directly responsible for student support programs and services. Copies of these evaluations are kept on file at the HRD office.

The student evaluations of faculty members every semester are useful instruments that provide the faculty with information for improvement. However, there are instances where the faculty are asked to administer the evaluation themselves which could jeopardize the integrity of the process. The instrument could prove useless and thus present biased opinions of the evaluators with the presence of the instructor being evaluated. Records and results of the evaluations are kept on file in the Academic Affairs and Education and Training offices.

Self Evaluation

The evaluation instruments used for faculty and other personnel responsible for student learning are meant to identify areas of weaknesses and encourage trainings that lead to improvements.

The method of informing faculty members of the scheduled observation is always
There is no formal process or coordinated effort to tie all these three evaluations for faculty together so that an overall performance of teachers could be ascertained. It appears that the HRD office is only concerned with the regular evaluation for general employees. The Academic Affairs staff conduct the faculty evaluations (observations and student evaluation of instructors) separate and apart from the HRD office. In fact, copies and records of class observations and student evaluation of instructors are not maintained in the permanent files of the faculty at the HRD office.

Plan

1. HRD and the office of the Dean of Academic Affairs will review faculty evaluation instruments and the process and make changes as needed.

2. The office of the Dean of Academic Affairs will create a task force made up of faculty members and representatives from HRD to review and revise the faculty evaluation instruments to include as component of evaluating faculty’s’ effectiveness in producing student learning outcomes.

3A.1d The institution upholds a written code of professional ethics for all of its personnel.

Descriptive Summary

The personnel manual contains a written code of professional ethics for all college personnel. The personnel manual states that no employee of the college may engage in outside employment or activity which damages the image of the college, conflicts with the employee's duties, responsibilities, and work hours, and the local laws. The manual also prohibits nepotism in all cases of hiring. It also prohibits situations where relatives are in direct supervision-subordinate relationship. Furthermore, the manual states that faculty members, when speaking, writing, or acting as private individuals are responsible to make sure that they are not representing the college. When controversial issues are not relevant to their classes, faculty members are not to bring them up. However, if controversial issues are relevant, they should be sure to present both sides of the issue. Finally, when engaged in research, faculty members are responsible for adhering to appropriate legal, professional and ethical standards.

The college also prohibits its personnel holding political offices, such as being a member of the state legislature or National Congress. Any personnel wishing to seek an elected office is required to terminate his/her employment with the college prior to campaigning and the filing of a petition to run with the office of the Election Commission.

Self Evaluation

To date, there have been only two employees who have been disciplined for violation of the code of personnel ethics. One employee was suspended without pay for a period of one week and the other employee was terminated.
Descriptive Summary

The institution has a sufficient number of faculty, staff, and administrators with full-time responsibility to the college. There are 52 full and part-time faculty with appropriate preparations, certificates, degrees, and teaching and work related experiences. The vocational instructors hold appropriate degrees in the vocational discipline they teach with appropriate training and teaching experience. The academic and occupational instructors hold appropriate degrees, teaching and work related experiences.

There are a total of 62 classified staff, and 27 administrators and professionals with appropriate preparation, training, degrees and work experience to provide the administrative services necessary to support the operation of the college.

Self Evaluation

An interview with the Human Resources Director revealed that current staffing levels appear to be adequate in number. The institution does have a sufficient number of qualified faculty, staff, and administrators needed to fulfill the college's mission and purposes.

As of September 2003, there were 52 full and part-time faculty qualified by educational preparation and training to provide academic support to the college. With student enrollment of 696 in Fall 2003 (507 full-time and 189 part-time) the average faculty to student ratio is 15:1. An analysis performed for the 52 full and part-time faculty show that 47 or 90 percent are qualified based on educational background and five or 10 percent are qualified based on either teaching or work related experience or both. Of the 47 or 90 percent faculty qualified by educational background, 36 or 75 percent also have at least three years of work related experience. The analysis also shows that of the 47 or 90 percent faculty qualified by educational preparation, 23 or four percent have had at least one year of teaching experience.

The college administrators, supervisors and professional staff are qualified by degrees and work related experience to provide quality and adequate support to the college. The analysis performed for 27 administrators, and professional staff show that 20 or 74 percent qualified by educational background and six or 22 percent qualified by experience.

This analysis concluded that the college does maintain a sufficient number of qualified faculty, administrators and professional staff to provide services necessary to support the institution’s programs, mission and purposes. However,
over the last two years, the college has not had a qualified librarian. The librarian’s position has remained vacant since fall 2002.

Planning Agenda

1. The college will continue the search for a qualified librarian.

3A.3 The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.

3A.3a The institution establishes and adheres to written policies ensuring fairness in all employment procedures.

Descriptive Summary

The college develops and adopts personnel policies and procedures as needed, but careful so as not to hinder personal initiatives. All personnel policies and procedures and employment contracts and compensations can be found in the Personnel Manual and are adhered to equitably and fairly by the college. The college also makes these policies and procedures available in the library for information. Since 1993, the college has not made any changes to any procedures in the Personnel Manual except for employee contracts, which now require three signatures instead of two. There are also new provisions on sexual harassment, which were added to the manual in 1999.

Self Evaluation

The college made enough copies of the personnel manual and provided all current permanent employees with a copy. All new permanent hire also receives a copy of the personnel manual. The college has not had instances where staff have filed formal complaints of unfairness and inconsistency with regards to staff treatment. In fact, the two employees who have been disciplined in the last four years were disciplined in strict accordance with the written policy and procedures.

Planning Agenda

None needed at this time.

3A.3b The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

Descriptive Summary

Palau Community College as a recipient of many U.S. federal programs is required to keep employee records secure and confidential. The director of Human Resources is responsible to maintain employee records and to review all
personnel records to ensure compliance with board policies. The personnel files in the Human Resources office are secured in a locked file cabinet. The current practice gives access of personnel records to only appropriate personnel and for purposes that are deemed necessary and related to the operation of the college. The director of Human Resources is the personnel who determines whether or not to release personnel records to a third party. Employees are given access to review their personnel files upon request.

**Self Evaluation**

Although the college has no written policy on security and confidentiality of personnel records, the Human Resources personnel practice good judgment when it comes to security and confidentiality of personnel records. The lack of formal complaints in the last five years regarding unauthorized release or access of personnel records is indicative of good judgment practiced by the Human Resources personnel.

**Planning Agenda**

1. Develop a written policy on security and confidentiality of personnel records.

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**3A.4** The institution demonstrates through policies and practices and appropriate understanding of the concern for issues of equity and diversity.

**3A.4a** The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.

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**Descriptive Summary**

The college provides travel and housing provisions to attract off-island qualified administrators and faculty for those hard to fill positions. Appropriate employee programs and benefits are provided to employees such as worker’s compensation for line of duty injury, tuition waiver and reduction for employees and their dependents, group life and health insurances and a retirement plan. These employee programs/benefits are provided for in the personnel manual.

**Self Evaluation**

Due to limited financial resources, the college is not aggressively recruiting from outside of Palau, thus minimizing travel, transportation and housing provisions for non-local hire. This benefit is only extended when a position is hard to fill due to lack of qualified applicants on-island.

Many employees and their dependents after the tuition waiver and reduction is applied towards a percentage of their educational costs still receive refund checks from federal student financial aid every semester. The Board of Trustees responded by adding new provisions to the policy. The new provision makes it so that only employees and their dependents that do not receive student federal financial aid will be allowed to request and receive tuition waiver and reductions.

Because of the laws of the Republic of Palau and the fact that the college is an agency of the government, certain programs automatically exclude non-Palauans from
participating. For example, the Civil Service Pension Plan (CSPP) is a retirement program for government and government agencies’ employees, college included. Unfortunately, the law that created CSPP does not allow individuals who are non-citizens of the Freely Associated States (FAS) (Federated States of Micronesia, the Republic of the Marshall Islands, and the Republic of Palau) from participating in the plan.

Planning Agenda

1. The college will research an affordable retirement program that will benefit those who are non-members of the CSPP.

3A.4b The institution regularly assesses its record in employment equity and diversity consistent with its mission.

3A.4c The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff and students.

Descriptive Summary

The college does not regularly conduct an assessment of its employment records to determine if there is equity and diversity with its employment. However, the college subscribes to the equal opportunity employment and non-discrimination for employment act contained in the personnel manual. The college understands the concerns and issues surrounding equity and diversity. Currently, the male employees represent 47 percent while the female employees represent 53 percent of the total college employees.

The administrators, faculty, staff, and even students of Palau Community College are predominantly Palauans. There are other nationalities employed by the college, but they represent only 11 percent of the total college employees.

The college treats all its personnel with integrity and honesty and provides for fair and equitable application of employment policies and processes with regards to compensation, training and promotion opportunities, benefits, and disciplinary action. The faculty and staff, including administrators, have opportunities to bring grievances with regards to any alleged wrong doing on the part of the college and will be afforded a fair and equitable hearing. This grievance procedure can be found in the personnel manual.

The college policies and procedures pertaining to a student’s total educational experience including student disciplinary process is applied fairly and equally to all students with integrity. The college also provides opportunities for students to bring grievances against any college personnel or student if they believe that they have been treated unfairly or inequitably. The student filing the grievance will be afforded a fair and equitable hearing. This grievance procedure can be found in the college catalog and the student handbook.
Self Evaluation

There has been no regular assessment of employment records to determine equity and diversity. Although the college supports and accepts equity and diversity in its employment, the lack of a qualified pool of applicants on-island makes it difficult to achieve any level of equity and diversity in its employment. The college, however, does employ a number of people from the Philippines, the United States, the Federated States of Micronesia, and Japan.

There has been no grievance filed by college personnel or faculty since 1997. However, during 2003, two students filed an appeal to overturn suspension decisions by the Dean of Students. Of the two appeals, one successfully overturned the suspension decision while the other one was unsuccessful in overturning the suspension decision.

Planning Agenda

No plan is needed at this time

3A.5 The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.

3A.5a The institution plans professional development activities to meet the needs of its personnel.

3A.5b With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as a basis for improvements.

Descriptive Summary

The Personnel Manual describes opportunities for staff development. These opportunities are available to all college personnel, and they include: in-service staff development, exchange teaching, educational, sabbatical, and staff development leave. The support staff are also allowed leave time to take PCC courses during regular working hours. The college has brought on campus both a bachelor and master degree program from San Diego State University through distance education.

The college has also taken advantage of grants and technical assistance through foreign governments with diplomatic ties with the Republic of Palau. For example, the government of the Republic of China (Taiwan) funded a four-week intensive training on coaching, and planning, and implementing sports programs for two recreational staff. Additionally, the government of the South Korea also provided grant assistance for two technology support staff to participate in a four-week technology training in South Korea.

The Operations and Maintenance Improvement Program (OMIP) has provided numerous trainings related to bus/car maintenance, plumbing and carpentry, electrical, supervision, accounting and software for government and semi-government employees. The college
personnel have benefited from these training opportunities as both trainees and as trainers. Other training opportunities were the initiatives of both the Upward Bound and Student Support Services programs. The Upward Bound program has been responsible for two separate trainings held on campus. Both Upward Bound trainings were on computer software, and college personnel participated and benefited from these trainings. The Student Support Services was also responsible for planning and funding for another computer software training held on campus. Again, other college personnel participated and benefited from this training.

Development of staff is done when the need or an opportunity arises. Staff members are also encouraged to develop an appropriate plan for individual growth with supervisors. The college provides professional development opportunities and publishes them in the personnel manual. Staff have taken advantage of these professional development opportunities, but the college has not systematically evaluated these professional development programs and used the results as a basis for improvements.

Self Evaluation

In spring 2000, Palau Community College began a distance education program with San Diego State University, California, at the PCC campus. Ten PCC teaching faculty and support staff and eight teachers and staff from the Ministry of Education received their Master of Arts degrees in Education with an Emphasis on Leadership in the spring of 2003. One PCC faculty member received a Master of Science degree in Instructional Technology and Telecommunications also through distance education, from Western Illinois University in January 2003. Six are expected to attain a Bachelor of Arts degree in Vocational Education in the spring of 2004 from SDSU. A new Pacific region cohort group, which includes three personnel from Palau Community College, has enrolled in the online masters program in Education with an Emphasis on Leadership with SDSU.

In May 2001, the college provided 80 hours of computer training on technology integration in education for faculty. Plans for additional training are being developed.

In addition to on-campus training, the college provides opportunities for participation in off-campus trainings, meetings, conferences, and workshops, which relate to employee responsibilities for professional development. Membership in associations provides professional staff with publications in their area of expertise, and may provide additional opportunities for conferences and workshops sponsored by these associations.

Although in-service trainings are conducted several times throughout the year, there has never been any formal assessment to evaluate these training programs to determine their effectiveness in preparing personnel in meeting their training development needs. In the last five years the college has approved staff development leave for two faculty members. One had a two-year educational leave and the second one received approval for a one-year sabbatical leave for the school year 2003-04.

Planning Agenda

1. HRD will develop a questionnaire for training participants to evaluate their trainings.
3A.6 Human resources planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.

**Descriptive Summary**

Human resource planning is integrated with institutional planning. The Human Resource Division (HRD) evaluates, on a regular basis, employee performance for improvement. Where funds and expertise are available, the college conducts training to staff that have indicated their training needs on their performance evaluations. Basic training for computer use and software training have been provided to staff.

**Self Evaluation**

All employees are evaluated on a regular basis, however, the results of the evaluations are not used directly for planning and developing training programs for college personnel. The general staff evaluation is conducted once a year while faculty evaluations are conducted three times a year. These evaluations include the performance merit evaluation, class observations at least once a year and student evaluations of instructors every semester.

**Planning Agenda**

None needed at this time.

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3B Physical Resources

Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.

3B.1 The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.

3B.1a The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.

**Descriptive Summary**

Palau Community College provides safe and sufficient physical resources that support and assure the quality and integrity of its programs and services. The college physical resource developments, maintenance, upgrades or replacements are implemented based on the PCC Ten Year Master Plan and as needed. The PCC Ten Year Master Plan integrates the goal of physical resource planning to support programs and services.

Since 1997, the college has undertaken major physical resource improvements that include construction of ramps throughout the campus, including access ways to the shop areas and the dormitories as well as to
most of the classrooms and offices. Renovations and improvements of the classrooms and shops, renovations and relocations of offices for effective utilization of space for offices and classrooms use, construction of additional walkways and walkway covers, pavement of the access roads and parking lots with concrete, construction of the retaining walls and installations of safety rails, construction of water catchments, and repainting of the shop roofs are other projects that were completed.

Currently, the college boasts a number of physical facilities to support its programs and services. The vocational classrooms and shops consist of the Tekuu, Tekrar, Meluis and Temekai Buildings. The Keskas Building houses the maintenance division, the Cooperative Research and Extension (CRE), the Workforce Investment Act (WIA), the Area Health Education Center (AHEC), and the Criminal Justice (CJ) office and classroom. The Pacific Regional Technology in Education Consortium (PRTEC) and Childcare Center are housed at Demul Building. The business, education, and general education classrooms are housed in the Sebus, Smuuch, and Btaches Buildings. Learning Resources and the Student Support Services are housed in Dort Buildings while Upward Bound, Records and Registrar, Admissions and Financial Aid, Continuing Education, and the college bookstore are housed at the Miich Building. Administration, Business and Finance, Student Services and Student Body Association (SBA) are housed at the Ukall Building. Student Life and Housing offices are housed at the Kedam Building. Dormitories are housed at the Biib, Olik, and Laib buildings. The Esuch Building houses the Recreation Office, Palau Red Cross Society, Student Health Clinic and Police Academy classroom. The Tutau Building houses the Tourism and Hospitality instructor’s office. The cafeteria is housed at the Belochel Building.

PCC has a maintenance unit that employs seven full-time employees, which include a director and a secretary. Its responsibility is to provide major facility maintenance and repair. In addition to facilities, Maintenance is also in charge of the campus security guards as well as the beautification of the campus grounds. The college sometime hires outside contractors for major construction projects or renovations.

PCC does not have custodians, so each office and shop area is responsible for the cleanliness of its own area. However, each semester, the college hires students on special contracts to maintain classrooms and to assist in the landscaping and grounds maintenance.

The general daily maintenance and upkeep of the dormitory area and grounds is done by student residents of the dormitories and is coordinated and supervised by the two dormitory managers.

Self Evaluation

Although the college has made extensive physical resource renovations and repair since 1997, it should be noted that most of the college facilities, except for Btaches, Demul and the Resource and Development Station at Ngirmeskgang, are old, ranging in age from 30 to over 70 years. The buildings, therefore, will continue to require constant monitoring and repair, and the college will continue to do so on a case-by-case basis as the need arises. The college has also made a substantial investment in terms of tools and equipment for the vocational shops, excluding heavy machinery. Most of the offices are now equipped with computers and printers;
however, some of the hardware is now very old and needs replacement.

The new additions of office space and classrooms are sufficient and safe to support the college programs and services. However, there are times when classrooms become a bit crowded. This occurs mainly in developmental courses when all the instructors have full teaching loads and/or when there are less than ten students who still need to register for a particular course.

The college hosts the following agencies on campus: the Palau Red Cross Society, the Childcare Center, WIA, AHEC, PRTEC and the Small Business Development Center (SBDC). The accommodations of the above agencies is in line with the college’s purpose as being a public institution whose purpose is not only to provide education but other support services to the community as stipulated in RPPL 4-2. The college has also benefited from these agencies through training opportunities for the Construction Technology students in terms of the

renovation/construction of space to accommodate the respective agencies. The agencies, in turn, provide funding for facility improvements and other ongoing support services, such as funding support for internship training, provision of various short-term trainings and workshops available for PCC students, and other assistance such as instructional materials and equipment.

Planning Agenda

1. Establish criteria for space utilization review to ensure effective allocation process.

2. Develop criteria, with input from the respective stakeholders, for equipment needs, assessment review and replacement process.

3. Develop a regular facility maintenance and repair schedule.

3B.1b The institution assures that physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

Descriptive Summary

The institution’s physical resource improvements have all been confined to the PCC campus in Koror. Whatever physical resource needs at locations outside of Koror are normally negotiated through the respective state governments or the Ministry of Education to make use of their on-site facilities. The education courses offered in Yap State are held at the Yap State Education Enterprising Department (YAPSEED) facilities. The college recently completed a Research & Development Station for its Cooperative Research and Extension (CRE) department at Ngermeskang, Ngaremengui. The facility is wheelchair accessible at ground level, where most laboratories are housed, and it has housing for a security guard.

Since 1997, the college has constructed ramps and access ways throughout the campus from the shop area to the dormitory area, the classrooms and offices on ground level. It has also constructed additional
stairways, connecting walkways, and walkway covers to make access to and from the parking lots and between classes and offices more convenient, secure, and safe. Other safety measures that the college has implemented include installation of retaining wall safety rails and construction of gutters, ditches, and water drains to prevent flooding of the grounds when it rains. The college has also constructed additional water catchments and restrooms and has also improved the landscaping, so the overall campus environment is now much more pleasant and conducive for learning and working. Six security guards are employed to secure the campus.

Self Evaluation

While most of the facilities have been renovated or repaired to increase their longevity and to ensure safety for students and staff of the college, they will continue to require constant monitoring and repair on a case-by-case basis.

Although classrooms are accessible, safe, and provide a healthful learning environment, there are instances where instructors are asked to accept students into a class over the maximum required capacity, especially with developmental classes. This results in overcrowded classrooms, at times hindering one on one assistance from the instructor and may encourage opportunities for students to cheat. The construction of additional walkways and walkway covers, although not yet completed from the Mii Building to the cafeteria and the dormitory areas, has allowed easier access to classrooms and offices for students and staff during bad weather.

In the fall of 2003, the college, for the first time, had a wheelchair bound student enrolled. The only problem that the student encountered was that the table in her science laboratory class was too high for her to reach. With the assistance of the Construction Technology instructor and students, an elevated platform with a ramp for her wheelchair was constructed to solve this problem.

Planning Agenda

1. Construct walkway covers connecting Mii Building to Belochel Building and the dormitories.

3B.2 To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

3B.2a Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

Descriptive Summary

The PCC Ten Year Master Plan includes physical resource planning for the college to support its programs and services. Long range planning is included in this plan. It supports provision of sufficient physical resources on secured land lots to support its programs and services that meet the learning objectives of students. The physical
resources include facilities and equipment. Due to budget constraints, the college planning in regards to facilities is primarily focused on facility and equipment upgrades, renovations, and maintenance.

The college investment in physical resources and equipment has been for total college ownership. However, arrangements have been made with a local company to provide two copier machines for use by the college, thus providing savings on the initial cost and maintenance of the equipment.

Self Evaluation

Long-range physical resource planning under the PCC Ten Year Master Plan should conform to the academic master plan. Although development of the academic master plan has been delayed, the college facility and equipment upgrades, renovations, and maintenance has been, and will continue, to support the institutional improvement goals.

The college investment goal in physical resources and equipment has been for total ownership. This is being augmented by the fact that the college has recently acquired legal title to most of the land lots it now occupies except for the portion that is claimed by the Ibai lineages. Negotiation with the Ibai lineages is now underway to find ways whereby the college may be able to consolidate the use of the entire land lot.

Recently the college made arrangements with a local company to provide two copiers whereby the college community, including students and staff, may purchase cards for use in photocopying services. The company is responsible for maintaining the machine and providing paper and toner, which saves the college money on maintenance costs.

To further supplement the existing benefits, the college has also worked collaboratively with AHEC, PRTEC, the Childcare Center, WIA, and SBDC whereby these agencies provided the college assistance with the construction/renovation of space for their respective offices, and the students were provided with training opportunities by doing the actual construction and renovation work.

Planning Agenda

None needed at this time.

3B.2b Physical resources planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.

Descriptive Summary

The PCC Ten Year Master Plan provides the mechanism by which the college allocates its resources, including physical, to meet the training needs of its students. The college does not have a systematic process established for effective use assessments and evaluations of physical resources with the eventual results used as a basis for improvement. Since 1997, however, the college has made dramatic physical resource improvements that address most of the plans that were recommended in the most recent self-study report.
Self Evaluation

The college remains committed to the processes as envisioned in the master plan in regards to institutional planning goals and the subsequent evaluation process although the mechanism by which physical resource planning under the PCC Ten Year Master Plan may have been delayed in terms of its original timeframe. This is evidenced by the dramatic physical resource improvements made since 1997 that have contributed to the college’s overall physical facility improvements which, in turn, have contributed to and supported student learning programs and services.

Planning Agenda

1. Develop and implement a regular evaluation process for effective use of physical resources.

3C Technology Resources

Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.

3C.1 The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.

Descriptive Summary

Technology resources provide essential support services to Palau Community College students, faculty and staff, and the local community. PCC utilizes five servers that serve the entire college in supporting student learning, college-wide communications and operational systems. Two of the servers run a Linux Operating System where one server is utilized to host the college domain name, Palau.edu, which is used for e-mail transport and the college website. The second file server hosts the Internet connection for the President’s Office, Financial Aid Office and the Continuing Education Division (CE) laptops used for trainings and distance education. A third file server that runs on UNIX operating system is utilized for the college financial management system that runs a programmed 4th Generation Language (FOCUS) financial software. A fourth file server that runs on Windows 2000 operating system is used for the college library, which uses Follett, a packaged software for cataloging and circulation. This same file server is used by the Registration & Records Office, which uses Fx/Scholar, a packaged software for the Student Support System. The Windows 2000 Server also hosts the college library’s catalog on Local Area Network (LAN) and Wide Area Network (WAN). A fifth file server that uses Novell Netware 4.10 operating system is used by the Financial Aid Office to house ED/Express, a programmed software for Student Financial Aid records.

There are three computer laboratory classrooms used mainly for teaching and only one of them (Room 67) has Internet Standard 3
connection. There is also the Operations & 
Maintenance Improvement Program 
(OMIP) training laboratory with Internet 
connection and a Continuing Education 
training room that has 15 laptops with 
Internet connection to support student 
learning needs. The PCC library has five 
computer systems that have Internet 
connection for student and community use 
for research and five computer systems 
devoted to email.

Self Evaluation

Although it appears that the college has 
adequate technology support (hardware and 
software) to meet the learning, teaching, 
communications and operational systems 
needs of the college, the network 
hierarchical design and structure could be 
improved. Because of constant move and 
relocation of personnel, offices and services 
in search of adequate space, the network 
hierarchical design and structure has 
continued to be modified and changed, 
allowing no real planning to improve the 
network.

The college hierarchical computer network 
was designed to meet the needs of only a 
few offices in printing and file sharing. 
When the Internet connection Digital 
Subscriber Line (DSL) became available, 
the other offices that were not included in 
the college network requested to have 
connection for email and Internet 
purposes. As the demand for network 
connection grew, the college was forced to 
expand its computer network without a well 
planned and designed network structure. 
This has led to a very slow network 
connection.

The Novell server used by the Financial Aid 
office was programmed to work smoothly 
with client workstations running DOS or 
older Windows Operating System versions. 
The software and other program applications 
used now by the Financial Aid Office are 
regularly upgraded in compliance with the 
U.S. Department of Education software 
application requirement. The old Novell file 
server at times is unable to store or run the 
newer software applications. The Financial 
Aid Novell file server runs a different 
protocol for network connection. It uses an 
IPX/SPX (Transmission Control 
Protocol/Internet Protocol), a standard 
protocol today. This has led to unnecessary 
interruptions and delays in processing 
student financial aid awards. A few of the 
computer workstations in the Financial Aid 
Office which were purchased to run the 
older software with the Novell file server are 
now obsolete since they are incapable of 
running the new software reliably.

The Unix server used by the Business Office 
is running out of capacity and has used up 
its estimated useful life. This server is now 
ten years old, making parts and accessories 
hard to obtain. Because of its age, the 
company may not be manufacturing all the 
parts any longer.

The file servers need to be upgraded or 
replaced to be compatible with the staff 
workstations that use Windows 98 and 
Windows 2000 operating systems. The 
computers using Windows 95 need to be 
upgraded or replaced with a newer Windows 
version, so they will then be able to use the 
newer version of software applications.

A Technology Resources Survey conducted 
in August 2003 where 100 staff and faculty 
were randomly selected and sent copies of 
the survey questionnaire. Of the 100 
surveys distributed, 77 or 77 percent were 
returned. According to the survey, 45 
respondents or 58 percent of respondents 
said “yes” when asked if replacement of old
and broken equipment in their work area is done in a timely manner, 28 respondents or 36 percent said “no” and four respondents or five percent provided no response.

Planning Agenda

1. Plan and design a better college network structure to accommodate all the connections to computer laboratory classrooms, and staff and faculty offices.

2. Replace file server for the Business Office and Financial Aid office and upgrade computer workstation using Window 95 to newer window version, to be compatible with newer version of software application.

3. Negotiate with Palau National Communication Corporation to increase college existing DSL bandwidth to accommodate more computers and provide better services.

3C.1a Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.

Descriptive Summary

PCC has made a dramatic change in distribution and utilization of technological resources in that all students, faculty and staff have access to computers and the Internet. The PCC library is equipped with a total of ten computers devoted for student and patron use. These include five computers with Internet access used for research, and five computers used for email and communication. Two computers are used also for the on-line library catalog. All faculty and staff have computers with Internet access in their offices. PCC also assigns e-mail accounts to its faculty and staff to enable email communication. Students are encouraged to apply for an Internet email account like Yahoo.com or Hotmail.com. The college recently changed from its palau.org domain to palau.edu domain through the EDUCAUSE sponsorship.

The college employs two staff providing technology support to the college community who consult and advice staff on hardware and software purchases. They also install, maintain, train, and do other related technology support. One instructor with a technology background is assigned to oversee maintenance and supervision of the three computer laboratory classrooms and assist faculty.

The college provides three computer laboratory classrooms equipped with a total of 54 personal computer and 11 printers. These computers run different Windows’ versions such as Windows 95, 98, ME, and 2000. In addition, software such as Microsoft Office 2000, Corel WordPerfect 2000, WordPerfect 8, Adobe PageMaker 6.5, Peach Tree Accounting and desktop publishing software are installed on appropriate computers. The first laboratory classroom, housed in room 60 of the Btaches building has 13 computer workstations and one printer. These computers run on Windows 98 and have Microsoft Office 2000. The second laboratory classroom is housed in room 61 in the Btaches building and has 18 computer workstations and three printers. The computers also run on Windows 2000 and have Microsoft Office 2000, Peach Tree Accounting, Adobe...
PageMaker, and other Desktop Publishing software. The third computer laboratory classroom in room 67 of the Gauck building, has 19 computer workstations and four printers. They run on Windows 95 and 98, and have Microsoft Office 2000, Corel WordPerfect 8 and Adobe PageMaker. These computers also have Internet connection.

The OMIP training laboratory is equipped with 11 computer workstations that have Window 2000 operating systems and are also connected to the Internet. The laboratory also has two printers. This laboratory is also utilized by instructors for credit courses and by the college for computer related trainings when not being used for OMIP trainings.

The PCC campus data network directly connects over 150 computer systems allowing resource sharing, electronic mail, file transfer, remote logins and other network services. These computer systems are equipped with software needed for word processing, spreadsheets, database, desktop publishing, and graphic manipulation tools. The network connectivity also provides access to many other resources at the campus, such as sharing printers, scanners, hard drive and tape backup storage and also getting historical images from the Belau National Museum, and getting information from Palau National Treasury, Ministry of State and Ministry of Education. There are many other resources from around the island as well as off island, which can also be accessed. Two dial-up connections enable remote connection to the upper campus server for Internet access and email for the Tourism & Hospitality Office and Student Life & Housing Offices, both of which are located at the lower campus. PCC is also connected to one local agency, the Belau National Museum (BNM) for Image Archives Digitization. The PCC-BNM, Institute of Museum and Library Services (IMLS) project aims to enhance access to the valuable BNM Media collection through integration of information technology. An ARIEL application program is set up at one computer systems at the library and is used for Inter-Library loans of documents needed from other libraries outside Palau.

Self Evaluation

Internet access has been made available throughout the campus and students are encouraged to make use of the computers at the college library for email and research. Even though there are five computers used for research by students and patrons at the library and five computers used for email, they are not adequate to support student needs. Demands for the three workstations used for email exceeds available equipment. With a student population for fall 2003 of 696, the ratio of students to computers for research use is 139:1. The ratio, 139:1, is the same for email use. Because the time is limited to 30 minutes per student for email use, only 120 students per weekday can be accommodated. The research computers, however, allow students to use the computers for an hour, so only 60 students per day can be accommodated. The number of students accommodated during the weekend is even lower since the weekend library hours are shorter.

While students can do research at the library with the five computers that have Internet access, according to a student survey conducted in the fall of 2003, of 104 responses out of 118 possible responses, when asked about the speed of the Internet, 59 percent indicated that the speed was too slow, 29 percent indicated that the speed was adequate and four percent felt that the speed was fast.
Although there are three computer laboratory classrooms used for teaching and student learning, many of the computers are old and obsolete for today’s technology standards. Some of the computers in the laboratories constantly break down, freeze up, or are unable to boot up. According to the instructor in the computer laboratory classroom 67, students often complain of loss of documents after writing and editing when unexpectedly, the computers freeze or lose documents when performing saving functions. Problems are also encountered in term of comparability when new programs are installed or upgraded with newer application versions.

The PCC-BNM digital image project is now in full operation and the images are available on the PCC library on-line catalog and can also be accessed through the PCC web collection plus on the World Wide Web through the PCC website. The PCC library did not initially have an extensive program of inter-library lending or borrowing, but with the funding from Australia Small Scheme Grants, the PCC library was able to acquire an application software, ARIEL, for its inter-library loans. This program is in operation now, but due to the delay in receiving material from off-island libraries and the slowness of mail service in sending materials, this service is not widely used.
PCC’s Digital Subscriber Line is running on a bandwidth of 128 kilobytes per second (kbps). This 128 kbps line was adequate at first when it served only a small percentage of the college offices and personnel. Today, the same line is not adequate to support the number of users that have dramatically increased, rendering it much too slow not only for email and Internet but also for inter-library loan users who need to access libraries outside of Palau.

Planning Agenda

1. Purchase additional library computers for email and Internet use to meet the needs of students and patrons.

2. Replace old computers in the computer laboratory classrooms to better support student learning and accommodate newer version of software applications used for computer courses at the college.

3. Establish funding for Technology Resource upgrade at PCC based on the Ten Year Master Plan.

Descriptive Summary

The library provides training to groups, visiting classes, and individual students in the effective use of technology, especially library information technologies, when asked. In addition, the college provides training in application of information technology to students who enroll in computer technology courses. These courses include keyboarding, word processing, desktop publishing, electronic spreadsheet, and information database.

The OMIP training laboratory when not used for OMIP trainings is utilized by students from the Technical Education programs. The Construction Technology
students are using the 3D Home program and the Electrical Technology students are using different kinds of software in learning electrical wiring, blueprint reading and industrial control installation. The students enrolled in Air Conditioning and Refrigeration courses are also using software simulation specific for this field of technology. The General Electronics Technology program is using different electronic software programs that include an electronics-troubleshooting database and circuit simulation programs.

When program application or information technology training needs exist for an office or department, the responsible personnel consults with the director of Human Resource Division (HRD). If it is determined that such a training is a college-wide concern, the director of HRD plans and implements the training. So far, college faculty have had the opportunity to get training on information technology conducted by the Pacific Regional Technology in Education Consortium (PRTEC) on “How to Teach with Common Application Software (Microsoft Office 2000).” This training was conducted as a means of integrating MS Word, Excel, Access, and PowerPoint as a teaching tool. Two faculty members have attended an online training in Guam as part of the Challenge Grant, a partnership with University of Guam, to become instructors, facilitators and developers of on-line courses. Also, four faculty members and an administrator took an on-line training course with San Diego State University to be facilitators and developers of on-line courses. One of these four people took an additional course on how to implement and deliver on-line courses.

Self Evaluation

Although the library provides training to library technology users, it is not designed to include all students. A Technology Resources Survey, which was conducted in August 2003, randomly selected and surveyed 118 students. Of the potential respondents, 104 or 88 percent returned their questionnaires. According to this survey, when students were asked if they needed more instruction in how to use computers, 68 students or 65 percent said, “yes” while 31 students or 30 percent said “no” and five students or five percent provided no response. These numbers could not be mistaken to mean turning on, booting up a computer or using the keyboard given that in the same survey, 90 students or 87 percent indicated that they had taken computer classes in high school.

The college offers computer courses in software applications; however, some software in the computer laboratory classrooms has not been upgraded or replaced with newer software application versions. According to the Technology Resources Survey for staff and faculty, 51 people or 66 percent rated that the library and computer laboratory classrooms software were “satisfactory”, and 14 or 18 percent gave a “poor” rating. The remaining 12 or 16 percent either gave excellent ratings or provided no response.

The college has taken advantage of information technology trainings on-island and outside of Palau. However, due to a budget constraint, trainings for college personnel on information technology are those mostly available on the island. Other technology trainings are by the programs funded through US federal grants. An instructor with a Masters in Educational
Technology who is responsible for organizing and/or conducting technology integration trainings for instructors will organize trainings only when the need arises. Information technology trainings for college personnel provided on island are few and do not always accommodate the varying teaching schedules of faculty members. At other times, training in information technology sponsored by government or private agencies only provide limited participation for college personnel. Participation in information trainings outside of Palau is limited due to the high cost of traveling.

According to the Technology Resources Survey for staff and faculty, 49 or 63 percent of respondents said “yes” when asked if they have received computer training here at PCC, while 28 or 37 percent said “no”. The respondents were also asked if they have computer training needs that they want addressed. Of the number that responded, 45 or 58 percent said “yes”, 13 or 17 percent said “no”, 14 or 18 percent said they “don’t know” and five respondents or six percent provided no response. From the forgoing figures, it is evident that the college is providing less than adequate training in technology application to both students and personnel.

Planning Agenda

1. Identify technology training needs of the college and offer training as appropriate.

3C.1c The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.

Descriptive Summary

There is no formal plan that outlines policies, requirements, and procedures for acquiring, maintaining, upgrading or replacing technology equipment that is utilized by the whole college community. Acquisition, upgrade or replacement of technology equipment is left to the individual offices, departments, and function areas where they make the determination to purchase the equipment after a thorough review of their goals, objectives and budget.

The college has been fortunate with external funding in the form of grants to provide technology equipment for new projects or to upgrade some technology infrastructure at the college. For example, The Palau Australia Small Scheme Grant provided the college library a grant to upgrade their Follett software of automated catalog and circulation system to a Windows 2000 version with a web-publishing module of the college library catalog.

The College Computer Center has two technical staff. One, a Director of Computer and Data Processing, orders, installs, maintains, and oversees hardware devices, network connectivity, operating systems, and other related computer hardware. The other computer center staff, a System Analyst, orders, installs, maintains, and oversees the entire college use of software and application programs as well as trains the users as necessary. In addition, instructors assigned to each computer laboratory classroom are responsible to oversee the minor maintenance of the computers in these classrooms. An instructor with a Masters in Educational
Technology supervises all instructional computer laboratory classrooms and recommends what hardware/software to purchase. When the need arises, he organizes and/or conducts technology integration trainings for instructors and consults with the Computer Center staff for troubleshooting and technological needs and support of the faculty.

**Self Evaluation**

Although there is no formal and systematic plan in place to guide the college in acquiring, maintaining, or upgrading technology equipment, individual offices, departments and function areas have been responsible for upgrading and maintaining their equipment under budget constraints. Other upgrades and improvement in equipment have come about as a result of staff aggressiveness in pursuing external funding when appropriate. A decision to acquire new technology equipment is a main concern of the college given the price tag of the technology equipment today coupled with how fast the equipment becomes obsolete as a result of the rapid changes in technology. The college has begun negotiation with a local vendor for the possibility of acquiring computer equipment by a lease agreement. The lease agreement could significantly reduce acquisition and maintenance costs and allow the college to upgrade its systems every two or three years.

The college has two staff responsible to give assistance in terms of technology support to the whole college community and one faculty member to oversee any technology support needs in the computer laboratory classrooms. These two technology support staff are sometimes overwhelmed with calls and requests for service or repair needs in various offices and function areas throughout the campus. This could be attributed to the fact that since a lot of the equipment is old, constant maintenance is required to keep them operational. At times, the two technology support staff are unable to attend to all technology related problems or are sometimes slow responding depending on the availability of the support staff and the parts needed for replacement of broken equipment. According to the Technology Resources Survey for staff and faculty, 44 or 57 percent said they “sometimes” receive technology assistance on a timely basis when they ask for it, 17 or 22 percent said they receive assistance on a timely basis and 16 or 21 percent said they receive no assistance. In the same survey, 46 or 60 percent rated the technology support of the college satisfactory, 21 or 27 percent rated it poor, seven respondents or nine percent rated it excellent and three respondents or four percent had no response.

These figures clearly show that there is a need for additional technology support personnel to complement the two current personnel. Trainings may also be needed to better serve the college technology and computer needs.

**Planning Agenda**

1. Establish a computer committee to assess college technology resources and oversee college acquisition, maintenance, and upgrade of technology equipment.
**Descriptive Summary**

There are three PCC computer laboratory classrooms located in the Bitaches building. These computer laboratory classrooms have a total of 54 personal computers and 11 printers and are used mainly for instructional classrooms. When time permits, these computer laboratories are also utilized as open laboratories for student use. Some of the older computer systems in the computer laboratories run Windows 95, and newer computers run Windows ME and Windows 2000 operating systems. All these computers are equipped with Microsoft Office 2000, Corel WordPerfect 8, Adobe PageMaker 6.5, and Peach Tree Accounting software to meet the educational needs of students. One laboratory classroom is housed in room 60 of the Bitaches building and has 13 computer workstations and one printer. These computers run Microsoft Office 2000, and Windows 98. Another laboratory classroom is housed in room 61 in the Bitaches building and has 18 computer workstations and three printers. The computers run Windows 2000 and have Microsoft Office 2000, Peach Tree Accounting, Adobe PageMaker, and other Desktop Publishing software. One more computer laboratory classroom is also in the Bitaches building, in room 67, and has 19 computer workstations and four printers. The computers run Windows 95 and 98, and have Microsoft Office 2000, Corel WordPerfect 8 and Adobe PageMaker. These computers also have Internet connection.

The OMIP training laboratory is equipped with 11 computer systems that have the Windows 2000 operating system and two printers. These computers also have Internet access. The OMIP training laboratory was set up under the joint effort of Palau National Congress (Olbiil Era Kelulau - OEK), and a US federal grant to facilitate computer related trainings for government and semi-government agencies. When the OMIP training laboratory is not used for OMIP trainings, it is utilized for PCC courses since the laboratory provides Internet access.

The Continuing Education Division (CE) has 15 laptops with Internet access that can be set up in the CE training room. These laptops are used mainly for CE trainings for community people who may be interested in computer related training programs rather than on-line courses. The college’s credit courses needing computers are also held in this CE training room when CE trainings are in session.

A Student Support Services (SSS) tutoring laboratory has four computers equipped with tutoring software and two printers, which are used by students who need tutoring in science, math, and English. The Upward Bound office provides 11 laptops and two desktop computers used by their college bound students for Internet access and other paperwork. A Japanese Language Laboratory provides 24 workstation and four televisions for media interactive use for language classes. The Student Body Association (SBA) office also has three computer systems and one printer that are made available at specific times of the day for student use. There are 28 computer systems equipped with printers and software.
provided for faculty use located in faculty offices. For college support personnel, there are 64 computer systems and printers located in their offices to support their programs and services.

**Self Evaluation**

There are three computer laboratory classrooms in operation at PCC and they meet the needs of the courses at this time. However, most of the computers in the computer laboratory have used up their estimated useful life and are encountering problems such as freezing up or hardware failure. They have reached their maximum capacity and memory space and further upgrades or installation of new software applications is no longer possible.

The OMIP training laboratory has new computer systems with the latest learning software applications. The regular upgrade and replacement of computer equipment in the OMIP training laboratory has been possible with funding from OEK and a US federal grant on a yearly basis.

The first college on-line courses offering in fall 2003 had difficulties securing a classroom since the three computer laboratory classrooms have inadequate systems (hardware and software) to access the Internet. The OMIP training laboratory and the CE laptops could not be utilized by the on-line courses due to the conflict of schedules. The five computers in the library for the on-line courses students used are to send assignment only. Arrangements were finally made for student to use Rm.67 two nights a week and the CE training room two nights but with hours to use reduced to one only.

Computer system replacement has been slow, which is a concern that the college must address because of rapidly change in technology. The college has not kept up with the latest changes in technology, thus some of the computers are now inadequate to serve the technology needs of the college. This is supported with data from the Technology Resource Survey for staff and faculty. According to the survey, 48 or 62 percent rated the computer hardware in the library and computer laboratory classrooms satisfactory and 19 or 25 percent rated them poor, five or six percent gave excellent ratings, and the other five or six percent provided no response.

**Planning Agenda**

None needed at this time.

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**3C.2 Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.**

**Descriptive Summary**

Technology Planning is integrated with Palau Community College’s Ten Year Master Plan with the goals: [1] - PCC will be able to distribute learning to individuals and groups beyond the classroom by the year 2007, [2] - PCC will have tools to capitalize upon the campus computer network by the year 2007, and [3] - PCC will have added, to its curriculum offerings,
programs in support of hardware, software, and network technology by the year 2007.

Currently, there is no systematical assessment of the use of technology resources; rather, each department or division requests the technical staff to troubleshoot equipment or review and advise on acquisition and the effective use of technology resources. Hence, the adequate use of technology resources is used as a basis for improvement of services to meet the needs and goals of each department or division.

Self Evaluation

PCC servers for Internet and email as well as for the library have been upgraded to meet PCC needs, and to meet the PCC Technology Planning objective that these servers can be used in transmitting PCC courses to other locations; however, a negotiation between PCC and Palau National Communications Corporation (PNCC) is needed for the extra cost and to increase the current bandwidth in transmitting the courses to the outlying states of Palau. In order to have the college resources capitalized, the college has published its website (www.palau.edu) and installed a firewall to protect the college servers from computer hackers. The process of making the academic advisors have computer access to their advisees’ records is an ongoing project as well as having access to budget information for each department through the campus network.

A computer operating systems (GE 113) and Microprocessor Technology (GE 216) and PC Assembly, Maintenance and Repair (GE 223) course have been added to the PCC curriculum and the electronics program now offers these courses as introductory courses in instruction of manipulation of computers, basic concepts of organization and the flow of information in microprocessors in computer systems, and an introduction of PC technology that covers service, maintenance and upgrades of personal computers. These courses offered are in support of hardware, software and network technology. However, the work to have all classes and programs integrate appropriate software and network technology is still in progress. At the same time, there are insufficient numbers of technology hardware to support the number of classes that are concurrently ongoing in any given hour of the day.

Planning Agenda

1. Work with PNCC to acquire a wider bandwidth to increase the Internet speed.
3D Financial Resources

Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resources planning is integrated with institutional planning.

3D.1 The institution relies upon its mission and goals as the foundation for financial planning.

3D.1a Financial planning is integrated with and supports all institutional planning.

3D.1b Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

Descriptive Summary

The financial planning for Palau Community College is primarily based on the needs of existing programs and services. Planning of the college’s annual budget takes into account the PCC Ten Year Master Plan. The plan identifies specific objectives and tasks that are to be accomplished each year. Such objectives help the college determine the amount of financial resources needed to support programs and services in line with the Master Plan in concert with the mission and goals of the college.

During the budget development process, the college management, with input from departments, evaluates the previous year’s budget, the current year’s budget, and priorities for the next year. For the past four years, budget planning for PCC was done with assumption that no increase in financial support to the college would be realized for quite a while. Therefore, annual budgets were prepared at the same level as fiscal year 1999. This, however, does not indicate lack of financial support; rather it means that the college has to be more efficient in its use of limited resources. The practice has enabled the college to control its overall annual expenditures.

With an understanding that the college cannot forever rely on the National Government for its annual operating budget, much effort has been put into building the college’s Endowment Fund. The college also seeks to establish partnerships with government and/or private companies and individuals who may be able to support programs and services at the college.

The college has partnerships with University of Hawaii in regards to the Area Health Education Center (AHEC) and with the Ministry of Education (MOE) and Palau Community Action Agency (PCAA) with regards to funding and management of the Childcare Center, which was constructed on the PCC campus by Construction Technology student.

The college also has partnership with the Workforce Investment
Act (WIA). The college has benefited from all these partnerships in terms of financial assistance, student training programs, student support services, facilities and infrastructure improvements, and teaching materials and equipment.

**Self Evaluation**

The annual budget appropriations to the college from the Palau National Congress (Olbiil Era Kelulau – OEK) have been at the same level of $2.3 million since fiscal year 1999. The college prioritizes its budget expenditure to support student learning services and to improve institutional effectiveness. The financial planning has been focused on facilities improvement in response to increased enrollment and resulting demands for more classroom space and learning materials/equipment. Another reason for focusing resources on facilities is the fact that most of PCC buildings are old (30 to – over 70 years old) and require constant maintenance and repair.

Of the financial support to Palau Community College of $2.3 million approximately $2.0 million comes from Compact Section 211(b)(1) which almost guarantees the same funding level for the duration of the current Compact of Free Association with the United State of America. This financial assistance to Palau and PCC is scheduled to end in 2009. The college is hopeful that the compact will be renegotiated with the same section 211(b)(1) retained to ensure continued financial support and stability of the college. The college is optimistic that the endowment goal of $10 million will be achieved. Although interest earnings from the endowment may not be adequate to sustain the college operation, it will subsidize the annual appropriation to the college by the national government.

With careful and responsible financial management and effective decision-making, the college has been able to accomplish much of its priority facilities improvements and end the last two fiscal years under budget. This has allowed the college to reduce its budget deficit of $700,000 in 1998 to $200,000 at the end of fiscal year 2002. The college anticipates retiring the remaining balance of the deficit by the end of the fiscal year 2003.

The college budget expenditures have been audited by external audit firms and found to be within budget regulations and in accordance with institutional plans.

**Planning Agenda**

None needed at this time.

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3D.1c  When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies and plans for payment of liabilities and future obligations.

**Descriptive Summary**

The budget preparation guidelines that can be found in the PCC Administrative Procedures Manual help guide short-range financial plans in support of and in line with long-range plans and priorities. The use of PCC Ten-Year Master Plan for long-range financial planning also helps ensure that PCC has the resources to support all its
programs and services. An example is the plan to construct a new college library building. Such a plan requires both short-term and long-term financial planning to ensure funds are available to support current financial obligations and the library project.

The college, through its Board of Trustees, is negotiating a soft loan with local banking institutions to finance construction of the new library. In line with that plan, the Board authorized a $10 increase of tuition, from $60 per credit to $70, which became effective in fall 2003. The $10 tuition increase will be used to finance the loan. The plan to build a new library is part of the college’s long-term plans to improve student-learning facilities.

The Civil Service Pension Plan (CSPP) is the employee retirement program that PCC enrolled in October 2000. The program requires a considerable amount of fund contributions from the college and employees in order for the employees to earn retirement benefits. The current budget level allows the college to continue to participate in the program.

Self Evaluation

Even though the college has established and published budget preparation guidelines and made them available in the Administrative Procedures Manual, most college personnel including lower level managers and supervisors do not understand these procedures. Although the college takes into consideration its long-range financial planning including long-term obligations when making short-range financial plans, this planning process is not defined in the Administrative Procedures Manual. This level of planning takes place at the top-level management of the college.

Although the college contribution toward employee retirement, especially contributions toward prior years of service is an unfunded liability, the college is able at this time to avail funds within its limited budget to match employees’ contributions to the plan. The college cannot, however, continue to fund this liability without support from the Palau National Government or from other sources. The amount of employee contribution will continue to increase as more and more staff begin to buy back prior years.

Planning Agenda

1. The college should work with the Palau National Congress to secure more funding or look for other source(s) of funding to support the college retirement program.

Descriptive Summary

The college has an established schedule of financial planning and a budget development process. This process is defined in the PCC Administrative Procedures Manual. During the budget development process, the college

3D.1d The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.
management, with input from departments, evaluates the previous year’s budget, the current year’s budget, and priorities for the next year. The PCC Executive Committee reviews all budget requests prior to the Board’s review and approval to ensure that the implementation of activities of the Ten year Master Plan are supported by the budget. Once approved by the PCC Board of Trustees, the budget request is then submitted to the President of the Republic of Palau for incorporation into the national unified budget.

Supplemental budget requests whether for operational programs or new programs are submitted to the President of the Republic of Palau after the Board of Trustees has reviewed and approved the request. The college President and the board members will be called to a public hearing before the OEK Committees on Ways and Means to defend the college budget.

**Self Evaluation**

The process for financial planning within Palau Community College is well outlined in the Administrative Procedures Manual. However, since fiscal year 1999, the process has not been fully utilized because of the appropriation that has been at the same level. This practice has not provided appropriate opportunities for staff participation in the development of the college plans and budget.

When necessary, department and program heads convene meetings of key personnel to plan for and prepare their respective department budgets to be submitted for consolidation. Each department will be allotted a budget from the overall college budget. In other words, each department will get their share according to current programs and services and activities. At times, unplanned occurrences may overwhelm the budget before the end of the fiscal period or economic conditions necessitate new programs or activities that use up budget. When this occurs, the college President is authorized to reprogram money within the approved budget to cover such occurrences.

**Planning Agenda**

None needed at this time
3D.2 To assure the financial integrity of the institution and responsible use of its financial resources, the financial management system has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making.

3D.2a Financial documents, including the budget and independent audit, reflect appropriate allocation and use of financial resources to support student learning programs and services. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

3D.2b Appropriate financial information is provided throughout the institution.

Descriptive Summary

The college financial statements and financial audit reports show allocation of financial resources within the college. Financial documents and information are utilized by department heads, which enable them to make sound financial decisions. The financial audit reviews are conducted every year and the audit reports are distributed and reviewed by OEk, the President of the Republic of Palau, and the PCC Board of Trustees.

Furthermore, during regular board meetings, the Board of Trustees reviews the operational and financial activities of the college. This process helps ensure that financial resources are allocated as appropriate to enhance student learning programs and services. The financial audit findings are addressed and responded to by the college in a timely manner. Two of the most recent financial audit findings include lack of accurate record keeping of fixed assets and inappropriate practice of advancing payroll to employees. These findings have been properly addressed by the college and have led to and contributed to the improvement of the institution’s financial practices. Other financial documents used as basis for improvement include financial statements and monthly fund status reports.

The financial audit reports, monthly fund status reports and all other financial documents and information of the college are made available for review upon request. The copies of the annual budgets are provided to all departments for information and reference purposes. The college makes copies of financial audit reports, monthly fund status reports, annual reports, and annual budgets, and other financial information are made available upon request. The college financial audit reports are available at the Administration Department and the library.

Self Evaluation

There were two financial audit findings in the FY2002 Audit Report. These two findings and findings from previous audits have all been addressed. The copies of the audit reports are kept at the Administration Department and the library. As required by law, copies of the audit reports are provided to the Office of the President of the Republic of Palau, OEk, Palau Public Auditors Office, and the U.S. Federal Government. The college has never failed to get an unqualified opinion of auditors. When certain issues are raised as findings in an
audit report, actions are taken to address such issues.

Although the college has the capability to produce fund status reports and expenditure reports for individual funds, programs, grants, functions, and activities, it has not been done consistently and regularly. However, when financial information is requested for review, the financial information will be produced as requested. The financial reports can be produced for any specific fund, program, grant, function or activity in a summary report or detailed report form depending on the requestor’s needs. This access to financial information, although not automatically provided throughout the college, helps those who ask to be well informed of their budget and to make well-informed decisions regarding their budget activities.

Planning Agenda

1. The Business Office will prepare monthly financial status reports for each department that include all areas under the department and give the reports appropriate dissemination.

3D.2c The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and realistic plans to meet financial emergencies and unforeseen occurrences.

Descriptive Summary

The college cash flow is dependent on three main sources: monthly allotment by the Palau National Treasury, collection of tuitions and fees, and reimbursements from U.S. federal grants, which includes federal student financial aid. The monthly allotment from the Palau National Treasury is the college appropriations by OEK that mandates the Palau National Treasury to pay a monthly allotment to the college throughout the year. Tuitions and fees are collected during the beginning of each semester and the summer term. The reimbursements from U.S. federal grants and federal student financial aid is a major source of funds for the college that is drawn from the U.S. Office of Management and Budget (OMB) as a percentage of the total disbursement against the grant.

The college has lines of credit with several local vendors on island and can obtain supplies and materials using this credit. Upon receiving the allotment check from the Palau National Treasury with whatever the college has collected from students in tuitions and fees, the accounts with vendors, payment of monthly utility bills, telephone and communication bills, and payroll disbursement will be settled. The available reimbursable amount from grants and financial aid is usually drawn to make up for the shortfalls in meeting the college’s current obligations over and above the available cash from monthly allotment and collected tuitions and fees. This practice does not allow the college to have sufficient cash flow to build cash reserves for risk and emergency management, but it allows the college to maintain a stable and steady flow of cash to carry on its operations.

The college is exposed to various risks and losses related to torts, theft of, damage to, and destruction of assets; errors and omissions, injuries to staff and students; and
natural disasters. In response to this, the college has elected to purchase an insurance policy to cover its assets and losses

Self Evaluation

Palau Community College is unable to accumulate sufficient cash to build its cash reserves. Although the total annual appropriation by OEK to the college is $2.3 million, this is not paid to the college in one lump sum, but in monthly allotments by the Palau National Treasury. The monthly allotment is not a fixed amount but fluctuates depending on the total revenue collected by the Palau National Treasury. For this reason, the college is unable to build its cash reserves; however, despite this situation, the college continues to be effective in managing its limited financial resources.

Cash that becomes available through collections of tuitions and fees and the monthly allotments from the Palau National Treasury are immediately spent on outstanding college obligations, including payrolls, utilities and account payables with local vendors. The college has an understanding with most vendors on island where the college is allowed to open a line of credit to acquire supplies and materials with full payment due in 30-days. This understanding is based on the fact the college receives a monthly allotment from the Palau National Government and vendors are willing to wait a month to get paid.

Money collected from students for tuition and fees is very minimal as over 90 percent of PCC students qualify and receive federal student financial aid. It is this money from the U.S. federal grants and federal student financial aid that the college banks on when a temporary shortage of cash occurs. This shortage occurs when the allotment from the Palau National Treasury is delayed and/or the amount of the check is insufficient for the current needs of the college. The college will then resort to these U.S. federal grant dollars to cover current obligations including payroll expenditures.

Since the college is unable to secure cash reserves for emergencies, it has resorted to purchasing insurance coverage to protect the college assets against theft, damages or vandalism and natural disasters. The college also has purchased insurance coverage to cover employees who are injured on the job.

Planning Agenda

None needed at this time.

3D.2d The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

Descriptive Summary

Palau Community College manages its finances carefully and responsibly and in accordance with the appropriation law. The appropriation to the college by OEK is part of the budget act of the Palau National Government. The college expends the budget in accordance with the requirement of the budget act. The financial audit reviews by an external audit firm is also performed in compliance of the budget act. A copy of the financial audit review is provided to the OEK, the office of the
President of the Republic of Palau, and the Palau Public Auditors Office.

As recipient of 19 United States federal grants including federal student financial aid, the college is required to comply with U.S. Office of Management and Budget (OMB) Circular accounting standards and reporting requirements. Many of these grants are administered by the college in compliance with terms and conditions as stipulated in the grant. The college also complies and adheres to the terms and requirements of allowable and disallowable costs in the Education Department General Administrative Regulations (EDGAR). The college administers all its finances including financial aid, grants, contractual partnerships, auxiliary activities and investments in accordance with generally accepted accounting principles. The financial audit reviews of the college finances are performed every year for all sources including grants, financial aid, contractual partnerships, auxiliary activities, investments and the OEK appropriation.

The Board of Trustees has the fiduciary responsibility for the college assets including investments. The only available fund for investment is the endowment money, which stands at $500,000 now. In carrying out its fiduciary responsibility, the Board of Trustees invested the college endowment fund in a low risk money market securities. This investment option is in accordance with the guidelines detailed in the College Investment Policy. The college investment is managed by Solomon Smith Barney, which is a subsidiary of Citigroup.

Self Evaluation

The college has never been cited for violating the terms and conditions of any grants, contracts, or partnership agreements. The financial audit reviews are performed every year in a timely manner and can attest to the care that PCC uses in managing its financial resources.

Through effective and efficient use of its limited financial resources, the college has been able to carry out many of its facilities improvement projects, retired over $300,000 of accumulated electricity bills from prior years. The accumulated electrical bills resulted from a change in government policy for government agencies. These agencies who used to be exempt from paying utility bills included PCC. Government agencies are now charged for their electrical consumption and must also pay back bills from prior years. The college was also able to retire approximately 71 percent of its prior years’ budget deficit. Given this significant settlement of debts with virtually the same level of funding over the last four years, the college is practicing effective and responsible money management.

Through fundraising activities and active promotion, the college has built its endowment fund from $121,000 in 1998 to $500,000 as of August 2003.

Planning Agenda

1. Continue to aggressively promote contributions for the endowment fund.
Descriptive Summary

The financial resources of the college, including OEK appropriations, grants, the endowment fund, federal student financial aid, and auxiliary activities are all devoted to the general operation of the college in attainment of its goals and mission. The college manages these funds and its finances with integrity and honesty. All expenditures and obligation of funds follow an approval procedure that ensures careful and responsible spending of limited resources. This process also enables funds to be spent on programs or activities that will help the college fulfill its mission and attain its goals.

The college expends funds in accordance with departmental plans and in line with overall college plans as outlined in the PCC Ten Year Master Plan. As recipient of a number of grants including federal student financial aid, the college also expends its funds in compliance with the general requirement, scope and purposes of each grant. The OEK appropriation to the college is part of the budget act that is executable and the college expends this appropriation in accordance with the requirements and purposes of the act.

To safeguard against possible abuse of the limited financial resources of the college, the approval process calls for three signatures, the division head, department head and the vice president of Administration and Finance, for requisitions under $3,000 as stipulated in the Administrative Procedures Manual. Requisitions of $3,000 or more will require a fourth signature, that of the President’s.

Self Evaluation

Although there are delays and cases of neglect in the implementation of some of the strategic directions in the Ten Year Master Plan, overall, the college is making strides in meeting major goals of this plan. Facilities improvements are some of the indications that the college expends its funds responsibly and consistently with the goals and mission of the college. The findings or lack of findings in financial audit reviews are also used to determine whether or not the college is using its finances responsibly and in accordance with the scope and purpose of the fund.

Planning Agenda

None needed at this time
3D.2f Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution.

Descriptive Summary

The college contracts external agencies to provide services including construction work and instructional services. Before entering into any contractual agreement, the college reviews all contracts to make sure terms and conditions of the contract are consistent with the institutional policies and procedures. The college also reviews contracts to ensure that services performed meet with the college specifications and requirements. For instructional services, the college reviews contracts to ensure the course/training content and depth are of quality and relevant to the needs of the college. Every contract entered into between the college and external agencies must contribute to the mission and goals of the college.

When the instructional service is held outside of campus facilities, the college makes sure that the facilities of the external agencies are adequate to meet the needs of the college and the participants.

The college reserves the right to terminate or cancel any contract or to withhold payment on contracts for nonperformance or failure to comply with specifications and requirements called for in the contractual agreement. The college also requires the external agency to produce invoices, and other expenditure documents in the case of contractual agreements with construction contractors, before the college releases payment. For instructional services, the college requires the external agency to submit student grades, samples of test papers and class work and return any supplies and materials (i.e. textbooks and instructional equipment) provided by the college to the external agency.

Self Evaluation

The college has never needed to terminate or cancel any contract or withhold payment for nonperformance or failure to comply with the terms and conditions of the contract.

Planning Agenda

None needed at this time

3D.2g The institution regularly evaluates its financial management processes, and the results of the evaluation are used to improve financial management systems.

Descriptive Summary

There has been no formal evaluation of the college financial management processes prior to the establishment of PCC Ten Year Master Plan. In the fall of 2000, a financial task force was created under the Institutional Program on Effectiveness (IPE) and tasked to review the effectiveness of the financial processes and procedures of the college. The task force completed its work and prepared a comprehensive report with
recommendations for improvement of the financial processes and procedures.

As a means to evaluate the financial management and processes of the college, a financial audit review is conducted every year by an external audit firm. The college relies on the financial audit reports, findings, and recommendations to gauge the effectiveness of its financial management and processes.

Self Evaluation

The college has had three years to address the recommendations of the financial task force that reviewed the financial processes and procedures. However, currently, the task force report and recommendations for improvements have not been given appropriate attention. It is speculated that the report and recommendations of the task force could by now, after three years, be inappropriate or irrelevant, as new issues and problems have emerged.

The annual financial audit reviews provide the college with financial and procedural findings and recommendations. The college has addressed the financial audit findings and recommendations aggressively and in a timely manner. The college actions with regards to audit findings have led to improved financial management processes and procedures.

Planning Agenda

1. Review the recommendation of the financial task force, and where appropriate, take action to implement recommendation(s).

3D.3 The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement.

Descriptive Summary

Review of monthly financial status reports is the means to access the effective use of financial resources. The financial statements and financial audit reports show the allocation of financial resources within the college based on the approved budget. The college also receives a six-month progress report on each strategic direction of the Ten Year Master Plan. These financial documents are used to assess the distributions and use of financial resources of the college.

Financial audit review findings and setbacks identified through the implementation of the Ten year Master Plan and the six-month progress report gives the college an indication of where resources are being spent or should be allocated. Allocation of financial resources follows existing plans (short and long-range) and identified priorities.

Self Evaluation

The financial audit reviews are the best measures of how Palau Community College manages its limited financial resources. Through effective management, the college has been able to end each fiscal year under budget since 1999. Regular budget reviews and dialogue with department heads help ensure that funds are expended in the most
efficient manner and in accordance with budget regulations.

The college has done well as seen with the many improvements around the campus and the fact that prior debts, including the budget deficit and utility debts, have been retired over a period of four years.

Planning Agenda

None needed at this time.
List of Evidence for Standard 3

Referenced:

3-1  Job vacancy announcements
3-2  PCC Personnel Rules and Regulations Manual
3-3  Listings of PCC staff
0-08  Mesekiu’s News Binder – 2003 (Vacancy announcement)
3-4  Analysis of faculty and administrators against hiring criteria
3-5  Merit Evaluation Instruments and file
0-10  Teachers Evaluations file
3-6  New policy on tuition waiver and reduction for staff and their dependents
3-7  Listings of trainings on and off-island
3-8  Education and sabbatical leaves (Marcus and Joel)
0-01  PCC Ten Year Master Plan
3-9  Asset acquisition list
3-10 Higher Education Act of 1993, RPPL 4-2
3-11 Album (before and after pictures)
3-12 Technology survey instruments for staff and results
3-13 Technology survey instruments for students and results
3-14 Fall 2003 enrollment report
3-15 OMIP proposal
3-16 Budget Act (Bill) for fiscal years 2000 – 2003
3-17 Signed partnership agreement (MOU) with AHEC, MOE, PCAA, WIA
3-18 Compact – section 211 (b) (1)
0-09  Financial Audit reports, fiscal years (Last five years)
3-19 End of the year fund balance statement showing surplus for FY 2000 to 2003
3-20 Financial Statements (balance sheet, statement of changes in fund balance)
3-21 Monthly fund status report
3-22 Listings of financial aid recipients for school years 2002 and 2003
3-23 List of U.S. federal grants at PCC
3-24 Finance and Budget task force report
3-25 Six month progress report on the Ten Year Master Plan
3-26 List of identified college priorities
0-12  Administrative Procedures Manual
Standard 4: Leadership and Governance

The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator.

4A Decision-Making Roles and Process

The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.

4A.1 Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.

Descriptive Summary

Institutional leaders create and promote an environment that is conducive to the empowerment and participation of the college community in pursuit of institutional excellence. Staff, faculty, administrators, and students are provided avenues for introducing initiatives as well as systematically participating in the discussion, planning and implementation of policy. These avenues for participation include the Executive Committee, Board of Trustees, Committee on Program and Curricula (CPC), and the Retention Committee.

The Executive Committee, which includes all vice presidents, all deans, the Director of Development Office, the president of the Faculty Senate Association (FSA) and the president of the Student Body Association (SBA), serves as an advisory committee to the President. As the management team of the institution, the Executive Committee addresses policy issues affecting the college and also deliberates on the budget. The make-up of the membership insures adequate representation of all major functions of the college.

CPC membership consists of the president of the Faculty Senate Association and two faculty representatives, the Director of Admission and Financial Aid, the Extension Program Coordinator, the president of SBA, the Director of Learning Resources and Adult High School, the Dean of Academic Affairs (Ex-Officio), and the Associate Dean of the School of Engineering. CPC assures
that courses and programs offered by the college meet the required criteria. The make-up of the membership is to involve key personnel in the development and maintenance of institutional programs.

Members of the Retention Committee include the Dean of Students, the Dean of Academic Affairs, the Dean of Continuing Education, the Director of Student Life, the Director of Student Support Services, the Director of Financial Aid, a faculty representative, and the SBA president. The Retention Committee helps facilitate and streamline programs and services to increase the student retention rate.

The five standing committees of the Board of Trustees are clearly stated in the Board Protocol Manual. The five standing committees are represented by members of the board and the appropriate departments and divisions of the college. This insures that individuals who are expert in their area are provided a chance to impact institutional policies.

An amendment to the Higher Education Act of 1993, RPPL 4-45, added a student as a full member of the Board of Trustees. This legislation ensures student participation at the governance level. The student trustee is elected by the students to serve a one-year term through a referendum that is conducted every fall.

Self Evaluation

The college’s unifying principles and its organizational structure facilitate participation of the appropriate body within the institution, its departments, and divisions, to take initiative in improving the practices, programs, and services of the college. Each department and division head is empowered to discharge the power of their offices and to discipline staff pursuant to guidelines stated in the Personnel Rules and Regulations.

The Committee on Programs and Curricula (CPC) plays a significant role in keeping the college courses and programs up to date and relevant to today’s social changes. The lack of participation from the president of the Faculty Senate association and some faculty members did not deter the committee from accomplishing its tasks. The committee has adopted a new CPC handbook, which clearly states the process to develop or modify courses and programs for the college. The CPC handbook is available in the library, major departments and offices of the college, and from all fulltime instructors.

The student trustee and SBA president were very active last year (school year 2002-03) although their participation within the last five (5) years has been weak. During the school year 2002-03 the SBA president attended both Executive Committee meetings and Board meetings on a regular basis and the student trustee also attended and participated regularly in Board meetings.

Planning Agenda

None needed at this time.
4A.2 The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special bodies.

4A.2a Faculty and administrators have a substantive and clearly defined role in the institutional governance and exercise a substantive voice in institutional policies, planning, and budget that relates to their areas or responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.

Descriptive Summary

The basic guidelines that define the roles of administrators in the institutional governance is found in the PCC Personnel Rules and Regulations manual as well as in the job descriptions that specify roles that administrators play in the institutional policies, planning, and budget. The institution has no written policy for faculty in the institutional governance; however, they are members of various committees of the college. During the college presidential search, the president and other members of the Faculty Senate Association were members of the committee. They are also members of the Executive Committee, CPC, the Retention Committee, Graduation Committee and other ad hoc committees for the college. The Executive Committee, whose membership represents the college community, participates in the institution’s decision-making process. In addition, there are five standing committees of the Board of Trustees and members are composed of the Board, administrators, faculty, staff, and students.

In the amendment of the Higher Education Act of 1993 (RPPL 4-45), the Board of Trustees was mandated to have one of its members represent the student population. Through an annual referendum organized by the Student Services division, the students select a student to serve as a representative to the Board of Trustees. The presidents of the Faculty Senate Association and Student Body Association are members of Executive Committee.

Even though there is no written policy for staff participation in the institutional governance, their involvement in various committees such as the Self-Study Steering Committee, the Retention Committee, and the Graduation Committee contributes to the development and implementation of institutional policies and practices.

Self Evaluation

The Faculty Senate Association involvement in the institutional decision-making process has been very positive in the past. Even though the association is not part of the institutional structure, the faculty’s input has contributed to the improvement of courses and increased programs for the institution. However, during the last school year, 2002-2003, the Faculty Senate Association did not actively participate in the decision-making process as evidenced by the association’s president not attending the regular Executive Committee meetings. Furthermore, when the association representative did attend
meetings, the contents of the meetings were not communicated to the rest of the members. Furthermore, no feedback from the faculty members was addressed at the Executive Committee meetings. The Faculty Senate Association met and elected officers for the school year 2003-04 and will hopefully become an active organization as in prior years. With the exception of the FSA, the rest of the committees, including the five standing committees of the Board of Trustees, meet regularly or when the need arises.

**Planning Agenda**

1. Consider a faculty member as an ex-official member of the Board of Trustees.

**4A.2b** The institution relies on faculty, its academic senate or other appropriate faculty structure, the curriculum committee, and the academic administrators for recommendations about student learning programs and services.

**Descriptive Summary**

Instructors play a significant role in keeping the college programs and courses up-to-date and relevant to student needs. Individual instructors are taking the initiative to recommend course modifications and program changes to better meet the needs of students. Even without the instructors’ initiative, though, to review their courses periodically, courses are reviewed every five years as mandated by the Curriculum Handbook for CPC. Instructors’ recommendations are proposed to CPC for its review and approval. The college relies on instructors’ recommendations and the CPC approval process to insure that courses offered are of high quality.

CPC reviews, assists for evaluation, and recommends for approval all credit courses and programs of the college. The membership makeup of CPC assures adequate representation from students, faculty, and academic administrators. The college librarian’s membership in the Faculty Senate Association and CPC assures that library resource material and services are supportive of student learning programs.

A faculty member, a student representative and the Dean of Academic Affairs serve as members of the Retention Committee.

The Cooperative Research and Extension department (CRE) and the Continuing Education division (CE) provide short-term training programs for people in the community. The programs are developed and tailored to meet the specific needs of the community. The needs are identified through community meetings and also by specific requests from individuals, businesses, and government agencies. After-school and summer programs are also offered for elementary school children through the CE division.

**Self Evaluation**

In the school year 2001-2002, CPC reviewed 100 courses and recommended for approval 81 or 81 percent of the courses. During the school year 2002-03, in addition to its usual training programs, CE provided six new training programs for the community. A survey conducted to determine the level of employer’s satisfaction of the CE short-term training
revealed that an overwhelming majority of them were satisfied. CRE continued to offer its regular programs for the community.

**Planning Agenda**

None needed at this time.

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**4A.3** Through established governance structure, processes, and practices, the governing board, administrators, faculty, staff, and student work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution’s constituencies.

**4A.4** The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accreditation Commission standards, policies, and guidelines, and Commission requirements for the public disclosure, self-study and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.

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**Descriptive Summary**

The college organizational structure, the Board of Trustees, the Executive Committee, the Retention Committee, CPC, and the prevailing practices insure full participation of all the college constituencies in the decision-making process. There are established processes to facilitate discussion of ideas and open communication with all the constituencies. Although not part of the delineation of the organizational structure, the contributions of the SBA and Faculty Senate Association are equally important for the good of the institution.

There are open invitations to all Board meetings and radio talk shows at the beginning of every semester to facilitate effective communication among the institution’s constituencies.

The institution keeps the public informed about its activities and services. It also complies with the Accreditation Commission standards, policies, and guidelines. The institution publishes the College Annual Report that highlights accomplishments. Financial audits are conducted annually and copies of the audit reports and the College Annual Report are submitted to the Office of the President of the Republic of Palau, and Palau National Congress (Olbiil Era Kelulau-OEK), as well as the library for public access.

The college also reports any substantive change as soon as the change occurs and responds to all requests that come from the community or government. The college responds to the recommendations of the Accreditation Commission in a timely fashion. In 1997, when the institution was finalizing its Ten Year Master Plan, appropriate recommendations from the Commission were integrated into the plan. The college has been transparent with its affairs with the community it serves and with external agencies, including the Palau National Government, the Accreditation Commission, and the student body by disclosing appropriate and relevant information.
Self Evaluation

The institutional organizational structure promotes and facilitates effective decision-making processes and practices. The college has a mechanism in place that allows participation of all the constituencies; however, at times, dissemination of relevant information from departments, divisions, offices, and college organizations and associations hinders that process.

The college has been diligent in its dealings with the general public, informing the public of the affairs of the college through various mediums, including radio talk shows, the annual report, the financial audit report, the accreditation report, newsletters, and informal communication. Recognizing that some of the objectives of the Ten Year Master Plan implementation have been delayed, adjustments are being made to update the plan’s timetable. It should be noted that some areas addressed under the plan are up to date and others are even ahead of schedule.

Planning Agenda

None needed at this time.

4A.5  The Role of leadership and the institution’s governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

Descriptive Summary

The self-study report and the annual financial audit report are the mechanisms to evaluate the effectiveness of the decision-making structure and process. The results are used to improve the institutional governance. The Ten Year Master Plan is an institutional plan containing strategic goals and benchmarks, which is regularly visited and reviewed by the appropriate departments of the college. The annual financial audit report, the self-study report, and the college annual report are provided to the Office of the President, OEK, the library, and various offices and departments of the college. The institution’s leadership is committed to addressing the recommendations of the Accreditation Commission in a timely fashion. When recommendations are associated with the college long-term goals, they are incorporated into the Ten Year Master Plan as part of the institutional goals.

Self Evaluation

The positive response from the community, especially OEK during the annual budget hearing, is an indication of the effectiveness of the institution’s governance and decision-making structure and processes. This positive response is also reverberated in the print and radio media and throughout the community. There are a large number of community members contributing to the endowment fund and this number continues to grow. The enrollment continues to remain at 600 or higher each semester. During the annual appropriation process, OEK continues to support the college by approving the requested budget.
4B  Board and Administrative Organization

In addition to the leadership of individuals and constituencies, institutions recognizes the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the district/system and the colleges.

4B.1  The Institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.

4B.1a  The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.

Descriptive Summary

In March 1993, the Republic of Palau Public Law 4-2 (RPPL 4-2), commonly known as the Palau Higher Education Act of 1993, was enacted creating Palau Community College along with its own governing board. Under the provisions of this act, five of the seven members were appointed by the President of the Republic and confirmed by the Senate of OEK. These appointed members represent the general public, the business sector, and the Board of Education (BOE). Two non-voting advisory members, noted in the region for expertise in the field of education or economic development are recommended by the Board and appointed by the President of the Republic of Palau.

In 1996, through RPPL 4-45, OEK amended RPPL 4-2 to include a student trustee. In fall of that year, the student body elected PCC’s first Student Trustee to serve on the Board of Trustees as a voting member.

In 2002, RPPL 6-17 was enacted calling for an appointed BOE. However, BOE members were never selected, resulting in a continued vacancy on the Board of Trustees by the BOE representative. At the initiative of the Board and through RPPL 6-16, OEK further amended the enabling legislation to include a direct appointment of a trustee to replace the representative of the BOE. In April 2003, that vacancy on the Board was filled through direct appointment and confirmation by the Senate of OEK.

The Board Bylaws in the Board Protocol Manual clearly state that once the Board reaches a decision, it is considered a “Board decision”. The Board acts as a whole and only the chairperson of the Board or a designee may speak on behalf of the Board.
The Board adheres to its policy that only the full Board can act on behalf of the institution and that individual members have no authority apart from the Board.

The Board receives financial support, separate from that of the college, from the Palau National Government through budget appropriation.

The governing board supports and protects the institution from undue influence. Every year, during the budget hearing, the Board members have never failed to appear in front of OEK to support and defend the college’s budget request. The Board reviews and approves the audit report and responses to audit findings. It maintains legal counsel on an as-needed basis and from time to time seeks legal advice from the Attorney General’s office.

The representative governance structure is to ensure institutional integrity, autonomy, academic freedom, principles of equity, and insulation from political interference in order to best serve the public interest and meet accreditation standards. In accordance with the Board Service Commitment Pledge in the Board Protocol Manual, Board members agree to protect and defend the college from undue influence and political pressure.

Self Evaluation

The Board has not had an experience in which a Board member or board members challenged or disputed a “Board decision”, nor an instance where a Board member spoke for the Board without being duly authorized by the chairperson of the Board.

The amendments to the enabling legislation (RPPL 4-2) to include a student trustee and the direct appointment to replace the BOE representative on the Board have resulted in a full Board reflective of the interests and mission of the college. Under the leadership of two of the founding members of the Board, who are still serving on the Board, the Board functions effectively in carrying out its governance responsibilities.

The staggered terms for the initial appointments assures the continuity of the Board. Since the creation of the college and its governing board in 1993, the Board has not experienced any difficulty in carrying out its responsibilities due to lack of adequate board membership.

The addition of the student trustee, moreover, has increased the Board’s effectiveness in responding to students needs in the Board’s activities and decisions.

Planning Agenda

None needed at this time.
The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.

The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.

Descriptive Summary

The Board of Trustees reviewed and adopted the mission statement of the college, which adheres to the mandates of the college’s enabling legislation. In establishing its policies, the Board is mindful of the approved mission statement. Through its five standing committees, the Board establishes policies consistent with the mission of the college, and contributes to the quality and effectiveness of student learning programs and services. Through the Ten Year Master Plan and the annual budget development process, resources are allocated to support student learning programs and services.

RPPL 4-2 gives the Board general policy management and control over affairs of the college, including educational quality, legal matters and financial integrity.

The board has the overall responsibility for the college’s financial soundness and program quality, accomplished through its involvement in the planning and budgeting process. On an annual basis, the Board works with the college president and management team to develop the budget request and to defend the request in the budget hearings at OEK. Once the budget is authorized and appropriated by OEK, the Board continues to work with the college to ensure that the plan (budget) is followed. During its regular meetings, the Board reviews and acts on the Monthly Financial Status Reports. Through these regular meetings, the board members are apprised of the college operations. The Board then establishes policies, which assure the financial soundness of the college. The Board approves long-range plans and reviews progress to ensure consistency with the institutional mission. This exchange of information provides a foundation for the decision-making and policy development process.

The Board has five standing committees: (1) Academic Programs, (2) Finance/Personnel Committee, (3) Facilities Committee, and (4) Student Affairs Committee, and (5) Investment Committee. The standing committees are made up of trustees, the President of the college and appropriate department and program heads. For example, the Academic Programs Committee is chaired by a board member and its membership is comprised of two other voting board members, the college President, the Dean of Academic Affairs, the chairperson of the Committee on Programs and Curricula, the president of Student Body Association and a representative of the Faculty Senate Association.

Self Evaluation

Decisions made by the Board of Trustees through its Academic Programs Committee is indicative of the board’s unequivocal intention to fulfill the college’s mission which aims to meet the educational needs of the students and the community. The numerous new programs, such as Education, Environmental/Marine Science, Nursing, Tourism, and the Adult High School are
illustrative of the Board’s aspirations. Aside from being responsive to the quality and relevance of learning programs, the Board actively contributes to their effectiveness by promoting the solicitation and allocation of the financial resources to drive these programs.

It should be noted that though the Board does make the final decision regarding major institutional issues such as addition of new academic programs, these decisions are participative so that the interests of the college and community stakeholders are fairly represented.

Working through the President and its own Standing Committees, the Board has been effective in ensuring that the policies and resources are supportive of the college’s mission. It is also through this participative decision-making that the Board has been able to contribute to the quality of student learning.

While the Board’s standing committees serve as an avenue for participative decision-making, only the Facilities Committee has been active in recent years due to the college’s attempt to meet the needs of the student programs and services in light of the conditions of most of the buildings. Rather, the Board has acted as a committee as a whole rather than individually in various committees.

Planning Agenda

None needed at this time.

4B.1d The institution or the governing board publishes the board by laws and policies specifying the board’s size, duties, responsibilities, structure, and operating procedures.

4B.1e The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.

Descriptive summary

The Board has a Protocol Manual, which contains the Code of Ethics, the by-laws, meeting procedures, the mission statement and the unifying principles. This Protocol manual provides a framework for the conduct of the Board and serves as the cornerstone on which the Board carries out its fiduciary responsibilities. The Board’s size and composition is mandated by the enabling legislation. The governing board (Board of Trustees) has six voting members, five of whom are appointed by the President of the Republic of Palau and confirmed by the OEK and a Student Trustee elected by the students. In addition, the Board has two advisory members appointed by the President of the Republic of Palau based on recommendations by the Board.

The Board adheres to the policies contained in the Protocol Manual. The manual contains the Board Service Commitment Pledge, which is signed by each trustee. The Board evaluates the relevance of its policies and practices and revises them when necessary. Through its standing committees and with the assistance of the President of the college, the Board receives, considers and acts on recommended policy changes. The Board works with the President, the
Executive Committee and its standing committees to assess the relevance of its policies and makes necessary changes.

Following each organizational meeting of the Board, the membership and new officers are announced throughout the college community and to the leadership of the Palau National Government. Board retreats provide opportunities for the Board to get away from the boardroom to focus on some keyboard activities such as planning and even to simply clear up any misunderstanding about its roles.

Appraisal

The Board’s Protocol Manual, which originally lacked a systematic evaluation for its members and the Board as a whole was recently revised and now includes an evaluation system and appropriate instruments. The information obtained from the performance evaluations will assist the Board in its quest for continuous improvement.

It should be noted that the Board used to hold regular annual retreats, but has not had one during the last four years. These Board retreats were meaningful in that the Board members, President and key college staff connected and developed better working relationships.

The past advisory members were located outside of Palau, in Japan and Guam, and although their contributions were of utmost importance, the cost associated with their membership and participation in meetings became a major concern.

In July 2003, the Board revised its Protocol Manual to reflect policy changes and to improve the effectiveness of the Board. Since the inception of the Board, there has never been an instance where a Board member was found to act in a manner inconsistent with Board policies and bylaws.

Planning Agenda

1. Include Annual Retreats in the development of their annual calendars during the Annual Organizational Meeting and include key college personnel in the retreat.

2. Review Protocol Manual every five years and revise as necessary.
4B.1f The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

4B.1g The governing board’s self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.

4B.1h The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.

Descriptive Summary

The Board Protocol Manual along with other major college policy and administrative manuals serve as a basis for new member orientation. New member orientations include a meeting with the President to review the Protocol Manual, the college’s enabling legislation, amendments to this legislation, the Administrative Manual, the Personnel Rules and Regulations Manual, the General Catalog, the Operating Budget, the Monthly Financial Status Reports, the Operating Structure, and other pertinent information.

As members of the Association of Community College Trustees (ACCT), Board members attend ACCT development programs. Following the induction of the initial Board members, numerous boardmanship workshops have been conducted for the Trustees, the President, and the college management team. The Board members and the President have also attended numerous off-island boardmanship workshops, ACCJC-sanctioned boardmanship workshops, ACCT seminars, and trustee education programs as well as regional investment conferences.

The initial appointments were staggered to ensure continuity of membership. Subsequent appointments are for four years. In March 1999, the Board conducted its own evaluation, which examined individual contributions to the Board, identified additional development needs and determined strengths and deficiencies. The Board’s performance evaluation focused on the following areas: External Relations, Board Organization, Physical Plant, Management and Planning, Academic Planning and Policy and Institutional Mission.

While the Board has not conducted its own evaluation since 1999, members have attended numerous ACCJC-sanctioned boardmanship workshops, which have enlightened the Board on the importance of formal evaluations and led to development of its evaluation system contained in the revised Protocol Manual.

In July of 2003, the Board revised its Protocol Manual to include an evaluation process and instruments for assessment of its members, the Board, and the President.

The Code of Ethics contained in the Protocol Manual clearly defines policies for governing Board members’ conduct in the performance of their duties. Sanctions for violators are also described in the manual. On an annual basis, the Board files financial disclosure statements and complies with the requirements of the Palau National Ethics Commission. Additionally, members are required to sign a Board Service Commitment Pledge indicating their
understanding and willingness to adhere to the ethics code.

Self Evaluation

The Board’s commitment to professional development is supported by its attendance in both locally and nationally sponsored seminars and workshops, including ACCT and Commission-sanctioned development programs.

Continuity of the Board is assured through staggered terms of office. The law called for a representative of the Board of Education (BOE) to serve on the Board of Trustees. Because the BOE was never constituted, that vacancy continued for many years. To assure the continuity of the Board of Trustees, the enabling legislation was amended to replace the representative of the BOE with a direct appointment. Early in 2003, the vacancy was finally filled making the Board of Trustees a “full board” after many years.

Prior to expiration of the term of any board member, the Board makes recommendations to the President of the Republic of Palau regarding reappointment or replacement to ensure continuity and effectiveness of the Board.

The performance assessment of the Board and its members has not been very effective, as it did not occur systematically. Being cognizant of this flaw, the Board recently adopted an evaluation process for assessing the performance of the Board and its members. The new evaluation system is designed to help identify the strengths and weaknesses and to establish professional development plans for Board members. It can also assist in determining whether or not the Board is fulfilling its fiduciary responsibilities.

The members of the Board of Trustees are governed not only by their own Code of Ethics but by the National Ethics Commission standards as well. Since the creation of PCC and its Board in 1993, no member has been found to be in violation of the code of ethics.

Planning Agenda

None needed at this time.

4B.1i The governing board is informed about and involved in the accreditation process.

Descriptive Summary

During this self-study process, Board members served on various standard committees and periodically reviewed and approved draft reports. In July 2003, the Board held two special meetings during which it reviewed the description component of the report with the Accreditation Liaison Officers (ALOs). The final report will be reviewed and approved by the Board.

Self Evaluation

While individual Board members served on sub-committees and did review the final reports upon adoption, it should be noted that the members of the Board elected to review the description section of the report. Hence, as the Board reviewed drafts of the
report several times in its regular and special meetings, and also will approve the final report, the Board’s participation in the accreditation process has been substantial for a policy making body.

Planning Agenda

None needed at this time.

**4B.1j** The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often know as the chancellor) in a multi-college district/system or the college chief administrator (most often know as the president) in the case of a single college. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the district/system or college, respectively.

In multi-college district/systems, the governing board established a clearly defined policy for selecting and evaluating the president of the colleges.

**Description**

The Board appoints, supports, evaluates the performance of, and terminates the services of the President of the college. The Board also delegates full responsibility to the President to implement and administer Board policies. Members conduct an annual, formal evaluation of the President in executive sessions of the Board meetings.

In January 1999, the Board of Trustees completed its selection process with the selection of Patrick U. Tellei as the new President of the college for an initial term of three years according to the contract between the Board of Trustees and the new President. Based on his performance evaluation, his contract was extended for four years. The President’s contract clearly states that the President has full charge and control of the administration and business affairs of the college.

**Self Evaluation**

The selection of the current president was a result of a nation-wide search utilizing the ACCT Presidential Search Service and an announcement of vacancy through the *Chronicle of Higher Education* as well as a local search.

While the Board does evaluate the President annually, that process was not properly described and published. In July of 2003, the Board Protocol Manual was revised to include a well-defined evaluation process along with an instrument for assessing the performance of the President. As has been the case with other Board policies, the Board recognizes that it is its responsibility to assess this new process for evaluating the President’s performance to determine its effectiveness and to make any necessary changes.

Planning Agenda

None needed at this time.
4B.2 The President has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

4B.2a The President plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution’s purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibility, as appropriate.

Descriptive Summary

The President of the college serves as the chief executive officer of the college and is appointed and evaluated on an annual basis by the Board. He has full charge and control of the administration and affairs of the college. He is supported by his management team and the Executive Committee, consisting of representatives from key functional college areas as dictated by the college’s organizational structure. Currently, the membership of the Executive Committee consists of the Vice President for Administration & Finance, the Vice President for Cooperative Research and Extension, the Dean of Students, the Dean of Academic Affairs, the Dean of Continuing Education, the Director of Development, the Faculty Senate Association president and the Student Body Association president.

The college operates according to its Ten Year Master Plan, implemented in October 1997. The President and his management team regularly review and make the necessary adjustments to the plan reflective of the changing conditions and needs of the college.

The college has a policy of hiring the most qualified and experienced personnel. The majority of the college management team, faculty and staff possess degrees from accredited institutions. The college encourages and supports continuous education and training for its staff. In addition to workshops and seminars, staff attend regular PCC classes as well as enroll in non-traditional community college programs such as bachelor and master degree programs. In collaboration with SDSU, the college administered campus-based master and bachelor cohort programs to both college personnel and individuals from the community.

Under the leadership of the current President of the college, the college has downsized to reflect its purpose and size of its student body, especially its management positions. The college has effectively reassigned duties and responsibilities in order to not jeopardize the quality of its services.

Self Evaluation

The college is appropriately organized and staffed to meet the needs and the mission of the college. However, there appears to be a need to formalize departmental management teams to encourage staff contributions toward the participative decision-making process.

The college continues to encourage and support staff development by providing appropriate training. In May 2003, 10 college faculty and staff received their
master degrees in Education degrees from SDSU. These efforts contribute to the quality of learning and impact positively on student learning outcomes. The college continues to collaborate with SDSU as part of professional development effort.

Planning Agenda

None needed at this time.

4B.2b The president guides institutional improvement of the teaching and learning environment by the following:

- establishing a collegial process that sets values, goals, and priorities;
- ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions;
- ensuring that educational planning is integrated with resources planning and distribution to achieve student learning outcomes; and
- establishing procedures to evaluate overall institutional planning and implementation efforts.

Description

The establishment of the college as a comprehensive community college under the mandates of RPPL4-2 led to the college’s restructuring reflective of its new mission and purpose. The new structure focuses on student learning making the Education and Training Department the core of the institution. All other departments and units play supporting roles for the education and training mission of the college. The Cooperative Research and Extension Department (CRE) was created to enhance the community-based mission of the college, and to fulfill the research function of the college, which, in turn, further supports the Education and Training Department.

The new structure, mission statement and Unifying Principles served as a foundation for institutional planning in response to student and community needs. Through this process, goals and priorities were established and resources, including staffing, were reallocated. The result of this process is the current Ten Year Master Plan.

The Ten Year Master Plan is complete with its own planning, management and evaluation systems. The plan comes with its own tasks which are used for resource reallocation and an evaluation system enabling the college to systematically evaluate and reallocate its resources ensuring the continuous improvement of teaching and learning.

As the sole employees of the governing board, the President of the college has full charge and control of the administration and business affairs of the college, including improvement of the teaching and learning environment.

Self Evaluation

While the college operates according to its Ten Year Master Plan, the plan is implemented according to the availability of funds. As such, the plan is constantly
reviewed for its relevance, and adjusted when necessary. In order for the college to further affect successful implementation of the plan, a more concerted effort is needed to educate the entire college community on the entire plan and its implementation process. There appears to be a somewhat limited understanding among the college personnel of the college’s planning goals and their potential impact on student learning outcomes.

More dialogue must take place regarding the plan, especially the evaluation system in the plan. Until a consistent comprehension of the plan’s implementation is achieved and full implementation of the plan’s evaluation system, the cycle of planning-management-evaluation will continue to lag behind.

**Planning Agenda**

None needed at this time.

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**4B.2c The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.**

**Descriptive Summary**

The President’s position description states that he has full charge and control of the administration and affairs of the college. As the sole employee of the Board, he is charged with implementation of statutes, regulations and Board policies.

The President’s employment contract clearly states the Board’s expectations, which include implementation of statutes, regulations and Board policies. He attends all meetings of the Board, including special meetings. On an annual basis, the Board reviews his performance and act on his contract. Through the Executive Committee, group meetings and direct communications to staff and students through bulletins, memoranda and newsletters, the President communicates policies and practices of the college to the college community. When necessary, the President calls special assemblies to disseminate information to the college community.

Annual audit reports, the self-study process and the annual report are also good assessments of the President’s performance with respect to the implementation of statutes, regulations and Board policies.

**Self Evaluation**

The President of the college has effectively implemented statutes, regulations and Board policies. The Annual Financial Auditor’s reports show that the college has been successful in meeting the requirements and addressing findings. The fiscal year 2002 audit report contained only two findings, which have been addressed by the college.

The college considers the accreditation process as another way of assessing the college’s effectiveness in meeting its mission. As such, appropriate plans derived from the process will be considered and integrated into the Ten Year Master Plan.

**Planning Agenda**

None needed at this time.
4B.2d The president effectively controls budget and expenditures.

**Descriptive Summary**

The President works closely with the Vice President for Administration and Finance as well as the Secretary/Treasurer of the Board and has effectively controlled budget and expenditures. Under his leadership, the college has aggressively and successfully pursued other sources of funding, including grants from both public and private sources to supplement its limited budget to meet the growing needs of the students and the community, including the development and implementation of new programs.

Audit reports show that the college has ended each year with a surplus since the fiscal year 1999. The money saved at the end of each year has been used to retire prior years’ deficit. This has enabled the college to retire over a $700,000 deficit from prior years. Under the leadership of the current President, the college has also retired its electrical bills of $300,000. Given the constant level of appropriations from the Palau National Government, and the ever increasing demand from students and community for services, control of budget and expenditures and other austerity measure for the past five years include (1) freeze on salary increase, (2) ban on creation of new positions, and (3) implementation of energy saving measures which has resulted in reducing monthly electric bill by approximately 50 percent.

The college has finance policies and procedures in place which effectively control budget and expenditures, including, (1) automated funds control system which compares expenditures against operating budget and rejects excess or unauthorized spending, and (2) expenditure limits for departments, i.e., any expenditure exceeding $3,000 requires approval of the President. Other examples of effective control of budget and expenditures include discontinuation of petty cash funds and approval of the Petroleum and Oil Lubrication (POL) form.

**Self Evaluation**

The President has effectively controlled the budget and expenditures, ending each year with excess revenue, which was used to payoff over $700,000 deficit accumulated over the past five years. While the college’s revenue from local appropriations has remained constant for the past five years, the college has undertaken major facility improvements necessary to support student learning. It has also added new programs in response to community needs.

The use of petty cash was also discontinued in major areas of the college. However, since the institution has been able to retire over $700,000, the Board elected to consider an increment for employees and the matter was referred to the Finance/Personnel standing committee.

**Planning Agenda**

None needed at this time.
4B.2e The president works and communicates effectively with the communities served by the institution.

Descriptive Summary

The President delivers pertinent information and Board actions to the college community through the Executive Committee, bulletins, group meetings, assemblies, workshops and the weekly newsletter, Mesekiu, which is distributed throughout the college’s service community, including the rest of the Micronesian region. The President of the college holds press conferences with local radio stations when needed to disseminate information about college programs and services. He is also an active member of numerous boards and organizations, including the Republic of Palau Chamber of Commerce, Sea Grant, the Pacific Regional Technology in Education Consortium (PRTEC), and the Pacific Postsecondary Education Council (PPEC). The Public Relations unit of the Development Office exists to improve communications within the college as well as with the community at-large. On an annual basis, the college publishes an annual report to the Palau National Government leadership and other appropriate community agencies and regional institutions of higher education.

Self Evaluation

The President of the college has effectively communicated with all the constituents of the college, both locally and regionally, as evidenced by a continued increase in enrollment and more support from the community and leadership. However, there are indications that communications within the college could be improved. For example, certain echelons of the college’s structure appear to lack full understanding of certain policies and practices of the college. Information flow appears to dwindle at the department level.

Planning Agenda

None needed at this time.
4B.3 In multi-college district or systems, the district/system provides primary leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support of the effective operation of the colleges. It establishes clearly defined roles of authority and responsibility between the colleges and the district/system and acts as the liaison between the colleges and the governing board.

4B.3a The district/system clearly delineates and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice.

4B.3b The district/system provides effective services that support the colleges in their missions and functions.

4B.3c The district/system provides fair distribution of resources that are adequate to support the effective operations of the colleges.

4B.3d The district/system effectively controls its expenditures.

4B.3e The chancellor gives full responsibility and authority to the presidents of the colleges to implement and administer delegated district/system policies without his/her interference and holds them accountable for the operations of the colleges.

4B.3f The district/system acts as the liaison between the colleges and the governing board. The district/system and the colleges use effective methods of communication, and they exchange information in a timely manner.

4B.3g The district/system regularly evaluates district/system role delineation and governance and decision-making structures and processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.

Description

Palau Community College is not a multi-college district or system. After the decentralization of the College of Micronesia (COM) system in 1993, Palau Community College became an autonomous institution with its own governing board. The College of Micronesia still exists for the sole purpose of administering the Land Grant programs to the three regional colleges. The College of Micronesia land grant consists of the College of the Marshall Islands (CMI), which is the national college of the Republic of the Marshall Islands, the College of Micronesia, FSM (COM-FSM), which is the national college of the Federated States of Micronesia, and Palau Community College (PCC) which is the national college of the Republic of Palau.

During the annual organizational meeting of the Board of Trustees, a member is appointed to represent the Republic of Palau and the college in the Board of Regents.
List of Evidence for Standard 4

Referenced:

4-1 Amendments to Higher Education Act of 1993 (RPPL 4-45)
4-2 Job descriptions w/ list of duties and responsibilities for vice presidents and deans and
directors at division level
4-3 2004 – 2008 Curriculum Handbook
4-4 2000 – 2004 College Catalog
4-5 PCC Personnel Rules and Regulations Manual
4-6 Faculty Senate Association bylaws
4-7 Organization charts of PCC
4-8 RPPL 6-16
4-9 RPPL 6-17
4-10 Board of Trustees Protocol Manual
4-11 Tape for Budget hearing at OEK (2003)
4-12 Listing and membership in BOT Standing Committees
4-13 Listing of BOT trainings on and off-island
4-14 Ethics Commission laws (RPPL 5-32)
4-15 Ethics Commission financial disclosure statement forms
0-01 *PCC Ten Year Master Plan*
4-16 President’s job description w/ list of duties, responsibilities and authorities
0-09 *Financial Audit Report, (Last five years)*
4-17 Board of Trustees directive on salary and hiring freeze
4-18 Memorandum discontinuing petty cash fund
4-19 Memorandum changing authorization of POL form
4-20 COM treaty or MOU with PCC-CRE land grant program
0-02 *PCC Annual Reports – Last five years*