

FOLLOW UP REPORT

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

March 2012

Certification Page

The Board of Trustees (BOT) held a final review of the Follow Up Report during its February 2012 meeting. The Board of Trustees certifies that there was a broad participation in the preparation of the report and that the report is an accurate reflection of the nature and substance of the institution. The Board members are:

Bilung Gloria G. Salli, Chairperson
Masa-Aki N. Emesiochl, Vice Chair
Valeria Toribiong, Secretary / Treasurer
Reverend Billy Kuartei, Member
Dr. Emalis Roberts, Member
Ashley Umetaro, Student Trustee

The Steering Committee members are:

Deikola Olikong, ALO
Marianne Temaungil, AALO & Editor
Alvina Marcil, Recorder

Recommendation 1
Tchuzie Tadao, Chair
Kuye Belelai, Co-chair

Recommendation 2
Sherman Daniel, Chair
Tutii Chilton, Co-chair
Jessica Brooks, Co-chair

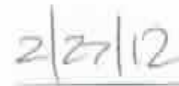
Recommendation 3
Jay Olegeriil, Chair
Omdasu Ueki, Co-chair
Dr. Isebong Asang, Co-chair

Recommendation 4
Todd Ngiramengior, Chair
Thomas Taro, Co-chair
Ephraim Ngirachitei, Co-chair

We certify that these are the board and staff members who were involved in the preparation, review and approval of the 2012 Follow Up Report, and believe the 2012 Follow Up Report reflects the true nature of the progress toward the four recommendations of the Commission in the June 30, 2011 Action Letter.



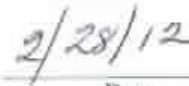
Dr. Patrick U. Tellei, President



Date



Bilung Gloria G. Salli, BOT Chairperson



Date

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Report Preparation

Palau Community College (PCC) is pleased to submit this Follow Up Report in response to the letter, dated June 30, 2011, from the Accrediting Commission for Community and Junior Colleges (ACCJC) President, Dr. Barbara Beno, to the College President, Dr. Patrick U. Tellei. The Commission acted to remove PCC from Warning and reaffirmed its Accreditation status and required PCC to submit a Follow Up Report by March 15, 2012 addressing four (4) recommendations.

After receiving the June 30th letter, the President immediately shared the news with the Board of Trustees, the Executive Committee, and the entire College community. The President informed the general public through the College weekly Newsletter "*Mesekiu's News*" on July 22, 2011 as well as through a local television station, Oceanic Television (OTV), and two radio stations, the public station, T8AA Eco Paradise 87.9, and Diaz Broadcasting Company, WWFM 89.5.

In preparation for the March 2012 Follow Up Report, the President appointed a 2012 Follow Up Report Steering Committee to address the four recommendations. The responsibilities of the steering committee were to re-examine and respond to the evaluation team's findings under each of the four recommendations. The committee convened its first organizational meeting on August 11, 2011, to review and discuss the four recommendations and findings. Also in the first meeting, Accreditation Standards and Rubrics were discussed to ensure all members have the same understanding level of Accreditation assessment requirements. The chairs and co-chairs of each of the recommendations' sub-committees then met with their respective sub-committee members to begin work on their assigned recommendations and began writing on their parts of the report for its first submission in October 2011 to the Accreditation Liaison Officer (ALO).

Also, in August 2011, the President and the ALO met with the College faculty for a meeting concerning the four recommendations from the June 30th 2011 Commission's Action letter, the ACCJC Standards and the Rubrics. In September 2011, the four recommendations, the ACCJC Standards and the Rubrics were attached to all employees' paychecks. The attachment was another means to ensure that everyone at the College was made aware of the four recommendations, the ACCJC Standards and the Rubrics.

The committee continued to meet regularly every two weeks to touch base and to offer support and assistance to each other. In October 2011, the first draft of the report was submitted to the ALO. The steering committee then met for three days to discuss and review the draft. After gaining feedback from the October 2011 review, the sub-committees resumed their work on their respective recommendations. In November 2011, the second draft was submitted to the ALO and the President for his recommendations. The second draft contained the Follow Up report responses by PCC and the visiting team's evaluation report findings and conclusions for the 2011 Follow Up report along with PCC's responses for the 2012 Follow Up report. This document of combined reports was a way to ensure that the 2012 Follow Up report contained all the necessary information to address the four recommendations. The ALO and Assistant ALO then presented the second draft containing the combined reports to the Board of Trustees and the Executive Committee during their January 2012 meetings.

The final draft of the report was submitted to the ALO on February 10, 2012, from the respective chairs and co-chairs. The committee then met on February 15 – 16, 2012, to review the final draft. The final draft of the report was then submitted to the President and the Board of Trustees for their approval and certification.

The College President and the College Board of Trustees' Chairperson signed and certified the 2012 Follow Up Report following their final review on February 27, 2012. The 2012 Follow Up Report of Palau Community College was mailed out via postal and electronic mail in early March 2012 to the office of the Accrediting Commission for Community and Junior Colleges (ACCJC). Palau Community College is now waiting for its 2012 Follow Up report visit which will be scheduled by the Commission.

2012 Follow-Up Report

Recommendation #1:

Improving Institutional Effectiveness - To respond fully to the previous team's (2004) Recommendation 1, 2 and 3 concerning the increase of institutional effectiveness and student learning through the use of a systematic cycle of planning and evaluation, e.g., as applied to the college's efforts to integrate planning with resource development and allocations, to improve learning and success through identifying and assessing student learning outcomes, and to conduct systematic program review, respectively, the team recommends the college do the following:

- a. Develop and implement a strategy that ensures appropriate feedback and dialogue wherein assessment results are communicated to all constituent groups in an accurate, timely, and systematic manner. (I.B.1, I.B.5)
- b. Establish and implement clear written policies and procedures that demonstrate the flow of human, facilities, technology, and financial planning protocols. (I.B.2, I.B.3, I.B.4, I.B.5, II.A.2.e, III.A.6, III.B.2.b, III.C.2, III.D.3)
- c. Ensure these written policies, procedures, and processes delineate the roles and responsibilities of the various college planning groups that will monitor implementation, assessment, evaluation, and improvement of college plans. (I.B.2, I.B.3, I.B.4, I.B.5, II.A.2e, II.B.1, II.B.4, II.C.2, III.A.2, III.A.5, III.A.6, III.B.2b, III.C.1, III.C.2, III.D.3)
- d. Establish and implement a written process by which the college will systematically review and revise as necessary its human, facilities, technology, and financial planning and budgeting processes. (I.B.6)
- e. Establish and implement a means to assess its programs and services evaluation mechanisms through a systematic review of their effectiveness. (I.B.7)

(2012) PCC's response:

The College fully supports the necessary dialogue concerning institutional improvement. Through the Executive Committee (EXCOM), the College maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes. It is the responsibility of the members of the Executive Committee to communicate information to their constituent groups from the EXCOM and to share and bring information and requests from their groups to the EXCOM.

Department/division/organization heads have regular meetings with their areas where issues, concerns, and requests are made. The issues, concerns, and requests are brought to the Executive Committee monthly meetings by department/division/organization heads. From the Executive

Committee meetings, heads of departments/divisions/organizations bring back decisions to their respective areas [1.1].

The college uses documented assessment results to communicate matters of quality assurance to appropriate constituencies. At the unit/program level, assessment results are discussed at the end of semester/year [1.2]. Results are then communicated to department/division heads for proper planning and implementation when necessary. All departments/ divisions' first program reviews were completed before December 2009, and several programs/units completed their second cycle of program reviews in the fall of 2009 and 2010 as scheduled in the institutional program review calendar [1.3 & 1.4]. With the establishment of the Institutional Assessment Committee (IAC) a sub-committee of the Executive Committee, in October of 2011, ways to review the 1st cycle program review results were discussed by the committee members. As a result of discussion, a Monitoring Template for Program Review was then developed to show the status of Non-Academic recommendations/action plans. Such Template was then distributed to all Non Academic units to provide status of their units [1.5]. IAC reports and, when necessary, makes recommendations to the Executive Committee for proper planning and implementation. The college identifies reports that need to be published by the Institutional Research Office and the means of reporting these results, such as through the college newsletter, *Mesekiu's News*, the local newspapers, and annual reports [1.6]. This ensures that the college uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.

The college sets goals to improve its effectiveness consistent with its stated purposes and articulates its goals; its constituencies understand its goals and work together to achieve them. The 15-Year Institutional Master Plan 2009-2024 (15-Year IMP) is a strategic plan that helps the college fulfill the institutional Mission Statement through key strategic directions [1.7]. Specifically, the 15-Year IMP, *Strategic Direction 3 - Resources* covers the goals and objectives for Finance, Facilities and Equipments, the Technology Plan and Human Resources. Implementation of the 15-Year IMP begins at the unit/program level, to the department/division level, and up to the institutional level. In September of 2011, the Security Unit and the Maintenance Unit under the Physical Plant Department revised their yearly assessment tools to include goals stated under *Strategic Direction 3 - Resources* of the 15-Year IMP. Objectives of stated goals were discussed and agreed upon by the members of these units. Assessments began with the Security Unit in the fall of 2011. The results indicated that 68% of clients served were satisfied with the campus security. Although the 65% expected outcome was met, the unit is considering recommendations made by the clients to assist in improvement in customer service [1.8 & 1.9].

The Technology Resource Committee continues to monitor the Technology Plan. As a result of the plan monitoring, technology areas which are part of the plan underwent improvements. Such improvements include relocation of the Information Technology Program classroom, installation of Deep Freeze software in classroom labs, and the policy change in library for Facebook. Results of the On Line and Open lab evaluations and implementation of changes to improve services of these laboratories were also discussed [1.10].

The Policy Review Committee appointed by the President in 2010 with membership from all segments of the college, including faculty and classified staff, is continuing the comprehensive

review of the Personnel Rules and Regulations Manual (PRRM) to ensure the effectiveness of the personnel policies and procedures and to make any revisions, if needed. The committee continues to do intense review section by section on a regular basis. The anticipated first complete review by the committee is scheduled for April 2012. PCC continues to implement the current PRRM while review is ongoing [1.11]. A monitoring instrument, the 15-Year Institutional Master Plan Report Card, helps the college identify progress made to the 15-Year IMP [1.12]. The Report Card is a status report on the activities and objectives under each goal. The report indicates whether these activities and objectives are ongoing, behind schedule, partially implemented, completed, not started, need to be revisited, or are revised. A modified report card that will include precise detailed comments on the status of the activities and objectives is in process. Once the modified report card is approved by the College President, it will be implemented, replacing the current version.

Roles and responsibilities of committees such as the Executive Committee, Policy Review Committee, Retention Committee, and graduation committee are clearly defined within the appointment letters of the College President to committee members [1.13]. Associations have by-laws which contain their clearly defined roles and responsibilities. The college planning groups/committees (permanent/ad hoc) are monitored at the department/division level and at the institutional level (Executive Committee). The monitoring done at the department/division level and the institutional level is to ensure that goals are discussed, understood and implemented by all college members, to ensure that evaluations are analyzed using both quantitative and qualitative data, and to ensure that proper planning and implementations enhance institutional effectiveness.

The College continues the evaluation of courses and departments/programs through an ongoing systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans. In August 2010, the Academic Dean, Associate Dean and the chairperson of Committee on Program and Curricula (CPC) created the Academic Assessment Flow Chart. This Flow Chart delineates the steps of the process with roles and responsibilities of each component of the process. It was then presented to the faculty members in September 2010 where input from faculty helped finalized the process. This process was then adopted as the official assessment flow chart of the Academic Affairs Department [1.14]. Recognizing the need for stronger faculty involvement in the assessment process, the Academic Assessment Flow Chart requires a faculty assessment committee. Therefore, the creation of Academic Assessment Committee (AAC) began at the same meeting. The committee consists of faculty from the School of Arts and Sciences, the School of Business, the School of Technical Education, a General Education Program representative and the Student Learning Outcome Coordinator who meet to review course and department/program assessment results. Although the membership of AAC began with 11 members, after meeting several times, the faculty members decided that one member from each of the schools, a general education representative, and the Student Learning Outcome Coordinator was sufficient bringing membership now to five (5). A summary report is then sent to the Committee on Program and Curricula Coordinator and the Dean of Academic Affairs [1.15]. Any major resource allocation requests will then be presented to the Executive Committee through the Institutional Assessment Committee for proper institutional planning and budgeting.

While faculty have had assessment tools to use for evaluation and assessment purposes, the forms have recently been redesigned to include the letters designating each part of the FAMED process, the reference name designated for the college-wide institutional assessment process. With this recent revision, it is now clearer to all faculty how the academic program assessment process fits into the overall institutional process of evaluation and assessment [1.16].

An example of a course that has completed a cycle of assessment and made changes based on the assessment results is the Business Communications (OA211) course in the Office Administration program. Sixty-four percent (64%) of the students who completed the signature assignment in fall 2010 reached the proficiency level for one of the course learning outcomes which was to compose a personal resume that can be used for applying for jobs. However, 70% was the expected outcome. Since students complete lessons that will help them understand how to create a personal resume, the plan of action taken was to create an additional resume lesson before the next offering of the course. When the course was again offered in fall 2011, with the additional resume lesson added, 76% of the students completing the signature assignment reached the proficiency level. This time the expected outcome of 70% was reached [1.17].

The English department is an example of a department that meets throughout the semester and discusses course learning outcomes and other relevant student learning concerns. In fall 2011, several activities occurred. The following are a few examples. Members of the department reviewed the existing outlines along with the course learning outcomes (CLO) for each outline and decided that revisions were needed to improve overall course assessments. The courses were divided among the members and revisions were made to the CLOs and signature assignments used to assess the CLOs. The department noting that new students were enrolling in developmental courses with lower writing skills than previous semesters, also created a new lower developmental course. Another activity involved standardized midterm and final examinations that were made for a communication course that has numerous sections offered each semester so that the sections would be consistent regardless of the instructor when assessment of the course is done [1.18].

The Student Support Services Division developed mission statements for each of the unit/service areas under this division in support of the institutional mission statement. Following the FAMED process, from the division areas' mission statements, student learning outcomes/goals/objectives/activities were developed and continue to be implemented to assure the quality of its student support services. Assessment instruments were also developed and continue to be used to evaluate the support services to ensure that identified student needs are met. Regular meetings within each of the unit areas as well as with the student services management team continue to be held to review and discuss services provided to meet student learning outcomes. Results of services' assessments continue to be reviewed during these meetings and used as a basis for continuous improvement [1.19]. A yearly activity calendar has been developed in an effort to improve communications and ensure all student support activities are carried out and assessed on a regular basis to meet student learning outcomes [1.20].

The library has made significant progress towards implementing ongoing library assessment that will be used for sustainable planning. The library student learning outcomes (SLOs) have been reviewed and amended [1.21]. There are three major areas of focus (Programs, Collections, and

Technical Services) and five subsequent measurable student learning outcomes. The student learning outcomes are evaluated using four types of assessment tools.

The first tool is the Reference Desk Survey Card, which will be distributed to a random sampling of students each semester. This tool is a short survey that measures a student's ability to use keyword and subject searches in the online catalog, to evaluate sources for credibility and reliability, and to select, search for, and retrieve sources from an online database and from the print collection using the online catalog [1.22].

The second tool is the library orientation post test, which is distributed to all new students who receive a library orientation as part of the SS 100 – Introduction to College course. The orientation is broken down into a thorough tour of the library that highlights all points of service and each of the collections as well as explains borrower guidelines and introduces students to the Dewey Decimal System. Handouts for reliable online reference sites, United Nations online resources, Micronesia-Pacific online resources, and a handout explaining the Dewey Decimal System are made available [1.23]. The tour is followed by a PowerPoint instruction session that walks students through using the online catalog, evaluating reliability of websites, and accessing the Elton B. Stephens Company (EBSCO) database [1.24]. Following the instruction session, students are given a Library Scavenger Hunt, which serves as the Library Orientation Post Test [1.25]. The test measures their ability to use keyword and subject searches in the online catalog, to evaluate sources for credibility and reliability, to search for, and retrieve sources from an online database and from the print collection using the online catalog, and to demonstrate a comfort level with different points of services and collections at the library.

Creating an assessment tool that is fun, along with the added incentive of a free Wi-Fi internet access card announced prior to the orientation, has improved students' interest and attention during the orientation and results of the post test confirm that students are achieving the desired student learning outcomes. The post test was first distributed during the summer 2011 session to SS100 students. Three classes visited between June 16th and June 21st, for a total of 103 students. The majority of students completed the post test. This also enabled the staff to learn from this inaugural experience how well the assessment tool was designed. The wording for two of the more difficult questions were changed for clarity, the Power Point presentation was improved, and more standardized tour guidelines were implemented all based upon feedback from the scavenger hunt results. The second distribution for three fall 2011 SS100 classes, between September 15th and September 21st, surveyed 87 total students. The process was clearly improved from the summer orientation and is now more consistent. However, the results of the post test were compromised. The first SS100 group completed the scavenger hunt and out of ten questions, the group averaged eight correct answers. The second and third groups, on the other hand, were not given enough time to complete the scavenger hunt during the class period and only a few from each group were turned in. In the future, the students will be given sufficient time to complete the mandatory exercise. Improvements to the overall process will continue to be made.

The third assessment tool for the library is the Library User Satisfaction Survey [1.26]. The Institutional Research office completed the first version of the survey tool during the summer of 2011, with input from library staff. The survey will be distributed to students, as well as faculty,

staff, administrators, and the general public, during each semester. The survey attempts to succinctly assess all three goals of the student learning outcomes, with particular emphasis upon technical services (Library Goal #3, SLO 4 and 5). The Institutional Research office has software to analyze the survey to create meaningful graphs and readable data. The staff there will also advise the library on the number of surveys necessary to create statistically relevant results.

The fourth and final assessment tool specifically addresses SLO 5 and, therefore, focuses upon the Library Computer Lab. The Library Computer Lab Evaluation was amended from the Online Lab Evaluation and will be distributed each semester. This began in fall 2011. The results of these evaluations will be shared with the Technology Resources Committee for future planning and improvements.

The library follows the FAMED guidelines for the assessment process. Established goals and objectives have been formulated and student learning outcomes aligned with both the library and the PCC mission statements have been developed. In addition, the criteria for achievement of the goals and SLOs have been assessed. For one assessment tool, performance using qualitative and quantitative methods has been measured and evaluated, and the results have been reviewed and used to improve goals and learning outcomes, and programs have been developed and/or improved based upon the results. The other three assessment tools are at the measurement stage and the results will be evaluated and used for planning and improvement. The library staff are involved in the FAMED process and are aware of the library goals, objectives, and student learning outcomes as well as the value of the assessment tools and their results.

The Student Learning Center (SLC), also referred to as the Learning Resource Center (LRC), under the Division of Student Services, provides professional and peer tutoring support services to students. Learning outcomes/goals have been developed which include (1) students that receive tutoring will pass the course(s), (2) professional tutoring services will be rated good or excellent, and (3) peer tutoring services will be rated good or excellent. Levels of expected performance for each learning outcome/goal have been developed. Evaluation tools have also been developed and are being used to assess the level of performance in achieving each stated learning outcome or goal. Results of assessments are compiled, reviewed, and used for continuous improvements [1.27].

Developmental English and math instructors also work closely with the Student Life office in an effort to provide extra tutoring, as necessary, to help dormitory resident students who are placed in the developmental courses. Once the students are identified and a schedule is established, instructors volunteer their time during the weekly evening hours at the dormitory study halls to tutor students who need extra help [1.28].

The On Line Lab has continued to be assessed using the institutional assessment process, FAMED. The evaluation tool was redesigned by the Institutional Research office staff so that data could be scanned for analyzing and reporting data. The assessment results grid was also redesigned to include a letter of FAMED and its meaning to each step of the assessment process. After the summer and fall 2011 assessments, the On Line lab did not need any major changes as it is sufficiently supporting the goal/learning outcome of the lab.

After being closed for a period of time, the Open Lab was renovated and reopened in the spring 2011 semester. At the end of summer 2011, this lab underwent its first assessment using an assessment tool similar to the Online Lab's tool. All areas of assessment reached a satisfaction rate of 90% or better except for the length of time the lab is open which received an 87% satisfaction rating. However, the computers in the lab are rarely used. The lab is mainly utilized by students as a place for printing requests, so instead of increasing hours and thereby utilizing a lab assistant to maintain a lab which is usually empty of students, a sign has been placed outside the lab directing students to come to the Online Lab for any printing needs when the Open Lab is closed. The fall 2011 assessment showed a need to replace the computers as they are too old to allow for installation of Microsoft Office 2010. Replacement of computers is scheduled for fall 2012. The Open Lab is also being used by the Adult High School students for a computer class. Assessment of both labs continues on a semesterly basis [1.29].

Also evaluated in fall 2011 were the three computer classrooms. Surveys were conducted for each of the classrooms. The survey covered the areas of a clean and comfortable learning environment, computer software, computer equipment, and accessibility. A total of 35 students participated in the survey for Room 68. The classroom laboratory received 70% satisfactory ratings or above for all parts of the survey. All the comments were positive except for one student who wanted to be allowed in the classroom without supervision. A total of 73 students participated in the survey for Room 67. All areas of the survey also received a 70% or better rating of satisfactory or higher. Students did complain that the textbooks did not support the software but these students did not understand that, in fact, the software was compatible with the textbook used. There were also complaints of viruses in the computers but a software program had been installed that prevents this. In addition, students wished to have Internet access but computer classroom laboratories are not connected as the Internet is not needed for the courses being offered. Room 67 can be connected when the instructor needs to teach Internet related computer skills but is not available until such time. Several students indicated through comments that the classroom was not clean but this was not reflected in the survey question concerning this area. For Room 61, a total of 39 students took the survey. Of the 39 students, 70% or more rated the room as satisfactory or higher except in the area of cleanliness. This scored 69%. This classroom received more negative comments concerning the cleanliness of the room than did the other two computer classrooms. Overall, most students using the three classrooms were satisfied with the three laboratory classrooms' size and with the computers and the software provided for their computer classes although the cleanliness of the classrooms needs attention [1.30].

The College has established and implemented clear written policies and procedures that demonstrate the flow of human, facilities, technology, and financial planning protocols. The Policy Review Committee (PRC), which was established in December 09, 2010, has the responsibility to ensure that personnel policies and processes are adhered to. Currently, the PRC is reviewing the Personnel Rules and Regulations Manual. The President's appointment letter delineates the roles and responsibilities of the PRC that is reviewing PRRM [1.31].

The college has the budget process in place. The Administrative Procedures Manual Part IV: Budget explains the budget planning and formulation protocols. In addition, budget priority and expenditure, fiscal processes and budget management protocols are outlined. A copy of this

manual was distributed to all department/division heads. The Administrative Procedures Manual, revised in 2009, contains written policies, procedures, and processes that delineate the roles and responsibilities of the various college planning groups that will monitor implementation, assessment, evaluation, and improvement of the college plans [1.32].

The facility use protocol is also contained in the Administrative Procedures Manual. To maintain facilities, the maintenance bi-weekly building inspection is used to compile a monthly “to do” list. At the end of the month, an accomplishment report is submitted to the Vice President of Administration and Finance as well as a list of unfinished tasks. Those tasks that are not done are moved to the next month’s “to do” list [1.33].

The Technology Plan continuously goes under review during Technology Resource Committee (TRC) monthly meetings. One result of the review led to relocation of the Information Technology Program computer laboratory classroom in fall 2011 for better maintenance, security, and internet connection. Annual student and staff surveys and semesterly computer lab assessments provide data to assist with the review of the plan. The President’s appointment letter delineates the roles and responsibilities of the TRC that monitors implementation, assessment, evaluation, and improvement of the technology plan [1.10 & 1.34].

To assure the effectiveness of college’s ongoing planning and resource allocation processes, the college systematic cycle of review has been in place. The college’s existing Institutional Assessment Process is now being recognized as the FAMED (Formulate Assess Measure Evaluate Develop) process. Through FAMED, departments/divisions formulated and established goals, objectives and learning outcomes aligned to the mission of the institution; assessed criteria for achievement of goals, objectives and learning outcomes; measured service provider and service receiver’s performance/satisfaction using qualitative and quantitative methods via assessment instruments; evaluated and analyzed results for congruence between expected and actual outcomes; and developed/improved programs and services based on the results [1.35]. The college Executive Committee (EXCOM) and its sub-committee, the Institutional Assessment Committee (IAC) reviewed and modified, as appropriate, parts of the cycle including institutional and other research efforts [1.36]. Through regular annual reports as well as department/division monthly reporting to the Executive Committee, issues and problems needing attention are discussed and addressed accordingly [1.37].

The responsibility to ensure the effectiveness of evaluation mechanisms throughout the college begins at the department/division level by members and heads of each respective area. In August 2010, the Academic Affairs management team and the faculty created course and program assessment grids to be used across all courses and programs. The Academic Assessment Committee (AAC), a standing committee made up of faculty chosen by the Faculty Senate Association and first appointed by the Dean of Academic Affairs in 2010 to oversee the course/program assessment process, made minor revisions in fall 2011 to include “number of students enrolled in the course” as it was information needed in the assessment that was not reflected in the original assessment grid created in 2010. Further revision of the grid included adding a letter of FAMED and its meaning to each step of the assessment process [1.16].

Department and division heads work closely with the Institutional Researcher to modify and revise their assessment instruments to ensure that instruments produce useful results that may be used to make improvements as appropriate. To improve and ensure that the process of systematic review is taking place in all areas, a standing committee, the Institutional Assessment Committee (IAC), was established in March 2011 as a sub-committee of the Executive Committee. The Committee is made up of seven (7) members representing the departments and divisions of the college. Membership includes the Vice President of Cooperative Research and Extension; Vice President of Administration and Finance; Dean of Academic Affairs; Dean of Students; Dean of Continuing Education; Institutional Researcher; and the chairperson of the AAC committee, representing the president of the Faculty Senate Association. The function of the IAC is to 1) oversee institutional assessment process to ensure that it is systematic and follows established time frame, 2) monitor the quality of assessment to ensure findings are valid and actionable, 3) make recommendations to improve the institutional assessment process, 4) make recommendations regarding publication of assessment results, 5) monitor the implementation of assessment/program review recommendations, 6) monitor establishment and implementation of means to assess programs/services' evaluation mechanisms through a systemic review of their effectiveness, 7) report results of Committee's work to the Executive Committee, and 8) to conduct FAMED workshops campus wide [1.38].

In early 2012, FAMED Workshops were conducted over a five day period by the IAC to all college personnel. The workshop presented the FAMED assessment process and the guidelines, and highlighted an example of a nonacademic unit completing the assessment process. Through these workshops, participants gained a better understanding of the institutional assessment process and the importance of continuous evaluations of goals, objectives and learning outcomes. The importance of data driven decision making was made clearer also [1.39].

The FAMED process allows for all institutional areas to now assess their evaluation tools and the goals, objectives and learning outcomes of their areas as the assessment cycles continue.

Recommendation #1 Evidence

- 1.1 Minutes of the EXCOM, division/department & Institutional Assessment Committee (IAC) meetings
- 1.2 Minutes of Unit/Program/Department/Committee meetings
- 1.3 Institutional Program Review Calendar
- 1.4 Program Reviews of Academic Affairs, Student Services & Non-Academic Programs
- 1.5 IAC appointment letter & Business Office Status Reports
- 1.6 College Publications
- 1.7 15-Year Institutional Master Plan (IMP)
- 1.8 Security Unit and Maintenance Unit Yearly assessment tools
- 1.9 Security Unit Assessment Data
- 1.10 Minutes of Technology Resource Committee meetings
- 1.11 Policy Review Committee appointment letter, Board's Policy & minutes of meetings
- 1.12 15-Year Institutional Master Plan Report Card
- 1.13 President's Appointment Letters of various committees with written roles/responsibilities
- 1.14 Academic Assessment Flow Chart
- 1.15 Academic Assessment Committee minutes of meetings and summary reports
- 1.16 Revised Course and Program assessment grid showing FAMED
- 1.17 OA 211 Course Assessment
- 1.18 English Department Meeting Minutes
- 1.19 Student Services minutes of meetings
- 1.20 Student Service Yearly Calendar
- 1.21 Library Goals and SLOs
- 1.22 Reference Desk Survey Card
- 1.23 Library Resource Listings
- 1.24 Power Point Instruction
- 1.25 Library Orientation Post Test
- 1.26 Library User Satisfactory Survey
- 1.27 Learning Resource Center SLOs, assessment tools & minutes of meetings
- 1.28 Learning Support for Developmental Students
- 1.29 On Line and Open lab revised assessment tools & assessment data
- 1.30 Computer Classrooms assessment data
- 1.31 Policy Review Committee's appointment letter & PRC minutes of meetings
- 1.32 Administrative Procedures Manual (2009)
- 1.33 Monthly To-Do List Report
- 1.34 President's Appointment Letter to the Technology Resource Committee members
- 1.35 FAMED Process and Guidelines
- 1.36 Executive Committee minutes of October 11, 2011 meeting
- 1.37 Executive Committee minutes Re: 15-YIMP review
- 1.38 ALO's Letter to the President; President's Approval of FAMED workshops
- 1.39 FAMED Workshops Sign Up Sheets and Evaluation Results

Recommendation #2:

Library and Learning Support Services – To increase the effectiveness of library services support for student learning and to assure the acquisition of an appropriate and current collection of library materials that are available to support educational offerings, the team recommends that the college: provide appropriate staffing and resources; develop and implement student learning outcomes for library programs and services; and assess the SLOs and utilize the resulting information for sustainable planning and improvement. All library and learning support services programs need to participate in the on-going program review process. (II.C.1, II.C.1.b. and II.C.2)

(2012) PCC's response:

The current number of full-time staff at the PCC library has increased from eight to nine. The additional staff member, assigned to the library through the U.S. federally funded Workforce Investment Act (WIA) program, became a PCC employee in December 2011. The new staff member, along with three other staff members, continues to pursue their Associated of Applied Science (AAS) degrees in Library and Information Services. Trainings and workshops for library staff continue to be supported by the college. Three staff attended the American Library Association annual conference in New Orleans, Louisiana, one member attended a workshop in Pohnpei, Federated States of Micronesia (FSM) providing cataloguing training, and two staff attended the Pacific Islands Association of Libraries, Archives, and Museums annual conference in Kosrae, FSM. Staff also benefited from on-island trainings including Japan International Cooperation Agency web development courses for the manager of the Library Computer Lab, a Pacific Resources for Education and Learning workshop for staff in the Library and Information Services program, and customer service training for all staff hosted by the Continuing Education Department at PCC [2.1]. A contingency plan for library staff retiring within the next several years has been discussed. The staff who will retire are working on mentoring the younger staff to ensure continuation of excellent library service. Hiring the WIA participant as a permanent PCC employee is an example of the contingency plan.

Over the past year, approximately \$7,000 in new books and resources were added to the collection. During the fall 2010 and spring 2011 semesters, instructors had the opportunity to add resources that support their curriculum to the PCC Library Amazon cart. Instructors who contributed to the process helped enhance the collection in their subject areas. Specifically, Japanese language, Automotive Mechanics Technology, Library and Information Services, Criminal Justice, Construction Technology, and Education were areas where the collections were improved. In the coming academic year, collection development will focus on the remaining subjects, departments, and programs. In addition, a foreign language collection was added to the library, which includes materials in Japanese, Mandarin, and Korean. An inventory of the library collection was completed, ensuring the accuracy of the online catalog records and helping the staff to identify subject areas that need improvement. Hundreds of new and donated books were catalogued and added to the collection, bringing all cataloguing efforts up to date [2.2].

The Technology Resources Committee purchased a new server and firewall for the library, in accordance with the Technology Plan. The server migration allowed the library to perform multiple system upgrades for the Follett Destiny Union Catalog. Now the cataloguing software is up to date, with enhanced features, and there is worldwide access to the online catalog.

The library owns one Amazon Kindle with plans to purchase additional e-readers. Despite the limited bandwidth, Kindle books download quickly with the whispernet technology. E-books have the advantage of lower prices and almost instant access. They have the potential to help bridge the digital divide in more remote places such as Palau. Thus far, the library Kindle holds seventy titles of e-books, with an emphasis on classic fiction. The staff has learned how to catalog the e-books and is working out a loan policy for the device [2.3].

An emphasis has been placed upon making the collection more accessible and intuitive to the users. To this end, library staff created wall posters explaining the Dewey Decimal System. Each subject area on the poster has a symbol and the symbols correspond to symbols located on the appropriate shelves. Handouts explaining how the books are shelved are available. During student orientations, the organization system is demystified. In addition, handouts for reliable reference sources online, Micronesia-Pacific Resources online, and United Nations websites are available to students. The librarian worked with the English department to create lists of books owned by the PCC Library for reluctant readers. In order to keep students informed, library services are regularly highlighted in the weekly college newsletter [2.4].

The Library Computer Lab received an additional two computers through the federal Institute of Museum and Library Services Library Services and Technology Act grant (IMLS LSTA). Now there are a total of fifteen computers for public use and one computer dedicated to online catalog access. The dedicated Internet line for the library has improved the Internet speed, although there has been an increase in students using the line, so the need for faster Internet speed will remain until the country has fiber optic capabilities. The Deep Freeze software, purchased by the Technology Resources Committee's budget, was installed in all public computers after clearing all downloaded files, computer viruses, and altered settings. Upgraded antivirus software was also installed. These efforts have gone a long way towards improving computer performance and ensuring longevity of the computers. After the Technology Resources committee discussed the merits of and drawbacks to Web 2.0 technology, the Library decided to allow students to use Facebook and other social networking sites. Anecdotal evidence suggested that students use these services to connect with other students regarding assignments as well as for personal use. A library Facebook site will be another means for library staff to connect with the students.

With regards to physical space in the Library, changes have been made to best accommodate all users and to enhance student learning. The former processing room, turned office space, has been re-appropriated as a Study Room for students. The former Study Room/Periodical Room has become a space for children and teens. This enclosed space now helps keep the younger patrons from disrupting the PCC students. The periodicals are now in the central reading room, available for students. The children's area by the main doors has become a reading area for students and a potential gallery space for local artists. The central reading room on the second floor is becoming a more dynamic learning commons environment where students can gather and talk. The central reading area on the first floor is being maintained as a quiet space for

patrons to read and study. Hopefully these changes will create a clear delineation between quiet study spaces and communal gathering areas as well as make spaces available for all age groups.

The library has made significant progress towards implementing ongoing library assessment that will be used for sustainable planning. The library student learning outcomes (SLOs) have been reviewed and amended [2.5]. There are three major areas of focus (Programs, Collections, and Technical Services) and five subsequent measurable student learning outcomes. The student learning outcomes are evaluated using four types of assessment tools.

The first tool is the Reference Desk Survey Card, which will be distributed to a random sampling of students each semester. This tool is a short survey that measures a student's ability to use keyword and subject searches in the online catalog, to evaluate sources for credibility and reliability, and to select, search for, and retrieve sources from an online database and from the print collection using the online catalog [2.6].

The second tool is the library orientation post test, which is distributed to all new students who receive a library orientation as part of the SS 100 – Introduction to College course. The orientation is broken down into a thorough tour of the library that highlights all points of service and each of the collections as well as explains borrower guidelines and introduces students to the Dewey Decimal System. Handouts for reliable online reference sites, United Nations online resources, Micronesia-Pacific online resources, and a handout explaining the Dewey Decimal System are made available [2.4 & 2.7]. The tour is followed by a PowerPoint instruction session that walks students through using the online catalog, evaluating reliability of websites, and accessing the Elton B. Stephens Company (EBSCO) database [2.8]. Following the instruction session, students are given a Library Scavenger Hunt, which serves as the Library Orientation Post Test [2.9]. The test measures their ability to use keyword and subject searches in the online catalog, to evaluate sources for credibility and reliability, to search for, and retrieve sources from an online database and from the print collection using the online catalog, and to demonstrate a comfort level with different points of services and collections at the library.

Creating an assessment tool that is fun, along with the added incentive of a free Wi-Fi internet access card announced prior to the orientation, has improved students' interest and attention during the orientation and results of the post test confirm that students are achieving the desired student learning outcomes. The post test was first distributed during the summer 2011 session to SS100 students. Three classes visited between June 16th and June 21st, for a total of 103 students. The majority of students completed the post test. This also enabled the staff to learn from this inaugural experience how well the assessment tool was designed. The wording for two of the more difficult questions were changed for clarity, the Power Point presentation was improved, and more standardized tour guidelines were implemented all based upon feedback from the scavenger hunt results. The second distribution for three fall 2011 SS100 classes, between September 15th and September 21st, surveyed 87 total students. The process was clearly improved from the summer orientation and is now more consistent. However, the results of the post test were compromised. The first SS100 group completed the scavenger hunt and out of ten questions, the group averaged eight correct answers. The second and third groups, on the other hand, were not given enough time to complete the scavenger hunt during the class period and only a few from each group were turned in. In the future, the students will be given sufficient

time to complete the mandatory exercise. Improvements to the overall process will continue to be made.

The third assessment tool for the library is the Library User Satisfaction Survey [2.10]. The Institutional Research office completed the first version of the survey tool during the summer of 2011, with input from library staff. The survey will be distributed to students, as well as faculty, staff, administrators, and the general public, during each semester. The survey attempts to succinctly assess all three goals of the student learning outcomes, with particular emphasis upon technical services (Library Goal #3, SLO 4 and 5). The Institutional Research office has software to analyze the survey to create meaningful graphs and readable data. The staff there will also advise the library on the number of surveys necessary to create statistically relevant results.

The fourth and final assessment tool specifically addresses SLO 5 and, therefore, focuses upon the Library Computer Lab. The Library Computer Lab Evaluation was amended from the Online Lab Evaluation and will be distributed each semester. This began in fall 2011. The results of these evaluations will be shared with the Technology Resources Committee for future planning and improvements.

The library follows the FAMED guidelines for the assessment process. Established goals and objectives have been formulated and student learning outcomes aligned with both the library and the PCC mission statements have been developed. In addition, the criteria for achievement of the goals and SLOs have been assessed. For one assessment tool, performance using qualitative and quantitative methods has been measured and evaluated, and the results have been reviewed and used to improve goals and learning outcomes, and programs have been developed and/or improved based upon the results. The other three assessment tools are at the measurement stage and the results will be evaluated and used for planning and improvement. The library staff are involved in the FAMED process and are aware of the library goals, objectives, and student learning outcomes as well as the value of the assessment tools and their results.

The Student Learning Center (SLC), also referred to as the Learning Resource Center (LRC), under the Division of Student Services, provides professional and peer tutoring support services to students. Learning outcomes/goals have been developed which include (1) students that receive tutoring will pass the course(s), (2) professional tutoring services will be rated good or excellent, and (3) peer tutoring services will be rated good or excellent. Levels of expected performance for each learning outcome/goal have been developed. Evaluation tools have also been developed and are being used to assess the level of performance in achieving each stated learning outcome or goal. Results of assessments are compiled, reviewed, and used for continuous improvements [2.11].

Developmental English and math instructors also work closely with the Student Life office in an effort to provide extra tutoring, as necessary, to help dormitory resident students who are placed in the developmental courses. Once the students are identified and a schedule is established, instructors volunteer their time during the weekly evening hours at the dormitory study halls to tutor students who need extra help [2.12].

The On Line Lab has continued to be assessed using the institutional assessment process, FAMED. The evaluation tool was redesigned by the Institutional Research office staff so that data could be scanned for analyzing and reporting data. The assessment results grid was also redesigned to include a letter of FAMED and its meaning to each step of the assessment process. After the summer and fall 2011 assessments, the On Line lab did not need any major changes as it is sufficiently supporting the goal/learning outcome of the lab.

After being closed for a period of time, the Open Lab was renovated and reopened in the spring 2011 semester. At the end of summer 2011, this lab underwent its first assessment using an assessment tool similar to the Online Lab's tool. All areas of assessment reached a satisfaction rate of 90% or better except for the length of time the lab is open which received an 87% satisfaction rating. However, the computers in the lab are rarely used. The lab is mainly utilized by students as a place for printing requests, so instead of increasing hours and thereby utilizing a lab assistant to maintain a lab which is usually empty of students, a sign has been placed outside the lab directing students to come to the Online Lab for any printing needs when the Open Lab is closed. The fall 2011 assessment showed a need to replace the computers as they are too old to allow for installation of Microsoft Office 2010. Replacement of computers is scheduled for fall 2012. The Open Lab is also being used by the Adult High School students for a computer class. Assessment of both labs continues on a semesterly basis [2.13].

Also evaluated in fall 2011 were the three computer classrooms. Surveys were conducted for each of the classrooms. The survey covered the areas of a clean and comfortable learning environment, computer software, computer equipment, and accessibility. A total of 35 students participated in the survey for Room 68. The classroom laboratory received 70% satisfactory ratings or above for all parts of the survey. All the comments were positive except for one student who wanted to be allowed in the classroom without supervision. A total of 73 students participated in the survey for Room 67. All areas of the survey also received a 70% or better rating of satisfactory or higher. Students did complain that the textbooks did not support the software but these students did not understand that, in fact, the software was compatible with the textbook used. There were also complaints of viruses in the computers but a software program had been installed that prevents this. In addition, students wished to have Internet access but computer classroom laboratories are not connected as the Internet is not needed for the courses being offered. Room 67 can be connected when the instructor needs to teach Internet related computer skills but is not available until such time. Several students indicated through comments that the classroom was not clean but this was not reflected in the survey question concerning this area. For Room 61, a total of 39 students took the survey. Of the 39 students, 70% or more rated the room as satisfactory or higher except in the area of cleanliness. This scored 69%. This classroom received more negative comments concerning the cleanliness of the room than did the other two computer classrooms. Overall, most students using the three classrooms were satisfied with the three laboratory classrooms' size and with the computers and the software provided for their computer classes although the cleanliness of the classrooms needs attention [2.14].

Recommendation #2 Evidence

- 2.1 Trip reports and Post-training evaluation forms
- 2.2 Cataloguing report
- 2.3 Kindle cataloguing report
- 2.4 Library Resource Listings
- 2.5 Library Goals and SLOs
- 2.6 Reference Desk Survey Card
- 2.7 Library Handouts
- 2.8 Power Point Instruction
- 2.9 Library Orientation Post Test
- 2.10 Library User Satisfactory Survey
- 2.11 Learning Resource Center SLOs, assessment tools & minutes of meetings
Re: assessment results
- 2.12 College Housing Tutorial Sign Up sheets
- 2.13 On Line and Open lab revised assessment tools & assessment data
- 2.14 Computer Classrooms Assessment Data

Recommendation #3:

Human Resources – To increase the effective use of human resources and to assure a more equitable application of college policies and procedures, such as the Board Policies and Personnel Rules and Regulations Manual, the team recommends that the college practice transparency, collaboration and communication in development, implementation, and review of all policies and procedures, and to assure that the administrative needs of the college continue to be met, the college needs to fill the key vacant administrative positions. (III.A.1, III.A.1.a, III.A.2, III.A.3, III.A.3.a, III.A.4)

(2012) PCC Response:

To ensure a more equitable application of policies and procedures for improved practice of transparency, collaboration, and communication, the President appointed a Policy Review Committee (PRC) in December 2010. The principal duty of this committee is to ensure that the personnel policies and processes are adhered to as well as updated on a regular basis. The Human Resources (HR) director has been tasked with leading the PRC to complete a comprehensive review of the Personnel Rules & Regulations Manual. Members of the PRC committee are representative of all departments and divisions of the college insuring equal representation of each area [3.1]. Equal representation within the PRC allows for transparency across the board. Current copies of the Personnel Rules & Regulations Manual are available in all offices and are accessible by employees for review. Once the new PRC manual is finalized, HR is planning divisional trainings to update and educate all PCC employees. This is in line with the College's 15 Year Institutional Master Plan (2009-2024), Objective 3.4.2 which calls for review of the Personnel Rules and Regulations Manual every four years.

The College's need to fill key administrative positions, such as Director of Human Resources and Director of Finance, has been met. Both Director of Human Resources and Director of Finance were hired on August 22, 2011 and September 12, 2011 respectively [3.2].

Human Resource is working to ensure that all components of the college are staffed with qualified personnel and that the personnel are treated equitably, evaluated regularly, and given opportunities for professional development. Since the hiring of the new directors, the Human Resources Director has begun attending different staff meetings around campus to discuss the functions of the HR department, such as offering group life and health insurance benefits. The HR director continues to recruit and retain professional and qualified individuals to fulfill the College's vision and mission. To ensure that the college recruits and retains professional and qualified individuals, the college requires non-US degree holders to undergo an evaluation of credentials through World Education Services (WES). To date all professionals holding non-US degrees have had their credentials evaluated through this service [3.3].

The Finance Director has been working with the Vice President of Administration and Finance to become familiarized with the tasks and responsibilities of the finance department. Some of the tasks being attended to are working to improve processes, such as compiling the finance reports on a monthly rather than yearly basis and working on a new policy for bank reconciliation. In-house training for MIP sage software has also been conducted for business staff [3.4].

Both directors serve on the college's Executive Committee as well as various committees of the college. Their participation in the decision making process enables them to effectively perform their managerial duties, including management of fiscal and human resources. Like all other employees of the college, their performances are evaluated based on their job descriptions and established performance expectations.

Recommendation #3 Evidence:

- 3.1 PRC Appointment letter & Board's Policy
- 3.2 Employees' Contracts
- 3.3 World Education Services Evaluations
- 3.4 MIP Sage Software Training Report

Recommendation #4: Leadership and Governance

To assure improvement and full implementation of the governance process created in response to Recommendation 6 of the 2004 report, the 2010 team recommends that the Executive Committee structure be formalized. Furthermore, to assure that the mission and values statements are central to decision making, the team recommends that the college formalize, communicate, and implement all governance processes for faculty, staff, students and administration, assess the effectiveness of those processes, and utilize the results for improvement. (I.A.4.IV.A.2, IV.A.3, IV.A.5, IV.B.2.b)

(2012) PCC's Response:

Indeed the college has continued to assess the effectiveness of its governance structure and processes through evaluation of the regular meetings of the Executive Committee. The results were used for improvements, including revisions to the agenda of the meetings and creation of standing committees, such as Institutional Assessment Committee and Program Review Committee [4.1, 4.2, & 4.3]. The overall effectiveness is assessed through monitoring of the 15-Year Institutional Master Plan, the Institutional Assessment Committee and the established institution-wide assessment process – FAMED. For example, the Executive Committee monitors the progress of the 15-Year Institutional Master Plan, a standard agenda item of the Executive Committee meetings, using an instrument referred to as Master Plan Report Card [4.4]. The results of the meetings of the Executive Committee are communicated throughout the college, including through publication of the approved minutes of the meetings using the local intranet, local.palau.edu.

The other formalized components of the college's governance structure, including Associated Students of PCC, Faculty Senate Association, and Classified Staff Organization have now begun their assessments for self improvement through regular evaluation of their meetings and activities. The result of their evaluations are reviewed and used to make improvements to their decision-making process. This assessment strategy is further expanded to governance structures at the department level, such as the Technology Resource Committee, Retention Committee and the Student Services management team who are meeting on a regular basis [4.5].

Following the FAMED process, their meetings and activities are evaluated and results are used for improvement. For example, through the Admissions and Financial Aid Unit's assessment of their recruitment efforts, it was determined that the current practice of a one-time recruitment session for the only public high school, which is the largest high school in Palau, could be improved. This led to a decision by the Student Services management team to develop and implement new strategies to reach more high school students there. Beginning in spring 2012, instead of holding large group meetings, smaller group meetings were held for the high school seniors. It is anticipated that such new strategy will lead to improved effectiveness of the college's recruitment through increased enrollment [4.6]. Evaluations results for these activities will be in decision-making discussions by appropriate governance structures.

FAMED is also used to assess the effectiveness of individual components of the governance structure as well as the overall effectiveness of all the governance structures. For example, the

results of the evaluations are used toward improvements in the decision-making processes, including the communication of decisions made and resulting changes and improvements. To advance its implementation and effectiveness, the Institutional Assessment Committee refined the process to include guidelines and presented the refined process to the Executive Committee. The refined process was adopted by the Executive Committee and shared with the college community through group meetings and workshops [4.7 & 4.8]. For better understanding and effective implementation, the FAMED diagram is publicized, in poster form, throughout campus offices and in other prominent areas on campus [4.9].

Recommendation #4 Evidence:

- 4.1 Executive Committee Agenda
- 4.2 Executive Committee Minutes
- 4.3 Summary of Executive Committee Meeting Evaluation Results
- 4.4 Master Plan Report Card
- 4.5 Evaluation Results for Meeting Assessments
- 4.6 Minutes of Student Services Management Team Meetings
- 4.7 Executive Committee minutes
- 4.8 FAMED Workshops Attendance Listings
- 4.9 FAMED poster