



Institutional Self-Study Report 2009

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 2009

Certification of the Institutional Self-Study Report

Date : December 2009

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 09
Koror, Republic of Palau 96940

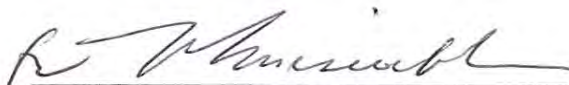
This Institutional Self-Study Report is submitted for the purpose of assisting in the determination of the Institution's accreditation status.

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.



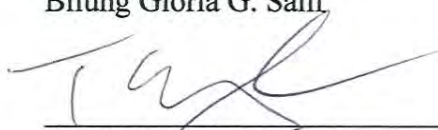
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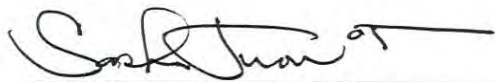
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President, Faculty Senate Association



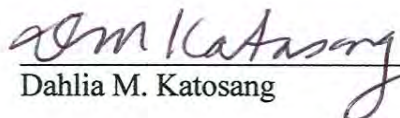
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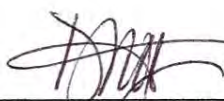


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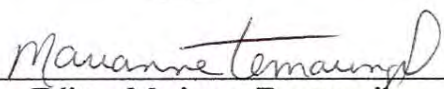
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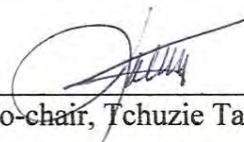


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Standard I: Institutional Mission and Effectiveness

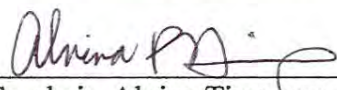


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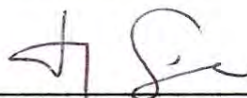


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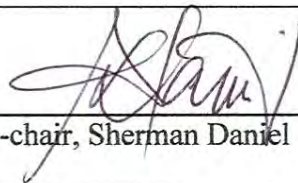


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Standard III: Resources

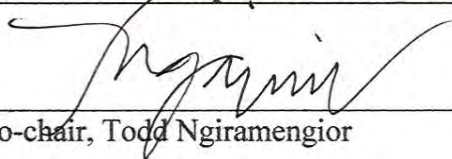


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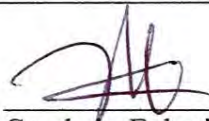


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Introduction

A. Location and History of Palau Community College

Palau is the western most 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 state 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's campus is conveniently located in downtown Koror within walking distance to the Palau Postal Service, major government offices, business establishments, and banking institutions.

Palau Community College (PCC) was founded in 1969 as a two-year post-secondary vocational/technical institution. It grew out of a trade school that had its beginning in 1927 during the Japanese administration prior to World War II. PCC began with a small group of students enrolled in one vocational program on a campus with limited physical facilities. It was known at the time as Micronesian Occupational Center.

The expansion of vocational education resulted from such factors as a growing political awareness, articulation among the states/republic of Micronesia, and a greater commitment to educational and economic development by the United States of America. Funding permitted the addition of facilities and staff so that by 1976, training programs were provided in more than twenty specific vocational areas grouped into ten trade clusters. The goal of a post-secondary institution for vocational education to prepare students with necessary skills and knowledge needed in a developing and expanding economy has not changed through the years.

Until 1977, the Micronesian Occupational Center and the Community College of Micronesia were two autonomous post-secondary institutions serving Micronesia. On March 29, 1977, Trust Territory Public Law No. 7-29, amended later by Public Law 7-130, created the College of Micronesia as a public corporation under its own Board of Regents. The law, which took effect on October 1, 1977, joined into a single post-secondary educational system the Micronesian Occupational Center and the Community College of Micronesia (which included the CCM-affiliated School of Nursing). In May 1978, Micronesian Occupational Center officially became Micronesian Occupational College, a distinct and complementary part of the College of Micronesia. In September 1987, a treaty among the Republic of the Marshall Islands, the

On April 2, 1993, Micronesian Occupational College officially became Palau Community College.



B. Demographics

Palau Community College is the single postsecondary institution in the Republic of Palau. There are currently 726 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 726 is comprised of 76% Palauans, 23% FSM and RMI citizens, and 1% others. FSM is composed of the island states of Chuuk, Kosrae, Pohnpei and Yap. The 1% population includes citizens of the United States of America, the Philippines, Korea, Japan, the Republic of China (Taiwan), and the People's Republic of China.

The college also served 2,438 noncredit clients during 2008-2009 through short-term courses/programs offered by the Continuing Education Division (CE), the Operation and Maintenance Improvement Program (OMIP), and the Cooperative Research and Extension (CRE). The college employs 193 full-time employees: 84 support staff, 82 faculty, librarian and counselors, and 27 administrators, supervisors and professionals.

DEMOGRAPHICS of PCC CREDIT STUDENTS

In fall 2009, there were 726 credit students enrolled at PCC. There were 2,438 non-credit students enrolled at PCC. The proportion of female students was slightly higher compared to male students. There was also a diverse population in terms of ethnic groups where Palauans comprised 76% of the total population. Continuing students corresponded to 70% of the registration status while full time students represented the majority in enrollment status.

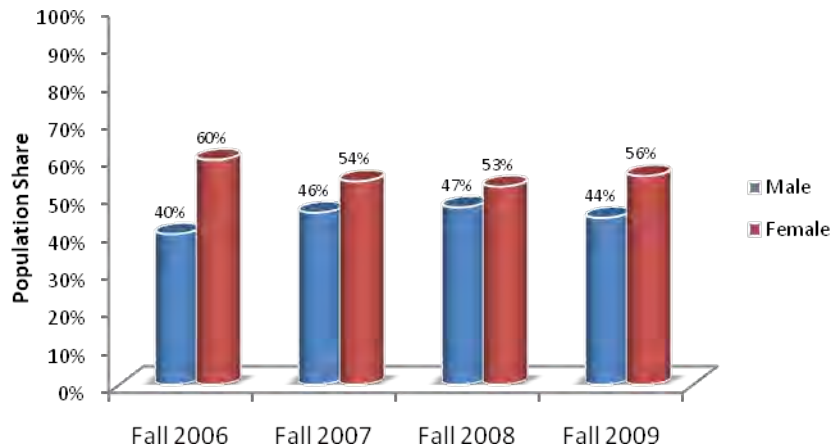
STUDENT BODY CHARACTERISTICS (FALL 2009)

<i>Characteristics</i>	<i>Credit Count</i>	<i>%</i>	<i>Noncredit Count *</i>	<i>%</i>	<i>Total Count</i>	<i>%</i>
Student Population	726		2438		3164	
1. Gender						
Male	323	44.49%	1186	48.65%	1509	47.69%
Female	403	55.51%	1252	51.35%	1655	52.31%
TOTAL	726	100%	2438	100%	3164	100%
2. Ethnicity						
Palau	552	76.03%	2272	93.19%	2824	89.25%
Chuuk	22	3.03%	3	0.12%	25	0.79%
Kosrae	30	4.13%	7	0.29%	37	1.17%
Marshall Is.	21	2.89%	3	0.12%	24	0.76%
Pohnpei	27	3.72%	2	0.08%	29	0.92%
Yap	66	9.09%	17	0.70%	83	2.62%
Asia	6	0.83%	116	4.76%	122	3.86%
Others	2	0.28%	18	0.74%	20	0.63%
TOTAL	726	100%	2438	100%	3164	100%
3. Registration Status						
Continuing	512	70.52%			512	16.18%
First-time	132	18.18%			132	4.17%
Readmitted	19	2.62%			19	0.60%
Returning	60	8.26%			60	1.90%
Transferred	3	0.41%			3	0.09%
Dual	0	0.00%			0	0.00%
Noncredit only		0.00%	2438	100%	2438	77.05%
TOTAL	726	100%	2438	100%	3164	100%
4. Enrollment Status						
Full-time	419	57.71%			419	13.24%
Part-time	307	42.29%			307	9.70%
Noncredit only	0	0.00%	2438	100%	2438	77.05%
TOTAL	726	100%	2438	100%	3164	100%

* Noncredit students by CE, CRE and OMIP during school year 2008-2009

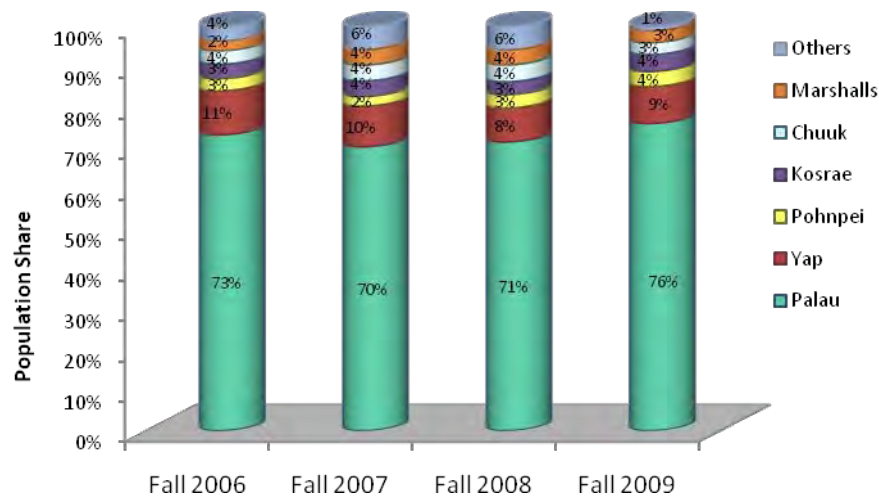
STUDENT DEMOGRAPHICS

Fig. 1 Credit Students by Gender Distribution
2006 -2009 Fall Terms



The majority of the credit students enrolled is female, comprising of more than 50% of the student population at PCC. This trend has been consistent over the last 4 years.

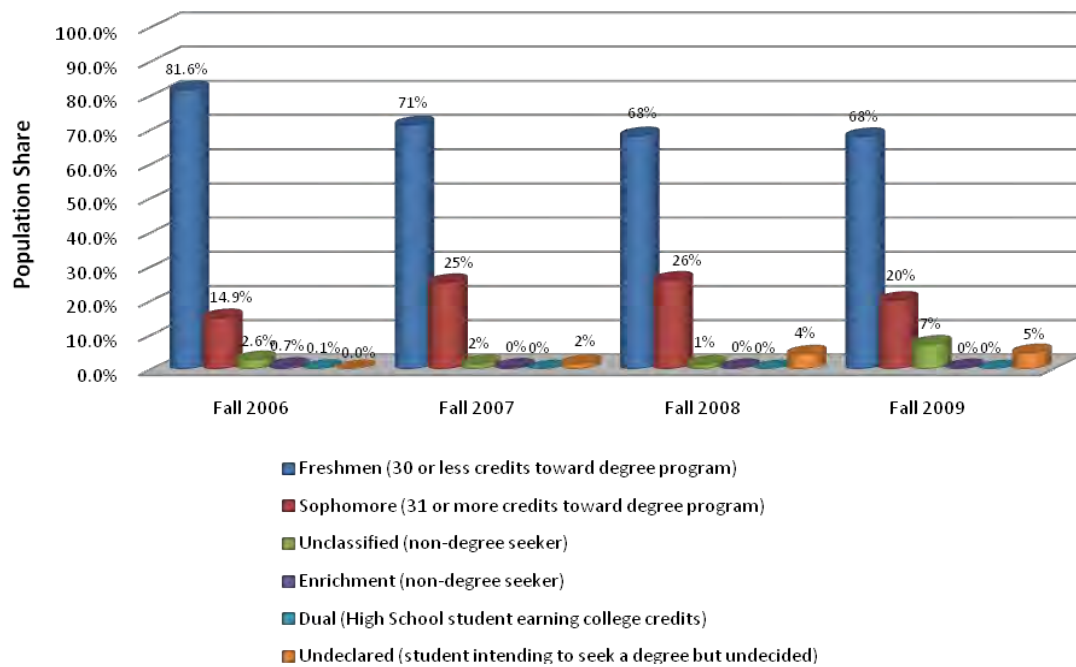
Fig.2 Credit Students by Race/Ethnicity
2006-2009 Fall Terms



The proportion of Palauan students is significantly higher compared to other ethnic groups. In fall 2009, 76% of the student population was Palauan. The Yapese students account for 9% of the students while other groups have comparable distributions.

Fig. 3

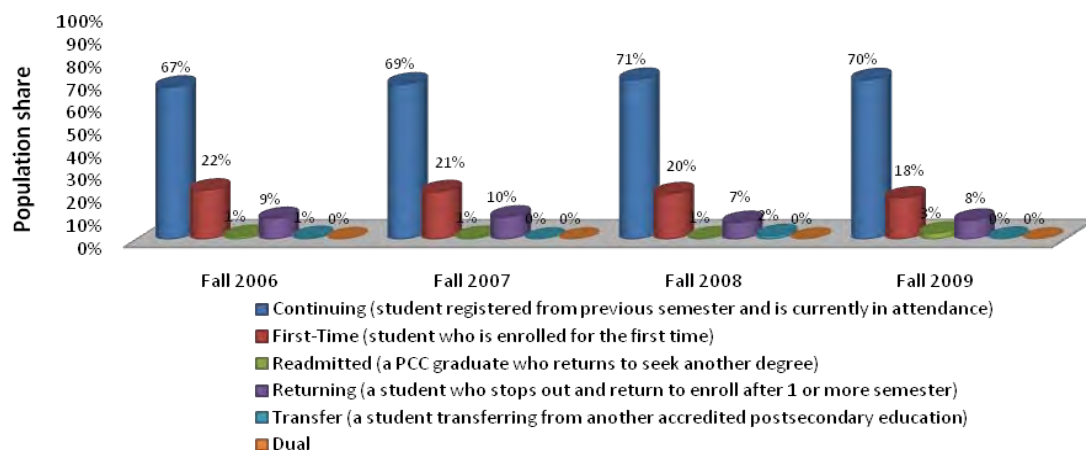
Class Level Distribution 2006-2009 Fall Terms



Over the past four years, freshmen students consists more than half of the Class Level Distribution followed by sophomore claiming the second largest proportion.

Fig. 4.

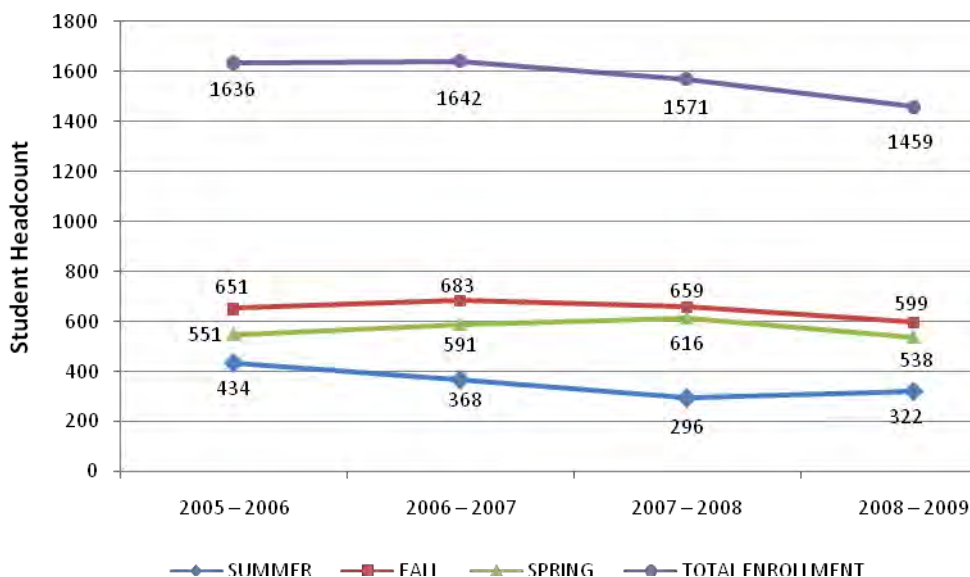
Credit Students by Registration Status 2006-2009 Fall Terms



Continuing students have a relatively stable trend over the last four years by an average of 69% which comprises the majority of the registration status.

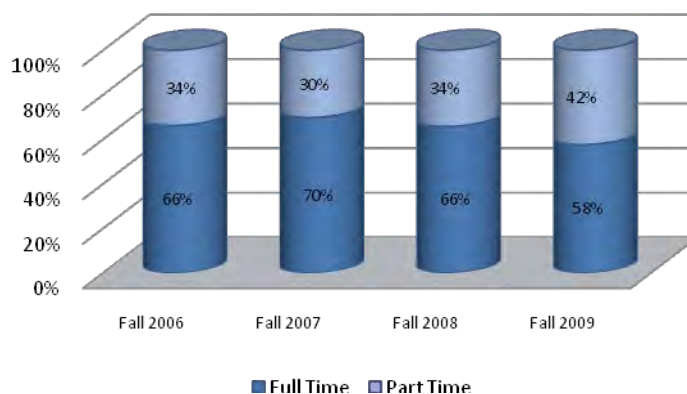
ENROLLMENT TRENDS

Fig. 5 Credit Students Headcount



The annual credit student headcount has fluctuated from 2006-07 to 2008-09. Fall enrollment exceeds that of spring and summer enrollments and shows the same trend over the period.

Fig. 6 Credit Students by Enrollment Status

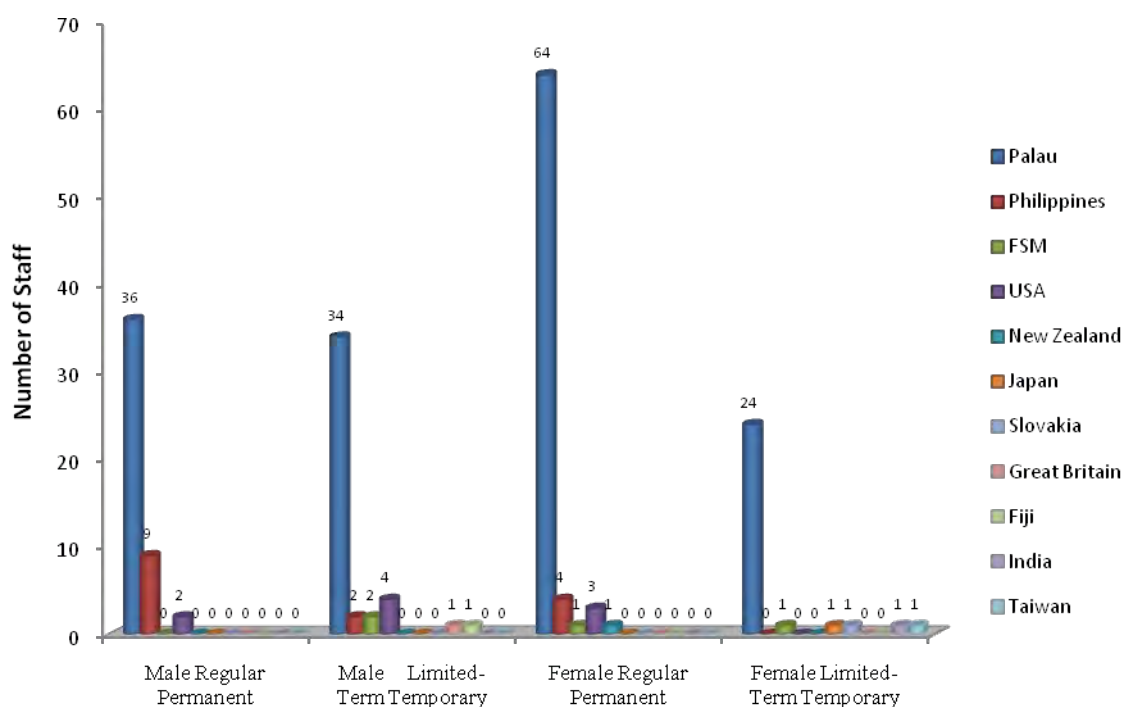


<i>Status</i>	<i>Fall 2006</i>	<i>Fall 2007</i>	<i>Fall 2008</i>	<i>Fall 2009</i>
Full Time	452 (66%)	460 (70%)	394 (66%)	419 (58%)
Part Time	231 (34%)	199 (30%)	205 (34%)	307 (42%)
Total	683 (100%)	659 (100%)	599 (100%)	726 (100%)

The vast majority of Palau Community College students are enrolled full time which makes up more than 50% of the student population.

STAFF

Fig. 7 Staff Ethnicity by Gender, 2008-2009



Citizenship	Male Regular Permanent	Male Limited-Term Temporary	Female Regular Permanent	Female Limited-Term Temporary
Palau	36	34	64	24
Philippines	9	2	4	0
FSM	0	2	1	1
USA	2	4	3	0
New Zealand	0	0	1	0
Japan	0	0	0	1
Slovakia	0	0	0	1
Great Britain	0	1	0	0
Fiji	0	1	0	0
India	0	0	0	1
Taiwan	0	0	0	1
<i>Total</i>	<i>47</i>	<i>44</i>	<i>73</i>	<i>29</i>

The majority of the regular permanent staff is female consisting largely of Palauans. There are more males having temporary positions than females.

Table 2 **Staff Ethnicity by Employment Classification, 2008-2009**

Citizenship	Faculty Regular Permanent	Faculty Limited-Term Temporary	Classified Regular Permanent	Classified Limited-Term Temporary	Management Regular Permanent	Management Limited-Term Temporary
Palau	30 (63%)	21 (62%)	44 (98%)	37 (95%)	26 (96%)	0 (0%)
Philippines	12 (25%)	2 (6%)	1 (2%)	0 (0%)	0 (0%)	0 (0%)
FSM	1 (2%)	1 (3%)	0 (0%)	2 (5%)	0 (0%)	0 (0%)
USA	4 (8%)	4 (12%)	0 (0%)	0 (0%)	1 (4%)	0 (0%)
New Zealand	1 (2%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Japan	0 (0%)	1 (3%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Slovakia	0 (0%)	1 (3%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Great Britain	0 (0%)	1 (3%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Fiji	0 (0%)	1 (3%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
India	0 (0%)	1 (3%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Taiwan	0 (0%)	1 (3%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
<i>Total</i>	<i>48 (100%)</i>	<i>34 (100%)</i>	<i>45 (100%)</i>	<i>39 (100%)</i>	<i>27 (100%)</i>	<i>0 (0%)</i>

Palau Community College is composed of a diverse faculty and staff. Palauans comprise 63% of regular permanent faculty and 62% for limited-term faculty. This trend is the same for the classified and management staff.

C. Palau Community College accomplishments regarding self-identified action plans from 2003 self study

STANDARD 1 – INSTITUTIONAL MISSION AND EFFECTIVENESS

Standard 1A – Mission

In response to the plan to have the College President and Board of Trustees review the task force committee's report, after the College Mission Review (CMR) report was submitted, the task force met with the College President to review the College Mission. Task force members and the president decided after their review that there was no need to revise the College Mission Statement at that time. In January 2009, the President appointed a Vision & Mission Statement task force to review the mission statement again. This ad-hoc committee was tasked to review the statement to determine if it was still relevant. After review, the committee recommended to the President in March 2009 that the mission statement be reaffirmed with no changes. The current mission and vision statements were formally adopted by the Board of Trustees in August 2009. A timeline for periodic review of both has been established which calls for both to be reviewed every five years.

Standard 1B – Improving Institutional Effectiveness

In response to the plan to encourage dialogue to expand from the committee meetings to include the entire college community, the following process is in place. Vice presidents, deans, directors, the Faculty Senate Association (FSA), the Associated Students of PCC (ASPCC), and different committees conduct their own regular meetings to share information gained and collected from the college executive committee meetings with their constituents. This is to ensure that the dialogue spreads to all levels of the college community. The college believes that this process is sufficient to ensure on-going, collegial, self-reflective dialogue that is constructive to institutional processes and student learning. Minutes of meetings are available to show formal dialogue. Informal dialogue does occur between students, staff, offices, and departments but it is not documented. The college further deems that the existing board, committees, and associations, such as the FSA, the ASPCC, the Alumni Association, the Retention Committee, the Committee on Program & Curricula, the Executive Committee, and others already in existence to promote dialogue is sufficient. Rather than having several separate offices, the majority of the faculty will have offices within the new library on the third floor. This will help encourage more dialogue among faculty. Students will also have a one-stop area where they can see all their instructors. This also should encourage and promote informal dialogue between students and staff.

In regards to distributing the Ten Year Institutional Master Plan appropriately throughout the college community, copies of the Ten Year Institutional Master Plan were put in the college library. The Ten Year Institutional Master Plan's timeframe ended in December 2007; however, the college has now developed a 15-Year Institutional Master Plan that carried over unfinished goals and objectives from the Ten Year Institutional Master Plan. This institutional plan also includes new goals and objectives. The 15-Year Institutional Master Plan and its goals and objectives effectively bring about planning and decision making and provides for a regular

evaluation of programs and services. It will be distributed to offices throughout the campus and copies will also be available in the library.

In regards to the plan to continue to assess programs and services, the College continues to make significant progress with this plan. The Academic Affairs Division completed academic program and department reviews for all programs and departments in 2006 and eight programs and two departments are now in their second cycle of review.

In fall 2007, the Student Services Division conducted its first program review covering a three year period, 2004-2007. The program review initiated the beginning of a systematic evaluation process to ensure that Student Services Division has the capability to carry out its functions in meeting the learning support needs of students. In the spring of 2008, Student Services Division began identifying student learning outcomes for each area of service. In January 2009, with the assistance of a consultant, evaluations were revised to reflect identified student learning outcomes (SLOs). Prior to the identification of SLOs, evaluations were on going for programs and services provided, such as new student orientation, registration, financial aid, and co-curricular activities. All evaluation results are compiled and reported within each unit and in Student Service Division meetings to help identify strengths and weaknesses, and to allow for improvement of services.

In March 2007, the college sent a team to Guam for accreditation training. Follow-up training was done again in Guam in November 2009. The team was composed of administrators, staff and a faculty member. Upon their return, the team, realizing the importance of documented evidence, conducted a training for all non-academic programs and services so that these areas could begin to document the program and service reviews that they conduct. While these areas had been conducting reviews of their areas for improvement and assessment needs, few were documented. A program/service review instrument was developed so that documented evidence of each review would be on file.

The plan to assess the Institutional Program on Effectiveness (IPE) is no longer viable. The college has established the Institutional Research Office and hired an Institutional Research Analyst & Assessment Consultant to assist each division with program and service reviews. The IPE will be incorporated into the Institutional Research Office.

STANDARD 2 – STUDENT LEARNING PROGRAMS AND SERVICES

Standard 2A – Institutional Programs

The plan for all courses to have student competency profiles (student learning outcomes), now called rubrics, by fall 2008 is done. These are now part of the course outlines. Following the Curriculum Handbook guidelines, courses are reviewed at least every three years and rubrics are also reviewed at the same time.

The plan to evaluate the college's placement tests for validity is in place. After an evaluation of the Reading Placement Test was completed, it was revised in the fall of 2005. The Writing Placement Test was last evaluated and revised in fall 2009. The MA95 placement test underwent an evaluation in 2007 and was revised at that time. Since the Curriculum Handbook now

includes a policy for reviewing placement tests, all placement tests will undergo review every three years.

In regards to strengthening collaboration between the business community and the college, instructors continue to make every effort when possible through their own individual contacts with people in related business industries to ensure relevancy of their courses/programs. The CPC chairperson and the Associate Dean of Technical Education had been working with the Belau Employers Education Alliance (BEEA); however, this organization is no longer active. Advisory committees have now been formed and will continue to meet with each technical education program.

Many of the programs have faculty already actively involved with the community. The Tourism and Hospitality program has a faculty on the Palau Visitor's Authority board and works closely with Koror State government. The faculty also work closely with the three major hotels and students acquire hands-on experience in various hotel areas. The Nursing program faculty work closely with the National Hospital. Student practicums for laboratory courses are held there. One faculty is also a member of the Nursing Board. The Education faculty consult with the Ministry of Education on curricula and teacher needs and the science faculty work with the Palau International Coral Reef Center staff. Science faculty also meet periodically with various stakeholders to review the Environmental Science/Marine program. An Automotive Mechanics Technology faculty is on the Environmental Quality Protection Board and is also an advisor and instructor for the Rural Water Operators Association. He is also on the Koror Land Authority Board. A business faculty is a board member of the Financial Institute Commission.

The plan to track Liberal Arts graduates has been made one of the goals of the 15-Year Institutional Master Plan. It falls under Strategic Direction: Student Success, Goal 1.3.

The plan to assess academic certificate and degree programs has been completed. All academic programs have program rubrics which will assess these degree programs. The college's certificate of achievement programs have been replaced with Associated of Applied Science (AAS) degree programs.

The plan to standardize English and math developmental tests is done. EN 92 and EN 95 have standardized midterm and final exams. Each course has several versions since there is usually more than one section of these courses each semester. The math department has developed standardized chapter tests, midterm exams and final exams for the MA 95 course. These tests and exams are changed every semester.

The implementation date of 2005 for National Occupation Competency Testing Institute (NOCTI) testing in the self study plan was a typographical error. The college continues to be a testing center for NOCTI and is ready to order tests and proctor them depending on the needs of the students and the community.

Developing Credit by Examinations for the vocational and occupational programs is done. Instructors in the technical education and occupational areas have developed course and program competencies (student learning outcomes), which will be used for credit by examinations for courses, including the internship courses. In addition, NOCTI will be utilized for testing skills and course competencies.

The plan to add computer literacy courses to the Criminal Justice and Nursing programs has been completed. A computer literacy course has been added to the graduation requirements of both programs.

Plans to strengthen articulation and matriculation agreements continue on the college's end. Palau Community College (PCC) and Ministry of Education (MOE) approved a memorandum of understanding in 2000 to establish articulation agreements of courses/programs with the high schools for the construction and automotive programs/courses of Palau High School (PHS). These courses were aligned with PCC courses through an articulation agreement approved for carpentry/construction programs. No further agreements have been articulated as MOE has been focused on other issues; however, PCC is ready to further expand articulation agreements when MOE is ready.

To assist PCC students pursuing degrees in the engineering field, the Memorandum of Understanding, which during the Focused Midterm Report update was in the process of being executed with the President of the Commission of Higher Education in the Philippines, is still ongoing. A visit to the Philippine embassy to discuss the articulation agreements was made; the embassy must now follow up with the President of the Commission.

The plan to update the college website once a week to ensure that information stays accurate is ongoing. After consulting with the Webmaster, it was clear that only a few areas of the college's web site needed to be updated weekly. For examples, when changes are made to the catalog, updates will take place and this is not done on a weekly basis, and the course schedule is only a semester change also.

The College completed the plan to review the Personnel Rules and Regulations Manual. The manual was reviewed by the Board of Trustees members and changes were approved. The revised manual has been printed and distributed to employees. As changes are needed, the manual will continue to be revised following the 15-Year Institutional Master Plan, Strategic Direction 3: Goal 3.4.

To complete the plan to review faculty policies with faculty, faculty are reminded of policies on makeup classes, office hours and contact hours, Committee on Programs and Curricula policies, and college policies at both faculty and Faculty Senate Association (FSA) meetings each semester and through memorandums when necessary. The practice continues with a faculty meeting for such purpose at the start of each semester. FSA meetings are held on a regular basis throughout each semester and policies are discussed as the need arises.

The plan to publish the academic dishonesty policy in the catalog has been completed. The policy was published in the 2004-2008 PCC General Catalog and the Student Handbook 2006-2007. It will continue to be published in both of these publications as they are revised according to their revision schedules.

The plan to develop a discipline process for faculty to follow concerning cheating and plagiarism has been complete. After piloting the process, the Faculty Senate Association (FSA) formally adopted the procedures and guidelines in January 2009.

The plan to assess the effectiveness of the alcohol/drug prevention program at the end of the year was modified. Instead of waiting a year to assess the program, the meetings are evaluated at the end of each one and then a semester evaluation is done at the end of each semester. From these evaluations, it was noted that students desired other topics in addition to alcohol and drugs. The monthly Tuesday night meetings continue to be held at the end of each month; however, the focus of the meetings is now based on the students' interests of the month. A focused group committee for the program, which is composed of the dorm managers, student leaders, and counselors from Student Life, meet the first month of fall and spring semesters to discuss topics that will be the focus for each semester. Guest speakers from outside agencies such as Ministry of Health and Ministry of Justice are presenters of the monthly programs. Such topics have been on time management and study skills, character education, sexually transmitted diseases and HIV/AIDS information/prevention and alcohol/drug abuse. In line with this, the College has signed a memorandum of agreement with the Ministry of Health Public Health HIV/AIDS and STI Unit to open a health center on campus to educate students on these topics. Students that are trained and certified as peer counselors/mentors assist in the center.

In addition to helping students through the Tuesday night programs, weekend retreats are now held for dorm residents. The Female Residents Retreats are held in the beginning of each fall semester and the Male Residents Retreats are held every spring. These retreats are held during the fourth week of the semester outside the campus. Topics of interest and needs specifically for each gender are discussed at these retreats.

Standard 2B – Student Support Services

The plan to designate a centralized bulletin board for catalog addendums has been completed. A bulletin board outside the Dean of Students' office has been designated to post catalog addendums and modifications to the class schedule. Copies of the changes are also provided to the web master. Catalog changes are distributed to Dean of Students, SSS-Project Beacon, Registrar/Records, Admissions/Financial Aid, Student Life, and the web master. The designated bulletin board is clearly visible and located on the upper campus.

The plan to have the 2004-2008 General Catalog reflect the updated grievance and complaint procedures for students has been completed. A grievance and complaint procedures was stated in the 2004-2008 catalog with a notation to refer to the Student Handbook for detailed information and procedures. The procedures were in the 2006-2007 edition of the handbook on page 17. Both the catalog and Student Handbook will continue to contain this information as they are revised. The second part of the planning agenda is complete. Academic dishonesty and sexual harassment are now covered in the college's general catalog.

Work is finished with the plan to review and implement the remaining recommendations of the dormitory life report. The dormitory evaluation report listed forty original recommendations. However, three were deleted as irrelevant/duplication, during the review process involving the Dean of Students and staff under Student Life and Housing. Of the remaining thirty-seven, thirty-one recommendations were addressed and implemented. The remaining six were implemented when the Emergency Procedures Manual was published. The manual addresses some recommendations in regards to safety, security, and crisis planning.

The plan to assess the possibility of reopening the counseling positions and have counselors handle academic advising has been completed. In the fall semester of 2005 academic advising was transferred from faculty and staff to counselors at both Student Life and Student Support Services. These counselors handle counseling and academic advising services under the Office of Student Life. There are now three counselors in the Student Life Office and one in the Student Support Services program counseling office.

The plan to revise the dormitory application form to provide applicants an opportunity to identify characteristics and attributes of a roommate is done. The application forms have been revised so applicants now have this opportunity.

The plan to establish a review process to evaluate placement tests has also been completed. All placement tests will be reviewed and evaluated every three years as noted in the Committee on Programs & Curricula (CPC) handbook.

In regards to the plan to assess evaluation instruments of the Retention Committee, the library and the work-study program, the assessment of evaluation instruments remains under the current practice wherein each area of service is responsible for their respective evaluation instruments. Evaluation results are compiled by each respective office, and necessary changes are made based on the evaluation results. The Retention Committee does not have evaluation instruments; it reviews the forms and procedures that Student Services and Academic Affairs create.

Standard 2C – Library and Learning Support Services

The plan to build a new library that will have enough space and computers to accommodate the needs of patrons within the next five years is on target. The building has been completed and the library staff are in the process of relocating library material and equipment to the new building. The library will be open and ready for patrons in January 2010.

In regards to developing, printing and disseminating a library policies and procedures manual, library staff have begun updating the old manual. The updated one will feature policies and procedures, including very basic disaster management procedures. Because the library has had numerous librarians over the past several years and there is now a new library building to take into consideration, the manual is not quite complete. Once the updates are complete, new copies of the manual will be housed within the library and appropriate offices on campus.

The plan to include a lesson on search engines in the SS100 Introduction to College Life course has been accomplished. Library staff completed the search engine lesson for the SS100 course in time for the fall 2006 semester.

In regards to the plan to schedule a regular maintenance check to prevent leaks and electrical power problems, the College has designated one maintenance employee to check all facilities for any problems in these areas. The buildings are checked twice a month. The maintenance employee records the problems and gives the list to the Vice President of Administration and Finance. Any problems are included in the overall monthly list of maintenance projects for the Physical Plant Division.

The plan to purchase five new computers for the library was accomplished. In 2003, three computers were bought. In 2004, nine computers were also bought. Additional computers are in the process of being purchased for the new library. The computers are capable of handling images and large files effectively. However, the downloading problems persist due to the bandwidth of the DLS line. Currently the library's DLS line is 128 kbps. Increasing the bandwidth is not feasible at the present time due to its cost. The College continues to be aware of this and is working on improving the connectivity speed campus wide. The Technology Resource committee overseeing the technology plan is addressing this concern.

STANDARD 3 - RESOURCES

Standard 3A – Human Resources

The plan for the Human Resource division to initiate review of the existing evaluation instruments has been completed. The current evaluation form for full time employees underwent review in early 2004 by PCC President and the Vice President of Administration and Finance who also served as Director of Human Resources. The review resulted in format changes to the current form. A section for listing any training that faculty/staff attended in the past year was also added in October 2006. The Human Resource office has a matrix of the staff/faculty training to help the College identify both training needs and trainers. The College has also been using the evaluation instrument to assess the performance of part-time and limited term employees since the last accrediting commission team visit, with the exception of student contract workers and instructors hired on a per semester basis. Since fall semester 2009, student contract workers and instructors hired on a per semester basis are now also evaluated using this instrument. The 15-Year Institutional Master Plan will dictate periodic review of the evaluation instrument and the process under Strategic Direction 3, Goal 3.4.

The plan to review the faculty instrument and the evaluation process by the Dean of Academic Affairs is done. The two evaluation instruments used for faculty only, combined with the PCC Merit Performance Evaluation Form, provides an in-depth perspective on the effectiveness of the teaching faculty. The evaluation forms are still kept in faculty files in the Academic Affairs Office as the dean is responsible for personnel actions for faculty. The dean will make recommendations to the Human Resources Director when necessary. The student evaluation of instructors/courses form was revised in 2009.

The plan for the college to continue to search for a qualified librarian was completed. The College hired two librarians, one to oversee the PCC Library and one to teach courses in the Library Information and Services (LS) program. However, after two years, the librarian, who was in charge of the PCC library, resigned. The librarian who was with the LS program also left in May 2008. The College again hired two qualified librarians in the fall of 2008 for the two positions, but the librarian left shortly after being hired. The College is once again searching for another qualified librarian to replace the one that left so that the remaining librarian can continue to concentrate on the LS program. The College has appointed a temporary staff from the Continuing Education Division to oversee the library until another qualified librarian is hired.

The plan to develop a written policy on security and confidentiality of personnel records has been completed. The policy received the Board's approval and will be published in the revised personnel manual when it is printed.

In regards to the plan for the College to research an affordable retirement program that will benefit those who are non-members of the Civil Service Pension Plan, the College had secured the commitment of a Guam-based company, Administrative Services Corporation (ASC), to provide a retirement program for PCC employees not eligible to participate in the Palau Civil Service Pension Plan. There were seven interested participants; however, a minimum of fifteen was needed to start the program. Unable to reach that number, the college has developed and offered to employees who are ineligible for the local retirement plan, a plan with comparable terms.

The plan to develop a questionnaire for training participants to evaluate their trainings is no longer a viable one for the College. Instead the College decided to revise the existing performance evaluation instrument to include a section that allows the employee to list down training undergone for the past year.

Standard 3B – Physical Resources

In regards to the plan to establish criteria for space utilization review, although the college does not have written criteria for space utilization review and allocation process, the following process is in place. In terms of classroom use allocation, classrooms are first secured for confirmed classes that have been scheduled for the semester and the Upward Bound programs. Later necessary classroom assignments will be worked out around these set class schedules. Classroom 68's use is minimized to accommodate for unscheduled community training needs.

Since the last self-study process, the college has made substantial improvements as well as additions to space availability, which is now more than sufficient to meet classroom as well as office needs given the current enrollment of the college and the foreseeable future. These include three classrooms at Keskas Building for general education classes; two new classrooms and an overhang extension at Tekuu Building for use by Automotive and Small Engine shops; and two new buildings, Urur and Rriu, behind the Temekai Building. Urur houses three new classrooms and Rriu was an office for the Talent Search Program but has been converted to classroom space. In addition, there is a second floor addition to the Ksid building for a distance learning center. There is also a new two-story building, Baderirt, which is used as an office for Talent Search Program, a conference room and storage of College files and records. Since 2007, the college has built a new library building and a new two story building, Dadait, which houses the Western Curriculum Coordinating Center. A new hatchery and a dry litter piggery have been built at off campus locations and the building, Miich, and two abai (small men's meeting houses) were re-roofed in 2009.

The plan to develop criteria for equipment needs was not necessary as the College already has one in place. Since the College has found it effective, the criteria for ordering instructional supplies, tools and equipment, and office equipment, the assessment review and replacement process still rest with the respective program instructor, department, and division heads. In addition, the College developed a 5-year technology plan that provides a framework to carry out

technology enhancement and support services. The plan addresses major technology goals, which include policies for acquisition and maintenance of technology resources and to accommodate for technology upgrading.

The plan to develop a regular facility maintenance and repair schedule has been accomplished. The college will continue the on-going facility condition assessment process that has the College President, the two vice presidents and the Director of Physical Plant as members. They conduct facility assessments on a regular basis and take appropriate actions necessary to resolve any problems. The college now is able to follow-up on the facility maintenance and repair schedule more effectively and consistently. The results of the facility improvement activities are reflected in the monthly progress reports provided by maintenance division to the Vice President of Administration and Finance. A maintenance staff responsible for the electrical systems also assesses the buildings on a regular basis.

The plan for construction of the walkway covers to Belochel Building and the dormitories is being reconsidered. However, as noted in the Progress Report, since the last self-study process, the college has constructed walkway covers connecting to most of the buildings in the upper campus. These include a walkway cover from Btaches Building to Sebus Building and a walkway cover connecting the south end of the Miich Building to the main parking lot as well as the stairway cover down to the parking lot at the back of the Miich Building.

The plan to develop and implement a regular evaluation process for effective use of physical resources is not needed as the College finds that the current plan is effective. Physical resources allocation requests are initiated by the respective department, division, and offices through the President for approval. The college has also made substantial improvements as well as additions to space availability, which are now more than sufficient to meet classroom as well as office needs given the current enrollment of the college and the foreseeable future.

Standard 3C – Technology Resources

The plan to design a better college network is on-going. A Five Year Technology Plan for Palau Community College has been developed and was completed in February 2007. The plan provides a framework to carry out technology enhancements that will support the needs of learning and effective services. The plan addresses major technology goals to be implemented for technology resources. One of the goals of the technology plan is to implement a better college network structure with backbone of at least 1 gigabyte per second cabling and network switches devices instead of network hubs to accommodate more connections and users of the network.

The plan to replace the file server for the Business Office and Financial Aid office and upgrade computer workstations has been completed. A server for the Business Office was bought in September 2008 and the Financial Aid Office server was bought in June 2005. The Business Office server is running on a Windows 2003 Sage-MIP fund accounting system and the Financial Aid office is using a Windows server. Both servers are now in operation.

About 90% of the computer workstations that were running on Windows 95 were replaced. Those that were still operational had their operating systems upgraded to run Windows 2000. For the workstations that were running Windows 98 and Millennium Edition (ME), all were

upgraded to run a newer version of a Windows Operating system (Win2000 or XP) in order to be able to accommodate newer versions of software applications. The computers in one computer classroom (Room 61) were replaced with new computers in 2008. The second computer classroom (Room 67) will have their computers replaced by the end of spring 2010. The new computers will have Microsoft Office 2007 installed by fall 2010.

The plan to negotiate with Palau National Communication Corporation (PNCC) to increase the college existing DSL bandwidth has been modified. PNCC established an educational cost for their DSL line right after the self-study report, so instead of increasing the bandwidth of the DSL lines, the College purchased more lines. The TRIO programs were able to procure their own DSL line for their programs (Upward Bound Math & Science, Talent Search, and Student Support Services) in April 2004 to lessen the load on the college's main DSL line. In September 2005, the Classic Upward Bound program decided to procure their own DSL line which has enable the TRIO program DSL line, which has the remaining TRIO programs connected to it, to also accommodate the Library Research Computers and this in turn assists their students with research assignments. The Online computer lab, which was set up in January 2004, is sharing a DSL line with a 128 kilobits per second (kbps) bandwidth with the new Distance Learning Center which houses distance-learning classes. The College Financial Aid Office has its own DSL line.

To ensure maximum speed and that the connectivity is secure on its DSL line, the College also reviewed prices and services for Broadband Wireless Internet connections offered by Palau Equipment Company Inc. (PECI), which is another company that just recently started to offer Internet Service Provider (ISP) services. For connection security and cost, however, the college will continue to use PNCC ISP service, but in the future, if other companies offer DSL services with better service and cost, the College will negotiate for better options to improve its DSL connection speed to provide better services.

The plan to purchase additional library computers to meet the needs of students and patrons was completed. The five computers used for Internet research and six computers used for email at the college library are able to support the needs of students and patrons at the college this time. The research computers, which are greatly needed to support student learning, have been switched to use the TRIO DSL line which is not overcrowded, so it is able to provide a much better connection speed. One computer is reserved for community patrons. Additional computers will also be purchased now that there is more space for computers in the new library building. To provide maximum services with flexibility, the library will be a wireless network environment. In addition, since the last self study report, numerous Internet cafes have been established near the College and several of these offer student discounts.

The plan to replace the old computers in the computer laboratory classrooms has been accomplished. New computers with the Windows XP operating system were purchased for Rooms 67 and 61, the computer laboratory classrooms. With the new computers, new versions of software applications were installed in the laboratory classroom for computer courses at the college. Computers in computer laboratory classroom in Room 61 were again replaced with new computers in 2008. The computers from Room 61 were moved to Room 67. The computers in Room 67 were moved to the open lab which is in Room 60 to replaced older computers. Room 67's computers will be replaced with new ones by the end of spring 2010. New computers were also purchased for the online class laboratory and will be ready for student use in spring 2010.

The plan to establish funding for technology resource upgrade has been completed. The college now has a Technology Plan which is responsible for overseeing technology resources. A technology resource committee meets regularly to review the technology plan and take necessary action to help meet technology needs.

To complete the plan to identify technology training needs, as part of the PCC Technology Plan, the Human Resources Division will oversee its personnel technology training needs. It will be responsible to inform each department of available technology trainings and will contact the Continuing Education Division to set up trainings. The college personnel attend technology trainings both on-island and off-island. The revised employee evaluation form now contains a section for all personnel to list the trainings they need and also the trainings they have attended.

The plan to establish a computer committee (technology committee) to assess college technology resources and oversee college acquisition, maintenance, and upgrade of technology equipment has been done. The technology committee is comprised of management, faculty, staff, and the student body president. The committee meets to implement the Technology Plan and review and revise it as necessary.

The plan to work with PNCC to acquire a wider bandwidth to increase the Internet speed is ongoing. The College's main DSL line, which was first acquired with a speed of 64 kbps, was increased to a speed of 128 kbps and with PNCC offering the College an educational cost, all DSL lines now run on 128 kbps speed. The Financial Aid Office is using a 192 kbps line, which is a triple of 64 kbps line. PNCC also offers a Palau Local Area Network (LAN) line that can be run from any place within Palau with a much lower rate than the Internet DSL line, and the college library is using the Palau LAN line instead of the College Internet DSL line to connect the Palau Public Library with its Union Catalog project. A new DSL line was procured with a 128 kbps bandwidth for the new Distance Learning Center and the online class laboratory also uses this line. The college has found that it is better to get two DSL lines with lower bandwidth than to increase the bandwidth of one DSL line.

Standard 3D – Financial Resources

The plan for the College to work with the Palau National Congress to secure more funding or look for other sources of funding to support the college retirement program is on-going. The college is working with the President of the Republic to secure a supplemental budget which will include additional funding for the college.

The plan for the Business Office to prepare monthly financial reports for each department and disseminate them is completed. All College offices and divisions that wish to review or obtain monthly financial status reports are able to receive them by simply requesting for their reports from the PCC Business Office, which readily provides such reports upon request.

The plan to continue to aggressively promote contributions for the endowment fund is ongoing. The College continues to conduct annual fundraisers that include the Thanksgiving Fundraiser, the Charter Day Softball Tournament, and the bi-weekly endowment contributors' club. The College also generates donations by retaining a percentage of sales from all items sold at the PCC Bookstore. In addition, some vendors who sell food products to the PCC Cafeteria also

donate a percentage of their income to the Endowment Fund as well. Current bi-weekly donors to the endowment fund are also encouraged each year to increase their allotments as well. The college's newsletter, *Mesekiu's News*, publishes this information along with pictures of new donors as well as those who have increased their allotments.

The plan to review the recommendations of the financial task force is completed. The College has reviewed the recommendations of the financial task force and does not deem it necessary to implement these recommendations at the present time. A request for department and division heads to have control over their budget was also recommended; however, this is in place today as long as proper justification is given for expenditures. Faculty and staff submit supply requests to their supervisors for approval. A follow up of the study was also recommended and this will be done when necessary.

STANDARD 4 – LEADERSHIP AND GOVERNANCE

Standard 4A – Decision-Making Roles and Process

The college found that the plan to consider a faculty member as an ex-official member of the Board of Trustees is not appropriate. The College finds the current decision-making structure to be sufficient, especially given the improved participation of the Faculty Senate representative in the Executive Committee (ExCom). In addition, the college finds that it is not a standard practice for faculty members to serve on the governing boards. Therefore, the College has decided to withdraw this plan but ensure that the Executive Committee meetings continue to be held on a regular basis and that the Faculty Senate representative and other members actively participate in the Executive Committee proceedings. The Faculty Senate representative continues to attend Board meetings and continues to serve on the Board of Trustees standing committees.

Standard 4B – Board and Administrative Organization

The plan to include Annual Retreats in the development of their annual calendars during the Annual Organizational Meeting and include key college personnel in the retreat is done. While the annual retreat was not a regular agenda item in the Annual Organizational Meetings of the Board, the Board agreed to and now does include an annual retreat date on its calendar.

The plan to review the Protocol Manual every five years and revise as necessary was completed in December 2006. The protocol manual was reviewed during a regular board meeting and will continue to be reviewed on a regular basis.

D. STUDENT ACHIEVEMENT

Table 3 **Persistence Rate in Credit Courses**
Fall to Fall & Fall to Spring

	<i>Fall-to-Fall</i>		<i>Fall-to-Spring</i>	
<i>Period Examined</i>	<i>Persistence rate</i>	<i>Change</i>	<i>Persistence rate</i>	<i>Change</i>
2005 to 2006	50%	-	70%	-
2006 to 2007	54%	4%	74%	4%
2007 to 2008	50%	-4%	76%	2%
2008 to 2009	47%	-3%	71%	-5%

The fall to fall persistence rate has decreased from the period 2006-2007 to 2008-2009 by an average of 3.5%. While the persistence rate for fall to spring continues to increase by an average of 3% from period 2005-2006 to 2007-2008, it has a notable decrease of 5% in 2008 to 2009.

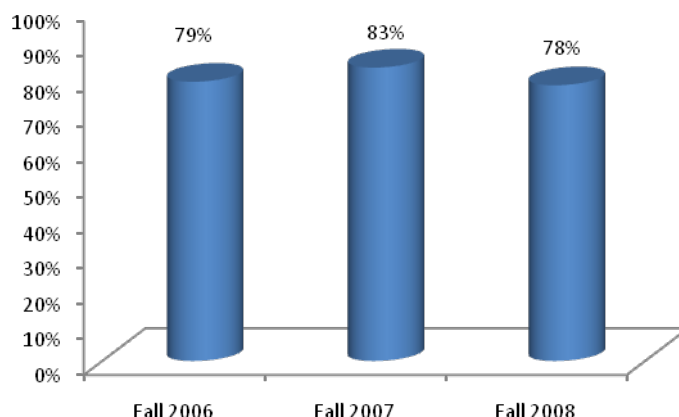
Table 4 **Graduation Rate for the Last Four Years**
First-time degree-seeking, Fall Cohorts

<i>SCHOOL YEAR</i>	<i>TOTAL COHORT</i>	<i>NO. OF YEARS TO GRADUATE</i>	<i>NO. OF GRADUATES</i>
Fall 2003	153	2 ½ - 3 years	33%
Fall 2004	174	2 ½ - 3 years	28%
Fall 2005	181	2 ½ - 3 years	20%
Fall 2006	189	2 ½ - 3 years	29%

Over the last four years, an average of 28% of the total cohort enrolled in fall semester were able to graduate after 2 ½ - 3 years with a minimum percentage rate of 20% and reached a high percentage of 33%.

Fig. 8

Course Completion 2006-2007 Fall Semesters

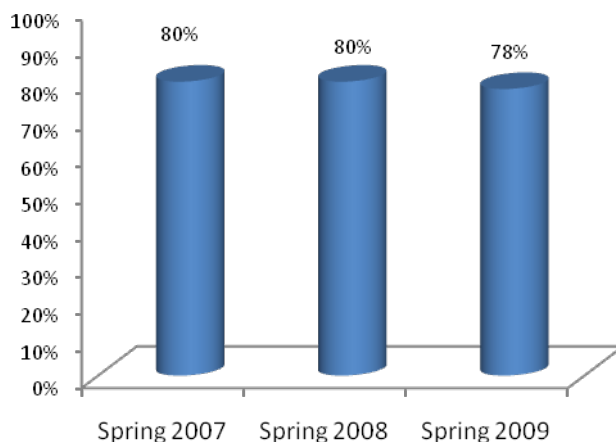


	Fall 2006	Fall 2007	Fall 2008
Number of Students	1,866	2,177	2,111
Course Completion	79%	83%	78%

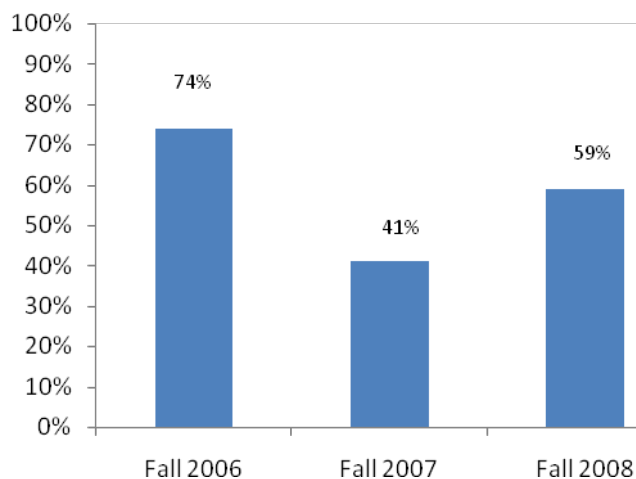
The percentage of successful grades for fall semester increased in fall 2007 to a high of 83% but then decreased in 2008 to 78% (Fig.8). On the other hand, the percentage for successful grades for spring semester is stable for 2007 and 2008 with a rate of 80% and slightly decreased in 2009 to 78% (Fig.9). The college has maintained a high course completion rate over the last 3 years.

Fig. 9

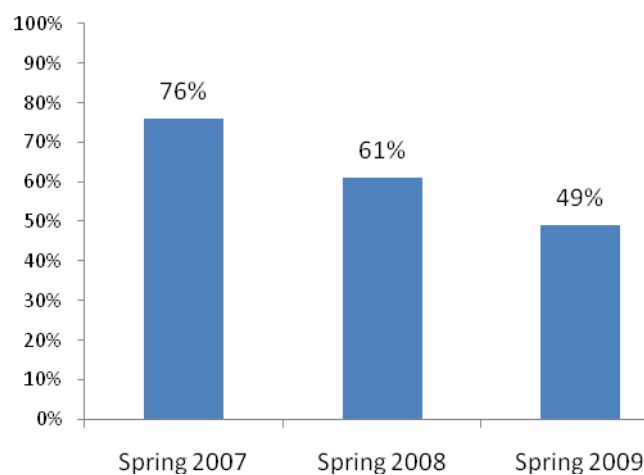
Course Completion 2007-2009 Spring Semesters



	Spring 2007	Spring 2008	Spring 2009
Number of Students	1,895	1,940	1,781
Course Completion	80%	80%	78%

Fig. 10**Basic Skills Completion
2006-2008 Fall Semesters**

	Fall 2006	Fall 2007	Fall 2008
Number of Cases	756	319	199
Course Completion	74%	41%	59%

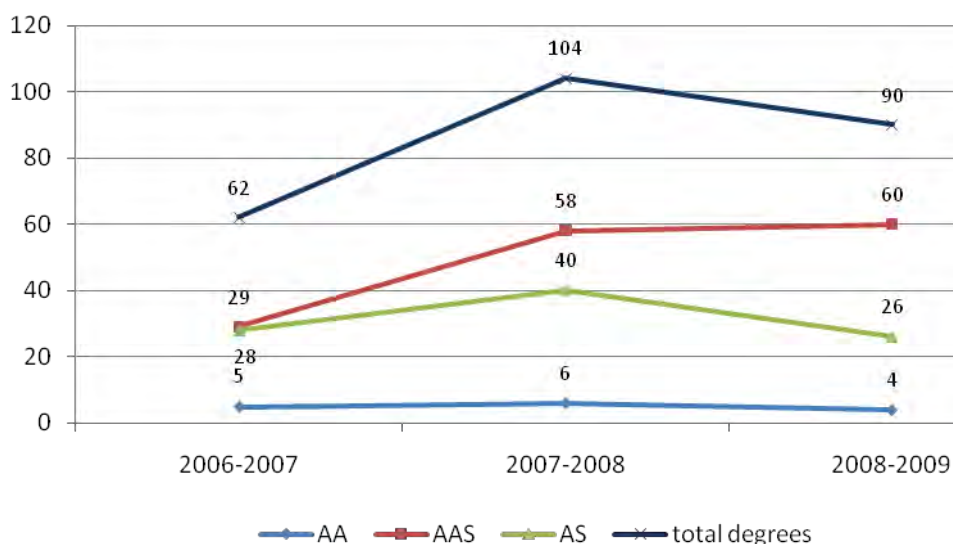
Fig. 11**Basic Skills Completion
2007-2009 Spring Semesters**

	Spring 2007	Spring 2008	Spring 2009
Number of Cases	393	187	143
Course Completion	76%	61%	49%

In fall semester, the basic skills completion rate has declined from 74% in 2006 to 41% in 2007 but made a notable increase in 2008 to 59% (Fig.10). On the other hand, the percentage of completion rate in spring semester has decreased by an average of 12% from 2007 to 2009 (Fig.11).

Fig. 12

**Number of Degrees Awarded by Type
2006-2007 to 2008-2009**



The total number of degrees awarded increased in 2007-2008 to a high of 104 and then decreased in 2008-2009 to 90. Awards in AAS degree has increased steadily over the last 3 years while awards in AS degree has a significant reduction from 40 to 26 in 2008-2009. Moreover, degrees awarded in AA remained relatively stable.

Table 5

**Number of Certificates Awarded
2007-2008 to 2008-2009**

Certificate Type	2006-2007	2007-2008	2008-2009
CA	0	13	9
CTC	0	1	0
total	0	14	9

There were only a total of 23 certificates awarded from 2006-2007 to 2008-2009. Over the last three years, only a few certificates were awarded since students enrolled are seeking degrees.

E. The Commission expects that institutions are at the Sustained Continuous Quality Improvement level for Program Review and Planning on the Commission's Rubric for Evaluating Institutional Effectiveness. The college should describe how ongoing instructional and non-instructional program reviews are tied to the systematic institutional planning and resource allocation processes in support of institutional effectiveness.

Palau Community College began its first program review for all instructional programs in 2006. After the first program review in 2006, all instructional programs will conduct program reviews on a three-year cycle. A more detailed calendar of instructional program/department review is shown on the following page. Student Services started its first program review in 2007 for all its programs and services. All student support programs and services program reviews will be done in a three-year cycle also. Non-academic programs and services including the library, continuing education programs, and the federal TRIO programs began program reviews in December 2009 and these program reviews will also be conducted on a three-year cycle. Program reviews in all areas generate recommendations that may initiate planning and resource allocation needs. The validation process for these program reviews includes review and discussion at the unit level, division level and department level before reports are sent to the Executive Committee for discussion and adoption. From the Executive Committee, the reports are forwarded to the Board of Trustees.

In August 2009, the college reviewed the Commission's rubrics for Planning and Program Review to gauge the process the college has made in these areas. The college noted that both instructional and non-instructional programs and services are not yet meeting all of the criteria in relation to assessment. The college has adopted a comprehensive Program Evaluation and is developing a comprehensive program review process that will integrate with planning and resource allocation. Once the assessment process is fully developed, the college believes that it will be at the sustainable continuous quality improvement level for both program review and planning.

PROGRAM/DEPARTMENT REVIEW AND LEARNING ASSESSMENT CALENDAR

		First Review Cycle			Second Review Cycle			Third Review Cycle		
No.	Program/Department	School Year 2008-2009	School Year 2009-2010	School Year 2010-2011	School Year 2011-2012	School Year 2012-2013	School Year 2013-2014	School Year 2014-15	School Year 2015-16	School Year 2016-17
SCHOOL OF TECHNICAL EDUCATION										
1	Air Conditioning & Ref.	XXX			XXX			XXX		
2	Architectural Drafting			XXX			XXX			XXX
3	Automotive Body Repair			XXX			XXX			XXX
4	Automotive Mechanics		XXX			XXX			XXX	
5	Construction Technology	XXX			XXX			XXX		
6	Electrical Technology		XXX			XXX			XXX	
7	General Electronics		XXX			XXX			XXX	
8	Small Engine Mechanics	XXX			XXX			XXX		
SCHOOL OF BUSINESS										
9	Business Accounting		XXX			XXX			XXX	
10	Business Administration	XXX			XXX			XXX		
11	Information Technology	XXX			XXX			XXX		
12	Office Administration			XXX			XXX			XXX
13	Tourism & Hospitality			XXX			XXX			XXX
SCHOOL OF ARTS & SCIENCE										
14	Agriculture Science	XXX			XXX			XXX		
15	Criminal Justice	XXX			XXX			XXX		
16	Education Program		XXX			XXX			XXX	
17	Environmental/Marine Science		XXX			XXX			XXX	
18	Liberal Art			XXX			XXX			XXX
19	Library & Information Services	XXX			XXX			XXX		
20	Nursing Program		XXX			XXX			XXX	
21	Palauan Studies			XXX			XXX			XXX
22	STEM Discipline			XXX			XXX			XXX
DEPARTMENTS										
23	English	XXX			XXX			XXX		
24	Health and Physical Education	XXX			XXX			XXX		
25	Mathematics		XXX			XXX			XXX	
26	Music		XXX			XXX			XXX	
27	Other Languages			XXX			XXX			XXX

F. The commission recognizes institutions are in varying stages of developing and assessing student-learning outcomes at the course, program, and degree level. The college should describe evidence gathered to date, how it is being used, and what plans exist for continued expansion of this effort.

Palau Community College has aggressively worked toward meeting the ACCJC expectation of achieving the level of sustainable continuous quality improvement as described on the SLO rubric. Palau Community College faculty, staff, administrators and students all share in the student learning outcomes and assessment process. Since instruction and student services are at the heart of the educational experience, faculty take the lead in developing student learning outcomes and assessment. Six institutional level outcomes have been developed and approved by the Board of Trustees. Of the 18 programs with degrees currently being offered, all have program level student learning outcomes. Palau Community College has 319 credit courses. 285 courses of the 319 are courses required for the current eighteen (18) degree programs. All 285 courses in the 18 degree programs have student learning outcomes. All eight (100%) student services programs have student service outcomes. One of the two academic support programs, Student Support Services have developed and adopted its program student learning outcomes while the Library is in its developmental stage with student learning outcomes.

Palau Community College has engaged in this process since 2006. Faculty have adopted educational core competencies, modified the curriculum process to embrace learning outcomes, and engaged in outcome considerations through the program review process and through college-wide strategic planning. Palau Community College embraces the awareness and implementation of student learning outcomes and assessment as a campus-wide concept that is essentially linked to assessment strategies and documentation, and the analytical evaluation of these results will drive college planning. Results and data are available to all college constituents through the Institutional Effectiveness and Assessment Website <http://web.me.com/palaucc>. Student learning outcomes for both instructional programs and student services programs are also available through this website.

Palau Community College is identifying an institutional planning agenda related to student learning outcomes and assessment and will create a comprehensive plan for meeting the sustainable continuous improvement level on the ACCJC SLO rubric. The College believes that the ongoing process of student learning outcomes and assessment will instill more knowledge, a deeper understanding and an acceptance to value student success and upholds the principles of accreditation.

G. Information regarding Off-Campus Sites and Center as well as distance learning efforts.

Classes of the Early Childhood Education Program have been offered in Yap State, Federated States of Micronesia (FSM) since 2000 and in the spring of 2007, a Substantive Change Report was approved by the commission to offer the Early Childhood Education Program – AS degree at Yap State, FSM. Classes of Nursing Program have been offered in Yap State since 2005. In the fall of 2007, PCC received the Substantive Change approval to offer the Nursing Program – AS and AAS degree in Yap State, FSM. Both education and nursing programs brought

educational opportunities close to home for Yap State residents. More information of these programs is found in Standard II A & B in this self study report.

Palau Community College currently has seven (7) courses that are offered online. As a result of these course offerings, students are able to complete some of their English, science, social science and office administration courses required of their degree programs online. The online website is: <http://202.124.226.3:40/moodle>

H. Information regarding an external independent audit and information demonstrating integrity in the use of federal grant monies.

Every year, the college financial records are subjected to an independent audit by a certified public accountant. The audit covers all funds under the jurisdiction of the college such as the restricted and unrestricted general funds, Bookstore and Endowment funds. The audit report includes an opinion of the independent audit firm on financial statements, as well as comments and recommendations about the internal control system and compliance with local and U.S. federal mandates.

The college has received very positive ratings for the last several years without findings. When there are recommendations, the college responds immediately. The auditing firm reports indicate that the college has demonstrated integrity in the use of resources, including federal and local grant monies. An accountant in the Business Office of the college maintains the budget records and prepares financial reports, as required by the funding agencies.



Abstract of the Institutional Self-Study Report

Standard I: Institutional Mission and Effectiveness
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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 services areas by means of the catalog, the college annual report, program brochures, 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 Business Administration, Library and Information Services, and Information Technology. The educational planning is well connected to the goals and objectives of Strategic

Direction 1: Student Success in the college's 15-Year Institutional 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 2008-2012 college catalog on pages 105 – 127. 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 15-Year Institutional Master Plan provides for a regular evaluation of programs and services. To aid in the planning and evaluation, the college uses a review process, which is found in the master plan.

The evaluation of credit and noncredit courses are conducted at the conclusion of the semester or training. The results of the evaluations are used to improve courses with student learning in mind. All 285 courses under the eighteen programs PCC currently offers have identified student learning outcomes that students must attain in order

to succeed in these courses and programs. Noncredit courses have identified learning objectives that participants must attain in order for them to successfully pass the course. These learning outcomes/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 courses where they can both earn college credits and fulfill requirements for a high school diploma. The college offers associate degrees in eighteen areas: Agricultural Science, Air Conditioning & Refrigeration, Automotive Mechanics Technology, Business Accounting, Business Administration, Criminal Justice, Construction Technology, Education, Electrical Technology, Environmental/Marine Science, General Electronics Technology, Information Technology, Library & Information Services, Nursing, Office Administration, Small Engine & Outboard Marine Technology, Tourism & Hospitality, and Liberal Arts. The college also offers certificates of completion in all of the above areas except in the Liberal Arts program. All academic programs are reviewed, updated, modified, and improved with the faculty (program instructors) initiating such

process. This process happens every three years or sooner if the need arise. The faculty members also play a key role in the development of new courses or academic programs.

The college is also responding to the academic preparation of its students by designing and offering developmental courses in English and math. Many incoming students are required to attend developmental courses in English and math 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 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 offers learning support services including counseling, academic advising, and English and math tutoring. Tutoring is offered in other subject areas when requested by instructors and students. Early intervention efforts are coordinated by the counseling office with faculty to make early referrals for absenteeism, lack of progress, lack of motivation, and low test scores to

help students go to appropriate service areas for help.

The library 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, technical and vocational information, and a collection of selected dissertations.

The library and learning resources have 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 are available which provide access to resources of other libraries within the Republic of

Palau, such as the Palau International Coral Reef Center (PICRC) Library, the Palau Public Library, and the Palau National Museum Library. The library provides computers with Internet access for students writing 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 and programs, and learning support programs and services are evaluated to ensure that they contribute to and have an impact on student learning. Each program, service, and/or function area conducts its own evaluation using student learning outcomes as guidelines for each evaluation. Program review is ongoing every three years to ensure support for student learning.

Standard 3: Resources

The college has 193 staff and faculty with adequate preparation to achieve the educational purpose, contribute to student learning, and provide support to improve college effectiveness. There are thirty-seven (37) full-time faculty with appropriate educational degrees, training, and preparation to provide adequate support for the college programs and services. In the fall of 2009, there was twenty-eight (28) adjunct faculty hired to augment the full-time faculty teaching credit courses. Of the sixty-five (65) full time and adjunct faculty, thirty-one (31) hold master or higher degrees, twenty-nine (29) hold bachelor degrees, three (3) hold associate degrees and

two (2) hold certificates. Forty-nine (49) faculty members hold degrees from U.S. accredited institutions and sixteen (16) faculty members hold degrees from non-U.S. institutions. Of the sixteen (16) degrees from non-U.S. institutions, thirteen (13) have been evaluated by the World Education Service (WES) with credentials meeting the U.S. standards. Applications of the other three (3) have been submitted and the college is waiting for the results.

There are twenty-seven (27) administrators/professionals with appropriate degrees, training, and experience

to provide administrative services required to support the college. Seventeen (17) hold master or higher degrees, nine (9) hold bachelor degrees, and one (1) holds an associate degree. All degrees held by administrators are from U.S. accredited 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 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 supervisors. 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 college has had great success in identifying and securing funding for facilities improvement. Buildings, parking lots, covered walkways, and ground keeping and landscaping all have enhanced the

college's services to its students. These physical improvements of the college facilities have also contributed to the attractiveness and beautification of the campus in the community it serves.

Facilities & Equipment is one of the focused goals under Strategic Direction 3 – Resources in the 15-Year Institutional Master Plan. This component has six 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 tuition increases, donations from various private businesses in Palau and the Micronesian Region, the Belau Tourism Association and Palau Visitors Authority, and National Government appropriations.

Most learning tools and equipment in the vocational shops are adequate and are well maintained for students. The college also provides computer laboratory classrooms for computer related courses and open laboratories for students to use. These computer laboratory classrooms provide essential support for student learning. The college utilizes seven servers that provide support for student learning, teaching, college wide communications, research, and operational systems.

There are two technology support staff that provide advice and support with technology hardware and software and ensure that the systems and the support they provide enhance the operation and effectiveness of the college. These two technology support staff also provide maintenance and trouble shooting of computer systems and network

connections, and oversee operating systems including software use at the college.

The established Technology Plan, which can be found in the 15-Year Institutional Master Plan, is used as a tool for the coordination of campus-wide computing and to provide a framework to carry out technology enhancements that will support and promote the mission of the college. The established Technology Resource Committee assesses college computer resources and annually updates the Technology Plan to ensure that the technology needs of the college are being effectively met.

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's budget for the fiscal year 2009 was \$5,213,713.00 with a projected budget

for fiscal year 2010 of \$4,799,714.00. Financial planning and budget development by the college reflects realistic assessment of financial resources by taking into consideration the prior year's budget, the current budget, and college priorities for next year. The college assures broad participation in the budget development process by soliciting input from college constituents before finalizing the college budget request for board approval.

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. Copies of the audit reports are provided to the Office of the President of the Republic of Palau, the National Congress (Olbiil Era Kelulau-OEK), the Palau Public Auditors Office, the Board of Trustees, the Executive Committee, the Federal Program Directors, and also 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, through representation, are provided avenues to present, discuss and participate in the improvements of programs, services and practices within their respective areas.

These avenues include membership in the Executive Committee, Board standing committees, the Committee on Programs and Curricula (CPC), the Retention Committee, the Charter Day Committee, and other college committees. The college ensures diverse representation of 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 and television stations. The college also adheres to Accreditation Commission standards, policies, and requirements by furnishing and filing an annual report with the Commission, as well as the self-study report and other reports as may be required if requested by the commission.

The Board of Trustees has a positive relationship with the President of the college and provides appropriate support for the president and 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 make decision on behalf of the board. Only the chair or designee may speak for or 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 the National Congress (Olbiil Era Kelulau). One student trustee, a voting member, is elected by the student body to serve on the Board for a one-year term. 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 are the code of ethics, the meeting procedures, the mission statement, and the unifying principles of the institution. The Protocol Manual provides for an annual evaluation of the individual members of the Board, the Board and the President. The Board uses the results of the evaluations to improve its performance.

New board members go through a board orientation. The orientation is conducted by the President or his designee and includes a review of the Protocol Manual, college enabling legislation and other pertinent college publications.



Organization of the Institutional Self-Study

Planning of Palau Community College (PCC) Self-Study began in late February 2008 between the College's President, Accreditation Liaison Officer (ALO) and Assistant Accreditation Liaison Officer (AALO). In March 2008, the ALO was selected as the chairperson for the self-study process and a preliminary list of the co-chairpersons of the standards' committees and the editors was compiled. In mid April of 2008, the ALO, AALO, seven potential co-chairpersons and an editor attended accreditation training in Guam. The training was conducted by Vice President Garman Jack Pond of ACCJC. In May 2008, the official appointment of the Self-Study Steering Committee members was announced by the President. The first Self-Study Steering Committee meeting took place on June 17, 2008, where the President and ALO/chairperson provided an overview of the accreditation process, the four (4) Commission standards and rubrics, and distributed a preliminary Self-Study Steering Committee calendar.

The Self-Study Steering Committee was made up of co-chairpersons of the four standard committees. The co-chairpersons of each standard were given a month to put their standard committee membership and timetable together for the President's approval. In early August of 2008, the President, ALO/chairperson, AALO and the co-chairpersons provided an orientation workshop for the entire faculty and staff of the college where the accreditation process, and the Commission's four (4) standards and rubrics were discussed. The same team conducted an orientation workshop for the students on September 10, 2008. After both orientation workshops, the Self-study Steering Committee met throughout the year and reviewed all draft reports by the standard committees.

The Self-Study Steering Committee determined that the first task of each standard committee would be to review the individual components of the standards and draft a descriptive summary using the Guide to Evaluating Institutions, August 2008. The Self-Study Steering Committee had its first review in December 2008. Co-chairpersons continued to work with their standard committees and in February 2009, the Self-Study Steering Committee met again to review the descriptive summary including self evaluations and plans. The Self-Study Steering Committee continued working from March 2009 to early October 2009 reviewing and refining all sections of the report. In mid October of 2009, the first editorial work was completed and the report was sent to the President and members of the Board of Trustees for review. After a week of review, the report was sent back to ALO/chairperson, AALO and editors. The second and final editorial work was completed in mid December and the report was sent to print copies for the Commission, visiting team members, Board of Trustees, the President, and the college community.

At every major accomplishment of the self-study report, the college community was invited to review and comment through the standards' co-chairpersons. The draft copies of the report were made available through the co-chairpersons, the ALO/chairperson and AALO. The steering committee members together 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 steering committee kept standards' committee members and the college community advised of the progress of the self-study through Mesekiu's Newsletter and reports to the President.

SELF-STUDY STEERING COMMITTEE

Dahlia Katosang	-----	ALO/Chairperson
Deikola Olikong	-----	Asst. ALO
Marianne Temaungil	-----	Editor
Vernice Rechebei	-----	Editor
Kuye Belelai	-----	Co-chairperson – Standard 1
Tchuzie Tadao	-----	Co-chairperson – Standard 1
Alvina Timarong	-----	Co-chairperson – Standard 2
Marensia Edward	-----	Co-chairperson – Standard 2
Jay Olegeriil	-----	Co-chairperson – Standard 3
Sherman Daniel	-----	Co-chairperson – Standard 3
Todd Ngiramengior	-----	Co-chairperson – Standard 4
Ephraim Ngirachitei	-----	Co-chairperson – Standard 4

STANDARD COMMITTEES

<i>Standard 1: Institutional Mission and Effectiveness</i>

A. Mission

Emais Roberts
Heston Aluka Kebou
Clement Kazuma
Ezra Takeo
Hellen Immanuel
Larry Wakakoro
Leilani Recheluul
Marlyne Olkeriil
Nino Pate
Pioria Asito
Vernice Yuji

B. Improving Institutional Effectiveness

Angelio Anthonio
Armstrong Debelbot
Debra Ngiraingas
Frutoso Tellei
Geraldine Rengiil
Hilda Ngiralmu
Kashilda Bruno
Kiblai Suzuki
Lesley Adachi
Megan Beard
Elway Ikeda
Willy Wally
Ligaya Sara

Standard 2: Student Learning Programs and Services

A. Instructional Programs

Masa-Aki Emesiochel
Sherman Daniel
Ramon Garcia
Don Hanser
Marianne Temaungil
Dannies Uehara
Keith Ignacio
Margeline Buban
Vincent Ito
Aurora Del Rosario
Terry Ngirmang
Sherry Ngirmeriil
Samantha Bells
Jemmy Belelai
Sasha Lirow
Rose Marie Kohama
Joleen Joseph
Maria Joseph
Maurine Alexander

Becheseldil Nakamura
Miquel Delos Santos
Nelson Esquerra
Lydia Marero
Jade Kloulechad
Marianne Mesengei
Simon Allen
Tzu-Ching Chen
Nena George
Kimiko Hatsuda
Danka Ledgerwood
Madelsar Ngiraingas
Joseph Pfalzer
Joseph T. Chilton
Natalia Rekemesik
Eugene Uehara
Leilanie Recheluul
Felix Sengebau

B. Student Support Services

Elway Ikeda
Deikola Olikong
Lesley Adachi
Vernice Rechebei
Winfred Recheiungel
Soledad Garcia
Mekreos Silil
Adora Nobuo-Andreas
Arleen Ignacio
Damiana Kunihiro
Sheree Sengebau
Isebong Asang
Margeline Buban

Howard Charles
Alex Gachalian
Teory Idechong
Lourdes Reksid
Teongel Ngirkelau
Willa Walter
Maureen Renguul
Leona Tkel
Pauline Jerry
Alice Faletam
Hamilton Maech
James Norman Sato

C. Library & Learning Support Services

Emil Ramarui
Debra Neas
Laura Mangham
Veronica Kloulechad
Geraldine Rengiil
Grace Alexander
Pioria Asito
Grace Merong
Miriam Kual
Todd Ngiramengior
Willy Wally

Johvanna Yaoch
Derbei Meyar
Midori Mersai
Meghan Beard
Epimachus Moses
Leona Blaluk
Tanya Ngirkuteling
Grace Salvador

Standard 3: Resources

A. Human Resources

Valeria Toribiong
Ezra Takeo
Karen Mobel
Lorenza Joseph
Harline Haruo

Victoria Maui
Todd Ngiramengior
Laura Mangham
Becheseldil Nakamura
Josepha Tutii

B. Technology Resources

Bruce Rimirch
Epimacus Moses
Joel Yabes
Grace Alexander

Debra Neas
Don Hanser
Elizabeth DeJong
Lyndon Masami

C. Physical Resources

Bilung Gloria G. Salii
Vincent Ito
Clement Kazuma
Lester Rekemesik
Jerry Taro
Elizabeth DeJong
Rodney Kazuma
Ramon Garcia
Don Hanser
Ephraim Ngirachitei
Chester Lelis
Juan Camacho
Sebastian Ngiratrang
Richard Saburo
Ann Sabra Ngirarorou
Keorung Dolmers
Gaylord Rdechor
Elia Rdiall
Rogelio Vergara
Ignacio Akiwo
Dawkins Dingelius
Umang Kesolei
Galindez Kiep

Johnston Kloulubak
Arbedul Koshiba
Abel Maech
Leonard Ngiramengior
Mason Ngiramolau
Bluu Ongiil
Herman Rdechor
Murais Sebangiol
Rosendo Skang
Peter Tadao
Grace Yalap
Sharleene Skebong
Irving Dwight
Diliaur Franz
Loery Fritz
Rehabeam Madlutk
Kazue Melphy
Itwong Ngiraikelau
Franson Oiterong
Ruskey Remoket
Maria Teruzi
Clyde Yaliwelimar

D. Financial Resources

Valeria Toribiong
Lorenza Joseph
Gibson Towai
Merlyn Omelau
Willes Tmecherur
Robert Ramarui

Keiden Skilang
Elenita Brel
Jackline Immanuel
Arlene Ignacio
Hellen Immanuel
Virginia Ikeya

<i>Standard 4: Leadership and Governance</i>

- A. Decision-Making Roles and Processes**
- B. Board and Administrative Organization**

Bilung Gloria G. Salii
Patrick U. Tellei
Jay Olegeriil
Victoria Maui
Joseph Tutii Chilton
Timothy Mitchell
Sherman Daniel
Norma Etibek
Maloreen Renguul
Elway Ikeda
Heston Aluka Kebou
Tchuzie Tadao
Lesley Adachi
Thomas Taro
Josepha Tutii
Jalavenda Tmur Oshima
Leona Blaluk
Clement Kazuma
Hulda Lukas
Dilubech Samil

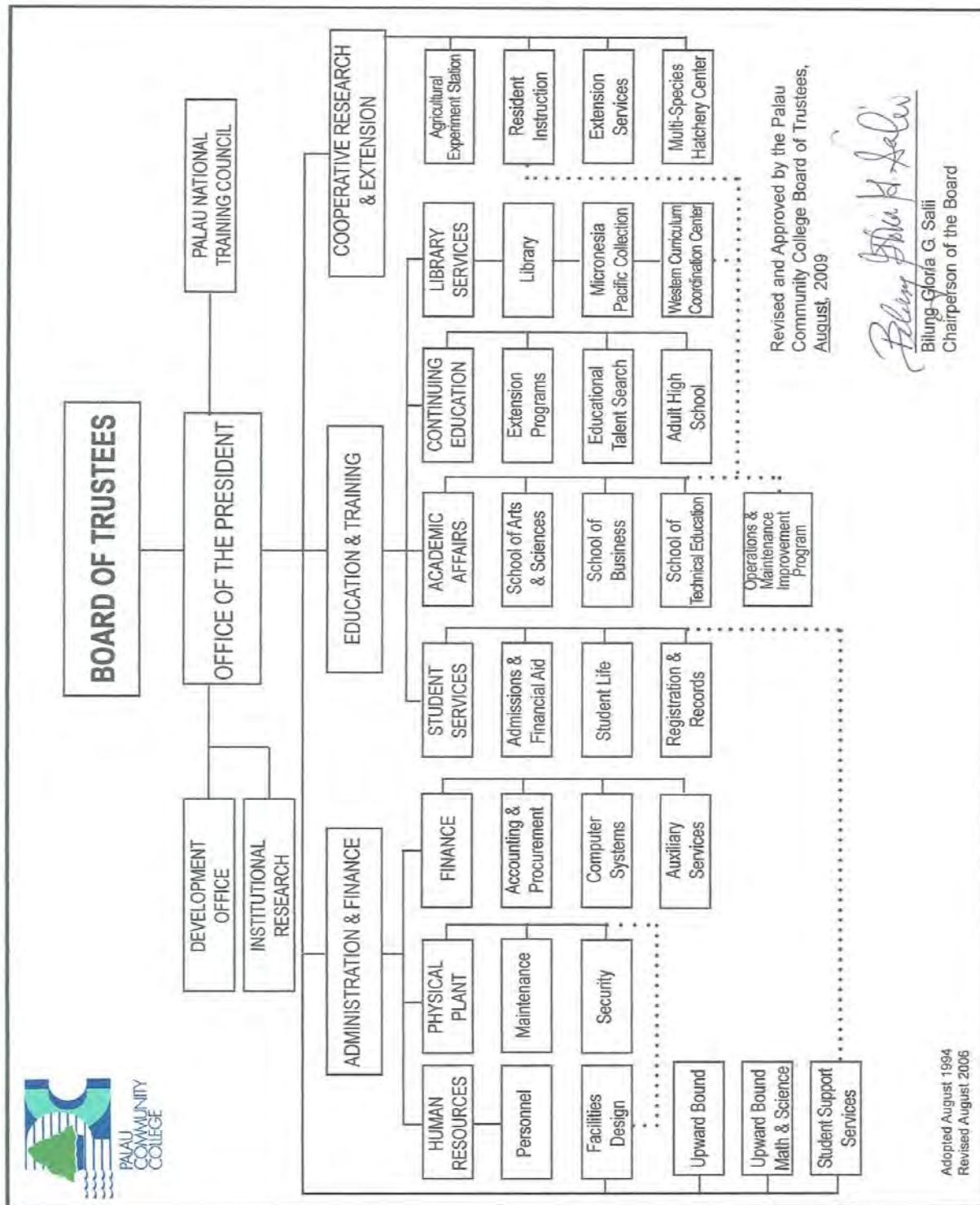
Self-Study Calendar

February – March 2008	-	Self-Study Planning Began
	-	Appointment of Self-Study Steering Committee Chair
	-	Develop list of key players
April 2008	-	Accreditation Training in Guam
May 2008	-	Appointment of the Self-Study Steering Committee Members
June 2008	-	First Self-Study Steering Committee meeting with President and ALO/Chairperson
July 2008	-	Appointment of standards committees membership
August 2008	-	Faculty & Staff Orientation on Self-Study Process
September 2008	-	Student Orientation on Self-Study Process
August – November 2008	-	Standard committees reviewed components of individual standards and draft descriptive summary
	-	Standard committees developed questions for surveys and developed survey instruments with Institutional Researcher and conduct surveys
December 2008	-	Self-Study Steering Committee reviewed, revised, corrected and sent back to standards committees for additional information the first draft of descriptive summary
January 2009	-	Standard committees continued conducting surveys, and drafted self evaluations and plans
	-	Additional information of standards' descriptive summary provided
	-	Self-Study Steering Committee reviewed and revised second draft of standards' descriptive summary
February – March 2009	-	Standard committees continued work on descriptive summary, self evaluation and plans
April – October 2009	-	Self-Study Steering Committee reviewed, revised, corrected and refined all sections of the self-study report
October 2009	-	First editorial work
	-	President and Board of Trustees reviewed first edited report
November 2009	-	Second editorial work of the four standards including all sections of the report
December 2009	-	President and Board of Trustees reviewed, approved and certified the report
	-	Self-Study Report sent out to be printed
	-	Self-Study Report mailed to Commission and team members
March 01 – 04, 2010	-	Accreditation Team visit



Organizational Chart of the Institution

Organizational Chart of the Institution





Certification of Continued Compliance
with Eligibility Requirements

Certification of Continued Compliance with Eligibility Requirements

Eligibility Requirements

1. Authority - Palau Community College was created by Republic of Palau Public Law (RPPL) No. 4 – 2 in March 1993, which gives the college and its board the authority to operate in the Republic of Palau to develop and provide education and training programs.

2. Mission – The Mission statement was revised and adopted by the college’s Board of Trustees during the transition of Micronesia Occupational College to Palau Community College in 1993. Under the Ten Year Institutional Master Plan (1997-2007), the college appointed a Mission Review Task Force to review the college’s Mission Statement. The task force concluded that no revision was needed as the mission statement was still relevant to student learning. In January 2009, the college’s President appointed a Vision & Mission Statement task force to review the mission statement again. The task force submitted its final report to the president in March 2009 with recommendations that the Mission Statement be reaffirmed as it is still relevant to student learning. The Board of Trustees adopted the current Mission Statement in August 2009. The mission statement is published in the college catalog and other college publications such as the Curriculum Handbook and PCC 15-Year Institutional Master Plan 2009-2024.

3. Governing Board – Palau Community College is governed by the Board of Trustees. The Board of Trustees is composed of six members; five of the six members are appointed by the President of the Republic of Palau and confirmed by the Senate of the Olbiil Era Kelulau (National Congress). A student trustee is elected to represent students through a student body election every fall semester. The board holds monthly meetings which are open to the general public, with special meetings held on an as needed basis. The Board of Trustees establishes policies, approves long-range plans and budgets, and oversees the administration of the college.

4. Chief Executive Officer – Dr. Patrick U. Tellei has served as Palau Community College President since January 04, 1999. The president is the college’s chief executive officer, whose full-time responsibility is to the institution. The president possesses the authority to implement board policies.

5. Administrative Capacity – The administrative capacity of Palau Community College is documented in the organizational chart contained in this self study. The administrators have full-time responsibility to provide leadership to their assigned areas. Administrators are hired based on their education training and experience and are evaluated based on their performance and duties.

6. Operational Status – Palau Community College served 726 full time equivalent students in the fall of 2009. The college Factbook contains data about student achievement, demographics,

degrees, certificates and transfers. Enrollment information is also available from the College's Registrar & Records Office.

7. Degrees – Palau Community College's general catalog lists all requirements for the AA, AS, AAS and ATS degree as well as course descriptions for all credit classes. The College offers 18 programs that lead to an associate level degree. The number of degrees and certificates granted each year is available in the College Factbook or the Registrar & Records Office.

8. Education Program – Palau Community College programs are consistent with the college's mission. The college's Board of Trustees confers the AA, AS, AAS and ATS degrees to those who complete the required credits which included general education and major requirements. The degree and certificate programs described in the college catalog are of sufficient content and length, and maintain appropriate levels of quality and rigor.

9. Academic Credit – The College awards academic credits consistent with practices that are based on generally accepted practices in degree – granting institutions of higher education. The college accepts transfer credits from other regionally accredited institutions to meet degree and transfer requirements. The Committee on Program and Curricula carefully reviews the awarding of credits and monitors all courses and programs.

10. Student Learning and Achievement – Palau Community College has defined student learning outcomes for courses, programs, and student services. These outcomes are published in a variety of documents such as course syllabus/outlines, college catalog addendum and the college Institutional Effectiveness and Assessment Website – <http://web.me.com/palaucc>.

11. General Education – The College's general catalog clearly lists the general education requirements for all degree programs. Students must complete the required general education courses which include science, social science/humanities, English, and mathematics. General education courses have established student learning outcomes to ensure breadth of knowledge and promote intellectual inquiry including competencies in writing, reading and computational skills as well as an introduction to major areas of knowledge.

12. Academic Freedom – Palau Community College's policy on academic freedom states that academic freedom is the right of the faculty, within their area of expertise, to teach, to conduct research, and to communicate openly, honestly, and without interference.

13. Faculty – In fall 2009, Palau Community College has 37 full time and 28 adjunct faculty teaching all college courses. Faculty names and degrees are published in the college general catalog. Faculty are responsible to develop and review curriculum, establish student learning outcomes and assess student learning. Faculty are members of the Faculty Senate Association

with representatives to major committees of the college such as the Executive Committee, Retention Committee and Committee on Student Financial Aid. Faculty are also members of the Committee on Program & Curricula which is under the Division of Academic Affairs.

14. Student Services – Palau Community College provides comprehensive student services consistent with student characteristics and the institutional mission. Student Services includes Admissions and Financial Aid, Registrar and Records, Student Life and Housing, Student Government and Activities. Student Support Services (SSS), a federally funded program works closely with the Student Services Division to provide support to students.

15. Admission – As the only higher education institution in the country, Palau Community College observes an open door admission's policy. The admission's policies are consistent with the mission of the college. Admission requirements are published in the general catalog as well as in the new student admission's packet and application forms.

16. Information and Learning Resources – Palau Community College has a full-service library, open computer lab, on-line lab and distance education lab. Internet connection is available at the on-line lab and the distance education lab. More description of learning support and technology support services are stated in the self study standards 2C and 3C.

17. Financial Resources – Most of Palau Community College's financial resources come from the local government and student federal financial aid. The college develops an annual budget, which is approved by the Board of Trustees. The college also receives grants from the United States and other countries that enhance the ability to provide programs and services for students, faculty and staff. In 2009, the college operated on \$5,213,713.00 with a projected budget for 2010 of \$4,799,714.00.

18. Financial Accountability – 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. Copies of the audit reports are provided to the Office of the President of the Republic of Palau, the National Congress, the Palau Public Auditors Office, the Board of Trustees, the Executive Committee, the Federal Program Directors and the U.S. Department of Education. Copies of the audit reports are available in the office of the Vice President of Administration and Finance.

19. Institutional Planning and Evaluations – Palau Community College evaluates progress through its annual report, Ten Year Institutional Master Plan (1997-2007) and 15-Year Institutional Master Plan (2009-2024) strategic goals. In addition, the college has adopted a comprehensive Program Evaluation for both academic and non-academic services process that will integrate planning and resource allocations.

20. Public Information – The College’s general catalog serves as the primary document for public information about the college. The information in the Catalog is reviewed by an appointed committee every four years to ensure that information is accurate and current. In addition, new information or changes to any current information in the catalog are done through addendums. Addendums are available throughout the campus through academic advisors/counselors, bulletin boards, faculty, library and every major office of the college. The catalog includes the Mission & Vision Statements, school calendar, admissions requirements, academic freedom statement, and degree and course offerings, including descriptions of all courses. The college catalog is available in both print copy and on the college website (www.palau.edu).

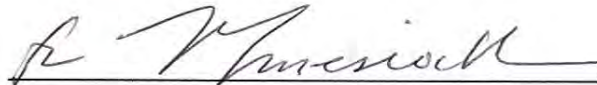
21. Relations with the Accrediting Commission – Palau Community College adheres to the eligibility requirements, standards and policies of the Accrediting Commission for Community and Junior Colleges. The college complies with all commission requests and reporting requirements with full and honest disclosure in a timely manner.

Certification of Continued Compliance with Accreditation Eligibility Requirements

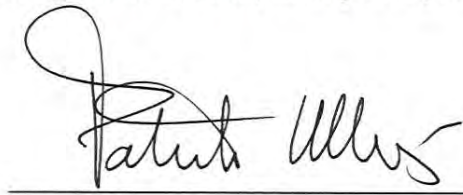
The Palau Community College Accreditation Liaison Officer reviewed the eligibility requirements for accreditation and validated that the college is in continued compliance.

Statement of Assurance

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.



Bilung Gloria G. Salii, Chairperson, Board of Trustees



Patrick U. Tellei, EdD, President



Responses to Recommendations from the 2003 Evaluation

Responses to Recommendations from the 2003 Evaluation

Recommendation no. 1: *The College should establish a systematic cycle of planning and evaluation to improve institutional effectiveness. Such a process should connect plans with resource development and allocations; majors planning areas should include instruction, human resources, student services, facilities, technology and finance. (IB 2, 4)*

Response: The College's Ten Year Master Plan timeframe ended in December 2007. In fostering improvement, the college reviewed and modified the first Ten Year Institutional Master Plan, and formulated the 15-Year Institutional Master Plan – Strategic Directions 2009-2024. This 15-Year Master Plan used the Ten Year Master Plan as a point of departure and built on and improved goals and objectives that are in line with the college's purposes as stated in the Mission Statement.

The Academic Affairs Division continues its work on a systematic program/department review which began with the first three year cycle. The first cycle of program reviews was completed in 2006. After the first cycle of all program reviews, the college created a review calendar with a staggered timeframe for better planning and budgeting.

Academic Affairs continues to remind faculty members of the important deadlines for the reviews and other submissions such as student progress reports to the counselors and annual report information to the Development Office.

The Human Resource Division continues to have an annual evaluation system that includes all staff and faculty of the College. The evaluation form includes a section on training needs. A matrix for training needs has been developed so that Human Resource Division can provide necessary training to faculty and staff to improve institutional effectiveness.

In fall 2007, Student Service Division conducted its first program review covering the three year period of 2004 – 2007. The program review initiated the beginning of a systematic evaluation process to ensure that Student Services Division has the capability to carry out its functions in meeting the learning support needs of students. Student Service Division program review results from 2004 – 2007 reflect that it has the capability to meet the support needs of students. The second division's program review is scheduled for fall 2010.

The college president, vice presidents, and the physical plant director continue to conduct facility assessments regularly and, when necessary, appropriate action is taken to remedy problems. Because assessments are conducted on a regular basis, the college is able to follow-up on the facility maintenance and repair schedule more effectively and consistently. In addition to the regular assessments, twice a month, a maintenance staff continues to check the facilities specifically for electrical and leakage problems. The maintenance staff continue to follow a scheduled plan each month which is comprised of projects to repair any facility problem that was detected during the facility assessment checks. A facility progress report continues to be prepared monthly by the Director of Physical Plant and submitted to the Vice President of Administration and Finance for evaluation and future planning purposes. Since 2003, the college has continued to provide additional classrooms and offices to

accommodate its needs. A three-storey library building which houses the library on the first two floors with the third floor housing faculty and a student government office is now completed startup funds from a tuition increase since fall 2003. The construction work of the Palau Tourism & Hospitality School of Excellence has begun on the campus with funds coming from community and business donations and grants. This building will house the Tourism and Hospitality Program for students from Palau and around the region.

A Technology Resources Committee was developed to create a Technology Plan which was approved in March 2007. The plan included a computer inventory and needs assessment and a goal for the improvement of a better college network. The plan is also used as a tool for the

coordination of campus-wide computing and provides a framework to carry out technology enhancements that will support learning needs. In support of the Technology Plan, the Technology Resources Committee continues to meet to assess campus resources and also to annually update the Technology Plan to ensure that the technology needs of the college are being met effectively.

All college departments continue to submit their budget proposals to the Vice President of Administration and Finance for the services and activities that they have planned for the upcoming year. The Vice President of Administration and Finance compiles the annual budget and presents it to the President for his approval and then to the Board of Trustees for its approval.

Recommendation no. 2: *The College should improve learning and success by identifying and assessing student learning outcomes at the course, program, certificate, and degree levels; by using assessment results in an integrated cycle of planning, experimentation and evaluations. (IB 3, 5; IIA 1c)*

Response: The College has completed student learning outcomes for all courses, programs, and degree levels, including institutional learning outcomes. The College conducted the first systematic program review for instructional programs in 2006. The next cycle of instructional program review will be in fall 2009. The three year cycle of program and course assessments are on-going; the results will drive planning and implementation of changes for improvement. The Curriculum Handbook was revised in September 2009

and now includes the Program/Department Review and Learning Assessment Calendar. Also added to the handbook were the placement and standardized test validity policy, course level achievement forms, the program/department review instrument, and sample rubrics.

The student learning outcomes of programs are available at the college's Institutional Effectiveness and Assessment website: <http://web.me.com/palaucc>

Recommendation no. 3: *The College should conduct systematic program review for all programs and services, including student learning outcomes as one element. This review should include the broad participation of those involved in the programs. (IIA 1a, 1c, 2a, 2b, 2e, 2f)*

Response: The College conducted the first systematic program review for instructional programs in 2006. The next cycle of instructional program review will be in fall 2009 (see Program/Department Review and Learning Assessment Calendar). The college has also completed student learning outcomes for all courses, programs and departments currently being offered.

Program review of Student Services was conducted in 2007. In spring 2008, the Student Service Division began the development of Student Learning Outcomes (SLO). In January 2009, each unit of the division finalized student learning outcomes with the assistance of professional

consultant, Dr. Kenneth Gonzales of the University of San Diego. The SLOs were implemented in summer 2009. The next student services review is scheduled for fall 2010.

The college continues to develop student learning outcomes for Continuing Education and other programs and services of the college.

The student learning outcomes of instructional programs and student support services are available at the college's Institutional Effectiveness and Assessment website: <http://web.me.com/palaucc>

Recommendation no. 4: *The College should develop and complete facility and equipment inventory and conduct a facility condition assessment. The college should implement regular preventive maintenance for existing building and equipment, identify, and prioritize and seek funding for deferred maintenance projects; and identify facilities and equipment for replacement as part of long range planning. The college should complete the connection of the new water tanks to the intended facilities. (IIIB 1, 1a, 1b, IIIB 2, 2a, 2b)*

Response: The college president, vice president and physical plant director continue to tour the campus, facilities and grounds on a regular basis to identify problems and areas needing improvement. A designated maintenance staff continues to visit each building regularly to assess the existence of such problems and a monthly "to do" list is developed. At the end of each month the actions taken continue to be identified.

Since 2003, the college has added new classrooms, offices, a distance learning room and a three-story library building, and

replaced old roofs. The Republic of Palau has improved the quality of the drinking water and there is now a sufficient supply of water so while the water tanks are still in place, a connection is not needed at this time.

Plans for facilities are listed in the 15-Year Master Plan, which will be reviewed every six months, and necessary changes will be made to ensure that facilities and equipments support student learning.

The team concluded in the Focused Midterm Report Findings in February 2007 that the college has met this recommendation.

Recommendation no. 5: *The College should develop a comprehensive technology plan to ensure a more efficient and cost-effective provision of technology and support services. Such a plan should include an inventory of existing hardware and software; the identification of both equipment and staff support needs to match programs and services; specification of funding sources; and an implementation strategy. (IIIC 1, 1a, 1c, 1d, IIIC 2)*

Response: A Technology Resources Committee was developed to create a Technology Plan which was approved in March 2007. The plan included a computer inventory and needs assessment and a goal for the improvement of a better college network. The plan is also used as a tool for the coordination of campus-wide computing and provides a framework to carry out technology enhancements that will support learning needs. In support of the Technology Plan, the Technology Resources Committee continues to meet to assess

campus resources and also to annually update the Technology Plan to ensure that the technology needs of the college are being met effectively.

Since the implementation of the plan, the college has been able to purchase computers for one computer classrooms and the computer laboratory for online courses. Also purchased were five laptops for computer instructors. The plan has been updated on a regular basis.

Recommendation no. 6: *The College should establish and implement a written policy providing for faculty, staff, administrators and student participation in decision making process. The policy should identify how individuals and constituencies bring forward issues and ideas. This will enable the college community to create a dialogue to achieve its mission. (IVA 2, 2a, 3)*

Response: The College has developed a written policy defining the college's decision making process. The College Management Team Policy includes a list of members for the management policy team (now called the Executive Committee), a statement describing the formal protocol and a process for direct input for the identification of issues and their outcomes. The management team is composed of all senior level managers as well as representatives from the student body organization and faculty. The Executive Committee now also has a representative

from the classified staff so the team concluded in the Focused Midterm Report Findings in February 2007 that the college has fully met this recommendation.