Standard 1
Institutional Mission and Effectiveness

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

1A. Mission

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

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

Descriptive Summary

The Palau Community College Mission Statement expresses a commitment to student learning by promoting that “Palau Community College (PCC) is an accessible public educational institution helping to meet the technical, academic, cultural, social, and economic needs of students and communities by promoting learning opportunities and developing personal excellence”. This statement defines the institution’s broad educational purposes of providing an accessible public institution that offers academic and technical learning opportunities while fostering cultural, social, and economic vitality within the community. Such purposes are appropriate to an institution of higher learning for preparing the PCC student population in their quest to pursue a higher education and an employment career.

The Republic of Palau Public Law (RPPL) 4-2, the legislation that established PCC, defines the college’s intended students as, “citizens of the Republic of Palau, the Republic of the Marshall Islands, the Federated States of Micronesia, and such other students as may be recruited by the college.” The identified population is a reasonable match for the institution’s location as all identified countries are within the Micronesian region. The college intended population is specified in the Mission Statement and it is set forth in the college’s enabling legislation. Moreover, the intended population is a reasonable match for the institution’s location, its resources, and the role of higher education.

PCC implements student learning programs and services aligned with its purposes as mandated by the Mission Statement and enabling legislation while maintaining the college’s accreditation. The three schools that offer credited programs are the School of Arts and Sciences, the School of Business, and the School of Technical Education. PCC also has other programs that cater services to its students, students from elementary and high schools, and community members. Short-term training programs are offered through the Continuing Education Division (CE) as needed by community members. In addition, a high school equivalent program, Adult High School, also under CE, is in place to meet the needs of adult community members who
Institutional Self-Evaluation
wish to complete their high school education.

Other programs available at the institution are the TRIO programs Student Support Services (SSS), Upward Bound (UB), Upward Bound Math and Science (UBMS), and Talent Search (TS), the Operations and Maintenance Improvement Program (OMIP), and the Cooperative Research and Extension (CRE) Department. The TRIO programs are educational opportunity outreach programs designed to motivate and support students from disadvantaged backgrounds. TRIO programs assist students to progress through the academic pipeline from middle school to college. The OMIP training program assists government employees with short-term trainings in the areas of infrastructure, operation, and maintenance. The CRE department focuses on research and extension programs that bring research-based information and technology to the community through three divisions: Agriculture, Natural Resources and Environmental Education (NREED), and Family and Consumer Education (FaCE).

In addition to the support programs, PCC with the cooperation of other institutions provides the community alternative avenues for personal development and education. These other institutions include Penn Foster Career School (formerly known as Thomson Education Direct), National Occupational Competency Testing Institute (NOCTI), San Diego State University (SDSU) programs, Palau Tourism and Hospitality School of Excellence, Child Care Center, Palau Area Health Education Center (AHEC), Workforce Investment Act (WIA), and Western Curriculum Coordinating Center (WCCC).

Penn Foster Career School is one of the oldest and largest distance learning institutions in the world. In partnership with PCC, it provides programs and services that are designed to meet the life-long learning needs of the adult learner whenever a program or service requested has such a small student enrollment that the cost to provide such request would be too great for the college to handle. NOCTI is the foremost provider of occupational competence examinations for businesses, education institutions, industries, the military, and government agencies in the United States. PCC is an approved NOCTI Area Test Center and can coordinate and administer tests should such be requested.

The Bachelors of Arts in Liberal Studies program and the Masters of Arts in Education with an emphasis in Leadership in Postsecondary Education are offered in collaboration with the Center for Pacific Studies at interwork Institute at SDSU, the Department of Administration, Rehabilitation, and Postsecondary Education within the College of Education at SDSU, and PCC. Likewise, National University in San Diego offers online bachelor and master degree programs in collaboration with PCC. These programs are specifically designed and delivered to accommodate the working adult. Instruction is delivered on island and through distance learning.

The Palau Tourism and Hospitality School of Excellence, which is in its developmental stages, is a result of collaboration between the Ministry of Education, the Belau Tourism Association, and Palau Community College to enhance and strengthen the tourism and hospitality training programs in Palau. The Child Care Center is a consortium of services between the college, the Palau Community Action Agency and the Ministry of Health. The center provides
child care services to the college’s students and the community.

The Western Curriculum Coordination Center (WCCC) is a self supporting resource center that was relocated to PCC from the University of Hawaii at Manoa, and it serves the immediate community and the Pacific region. It acts as a clearinghouse for over 15,000 curriculum and resource materials, including print, audio-visual, and computer assisted training materials. These materials in career education, school-to-work, vocational and technical, bilingual, drug and violence prevention, and related academic education have been collected from sources throughout the United States and the Pacific Islands entities, and for the most part, are not available from commercial publishers.

The college’s commitment to student learning is demonstrated through the development of the 15-Year Institutional Master Plan 2009-2024 which lists its first Direction as Student Success. This further shows PCC’s allegiance of student learning outcomes (SLOs) for all credit and non-credit programs and services. SLOs allow for college-wide assessment of the particular skills, knowledge, and attitudes that students learn from institutional courses, programs, and services. Each of the college’s departments have their own assessments for their programs, courses and services to identify areas of strengths and weaknesses in fostering continuous improvement of student learning outcomes.

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 the Student Services Division has the capability to carry out its functions in meeting the learning support needs of the students. In spring 2008, the Student Services division began identifying student learning outcomes (SLOs) for each area of service. In January 2009, with the assistance of a consultant, evaluations were revised to reflect identified SLOs. Prior to identification of SLOs evaluations were ongoing for programs and services, such as new student orientation, registration, financial aid and co-curricular activities.

The Freshmen Student Entrance and Graduating Student Exit survey assesses students’ satisfaction and educational experiences with the institution’s programs and services. The survey results are shared with all divisions of the college, which includes the Students Services Division, for the purpose of improving learning support needs of students.

To confirm its commitment of student learning, PCC thus expresses its commitment by providing an accessible public educational institution helping to meet the educational needs of its students and communities in promoting learning opportunities and developing personal excellence.

Discussions are ongoing among key constituents regarding the relevance of the mission statement to student learning and addressing the needs of its student population. In accordance with the institutional mission, the Committee on Programs and Curricula (CPC), which consists of three faculty representatives, a Student Services representative, the Extension Programs Coordinator, a representative of the Associated Students of Palau Community College (ASPCC), formerly known as Student Body Association (SBA), the librarian, the Dean of Academic Affairs (Ex-Officio), and the Associate Dean, School of Technical
Education monitors the implementation and progress of each academic program to ensure that each is consistent with the community needs and the college mission statement and its objectives, as well as to ensure that the programs meet accreditation requirements.

**Self Evaluation**

PCC believes that it meets this standard because the college is meeting its mission of being “an accessible public educational institution helping to meet the technical, academic, cultural, social, and economic needs of students and communities by promoting learning opportunities and developing personal excellence” by offering a variety of programs which include a Liberal Arts program for students interested in furthering their postsecondary education after PCC, and a wide range of occupation/vocational programs for those who will be joining the local workforce directly after graduation. All programs at PCC are created in alignment with the institution’s purpose and character to make accessible academic programs and technical and vocational trainings available to students, and to provide training and skills in areas that are needed in the students’ respective communities. The current programs and services are aligned with the mission statement and are guided by RPPL 4-2.

**Planning Agenda**

The college will continue to align student learning programs and services with its mission statement.

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

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

**Descriptive Summary**

The mission statement was revised and approved by the college’s Board of Trustees (BOT) during the transition of Micronesian Occupational College (MOC) to Palau Community College (PCC) in 1993, and since that time has gone through two formal reviews by appointed task forces. Under the Ten Year Institutional Master Plan 1997-2007, the college appointed a Mission Review task force to review the PCC Mission Statement in 2001. At that time, the task force concluded that no revision was needed as the mission statement was still relevant to student learning.

In January 2009, the PCC President appointed a Vision & Mission Statement task force to review the mission statement again. The task force members included the Upward Bound Math & Science Director, the Upward Bound Director, a Board of Trustees Representative, the Vice President of Administration & Finance, the Director of Cooperative & Research Extension (CRE), the Executive Assistant to the President, the Dean of Students, the Dean of Academic Affairs, the Institutional Research Analyst, an Associated Students of Palau Community College (ASPCC) representative, a Faculty Senate Association (FSA) representative, and a Classified Staff Organization (CSO).
The membership of the taskforce, which represented a cross-section of the institution’s population, helped support institution-wide awareness of the mission statement. The review process was conducted in two parts: Part 1: the task force reviewed the mission and its compliance with relevant legislations and accreditation requirements and Part 2: a survey was conducted to determine the level of understanding and agreement.

The process used in reviewing the mission statement incorporated dialogue with input of all stakeholders including students, faculty, and staff through meetings, surveys, discussions, and email. The task force submitted its final report to the PCC President in March 2009 with recommendations that the vision & mission statements be reaffirmed as they were still relevant to student learning. The board, during its August 2009 meeting, unanimously adopted the current Mission and Vision Statements. A timeline for periodic review of the Mission and Vision Statements has been established which calls for the mission and vision to be reviewed every five years.

The mission statement is published in the 2008-2012 General Catalog, annual reports, and other college publications. Mission statement cards have also been given to faculty and staff during meetings to ensure that all members are aware of the mission and vision of PCC.

**Self Evaluation**

PCC believes it meets this standard because the Vision and Mission Statements are reviewed and then approved by the governing board and published in other college publications. The statements will be reviewed every five years.

**Planning Agenda**

The college will continue to review its mission statement on a regular basis using its governance and decision-making processes.

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**Descriptive Summary**

The PCC mission statement is the cornerstone of the planning and decision-making processes for the college. The institution’s mission statement was supported by the Ten Year Institutional Master Plan 1997-2007 and continues to be supported by the 15-Year Institutional Master Plan 2009-2024. Both plans have built in goals and objectives that effectively prompt planning and decision making. PCC has established programs and services in line with its mission statement which is to meet the needs of the students and the community.

**Self Evaluation**

PCC believes it meets this standard because the PCC mission statement is central for planning and decision making as reflected in Ten Year Institutional Master Plan 1997-2007 and the 15-Year Institutional Master Plan 2009-2024.

**Planning Agenda**

The college will continue to keep the mission statement central to institutional planning and decision making.
1B. Improving Institutional Effectiveness

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

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

Descriptive Summary

The college has structured its dialogue in the following manner, the Board of Trustees (BOT), the Executive Committee, the Committee on Programs and Curricula (CPC), the Retention Committee, the Faculty Senate Association (FSA), the Classified Staff Organization (CSO), and the Associated Students of Palau Community College (ASPCC). Each has regular but separate meetings regarding continuous improvement of student learning and institutional processes. As a result of such structured dialogue, an ongoing and continuous improvement of student learning and institutional processes is embraced and understood at all levels.

To continually improve student learning and institutional processes, the institution has in place three standing committees – the Committee on Programs and Curricula (CPC), the Retention Committee, and the Committee on Student Financial Aid (COSFA). CPC ensures the integrity and effectiveness of all academic programs while the Retention Committee ensures effectiveness in programs and services designed to assist with student retention rates at PCC, and COSFA ensures that the institution complies with financial aid federal regulations and maintains its eligibility with Title IV.

CPC meets at least once a month to review academic policies and regulations, programs, and courses and makes recommendations for approval. CPC is made up of three faculty members, a Student Services representative, the Extension Program Coordinator, an Associated Students of Palau Community College (ASPCC) representative, the librarian, the Dean of Academic Affairs (ex-officio) and the Associate Dean, School of Technical Education.

The Retention Committee, with members consisting of the deans of Student Services and Academic Affairs, the directors of Student Support Services, Admissions and Financial Aid, and Student Life, the college registrar, a faculty representative and a student representative, meet at least once a month to address academic policies and support services, including student service processes and procedures that focus on efforts to keep students on track with their
academic programs. Departmental meetings also provide opportunities for instructors responsible for student learning to share information and ideas that are focused on the continual betterment of student learning.

COSFA is made up of eight (8) members consisting of the Vice President of Administration and Finance, the Dean of Academic Affairs, the Dean of Students, the Faculty Senate Association President, the Registrar, the English Department Chairperson, the ASPCC President, and the Director of Admissions and Financial Aid (ex-officio). The committee was created to ensure that the institution is in compliance with all federal regulations governing student financial aid programs. Furthermore, it ensures that the institution maintains its eligibility as a Title IV Aid (federal student aid) recipient.

The Student Services Division holds monthly meetings to address issues pertaining to improving student services. In fall 2007, Student Services conducted its first program review covering a three-year period. In spring 2008, Student Services began identifying student learning outcomes for each area of service. In the fall of 2008, it began the evaluation process. The results were compiled and used to help identify strengths and weaknesses and outline possible areas for improvement.

Dialogue regarding the collective understanding and the meaning of data collection and analysis has began among and between Board of Trustees members, the President, and members of the college community in general assemblies, and the college executive committee and in different departments, divisions, and organizations’ meetings. Furthermore, the college has enlisted the assistance of a professional consultant, to help the college community understand the meaning of data collection and analysis in developing and implementing student learning outcomes. In addition, the college has established the Institutional Research Office and has hired an analyst who will assist the college in data collection, interpretation, analysis, and evaluation of student learning, and who will oversee one of the four strategic directions (Culture of Evidence) in the new 15-Year Institutional Master Plan 2009-2024.

Self Evaluation

PCC believes that it meets this standard because it maintains an ongoing and continuous dialogue on student learning and institutional processes.

Planning Agenda

The college will continue to demonstrate a conscious effort to produce, support, and assess student learning and make improvements if necessary.

1B.2 The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.
allocation implementation, and re-evaluation. Such plans were outlined in the institution’s Ten Year Institutional Master Plan 1997-2007 which contained eight strategic directions (Funding, Institutional Culture, New/Current Programs, Student Retention, Facilities, Technology, Public Relations, and Learning Resources). In the process of developing the 15-Year Institutional Master Plan 2009-2024, the steering committee appointed by the President reviewed the existing plan and decided to streamline and consolidate the eight strategic directions into four major areas: Student Success, Institutional Culture, Resources, and Culture of Evidence. The steering committee in deliberation of completing the 15-Year Institutional Master Plan 2009-2024 conducted two campus wide orientations of the college community to educate and solicit input to ensure proper understanding and commitment of the people in the process. Such understanding leads to the broad base understanding of the goals and the process to implement them.

As reflected in the Ten Year Institutional Master Plan Summary Report, the college did implement some of its goals effectively. At the same time, the college agreed to incorporate incomplete goals into the new 15-Year Institutional Master Plan 2009-2024.

In continuing to fostering improvement, the institution is currently finalizing a new 15-Year Institutional Master Plan 2009-2024. This plan continues the institutional planning work which began in Ten Year Institutional Master Plan 1997-2007. It has consolidated the eight original strategic directions into four and continues to build on and refocus goals and objectives in line with the college’s purposes which are stated in the mission statement. The 15-Year Institutional Master Plan 2009-2024 contains goals and objectives with stated timelines for implementation and re-evaluation.

**Self Evaluation**

Using the first master plan as a point of departure, the eight (8) strategic directions were consolidated into four (4) strategic directions and the unfinished goals were incorporated with the newly written goals under the new 15-Year Institutional Master Plan. The 15-Year Institutional Master Plan will be distributed to the key personnel to be reviewed and edited before distribution to the college community and the general public.

**Planning Agenda**

1. The college will publish and distribute copies of the 15-Year Institutional Master Plan 2009-2024 to the college community.

Publication and distribution of the 15-Year Institutional Master Plan 2009-2024 will ensure proper understanding and commitment of the college community as whole as it strives to achieve the stated goals as set forth in the 15-Year Institutional Master Plan 2009-2024. Copies of the 15-Year Institutional Master Plan 2009-2024 will be distributed to all college department heads, the college library, the leaders of the Republic of Palau, and the National Archives.
Descriptive Summary

The College believes and understands that ongoing planning is essential to the improvement of institutional effectiveness. Accordingly, PCC used the Ten Year Institutional Master Plan 1997-2007 as a planning document to improve institution’s effectiveness. The college now is using the 15-Year Institutional Master Plan 2009-2024 as a guide for its ongoing work on institutional effectiveness. The 15-Year Institutional Master Plan 2009-2024 incorporates a systematic evaluation of programs and services, improvement planning, implementation, and re-evaluation in all four strategic directions (Student Success, Institutional Culture, Resources, and Culture of Evidence). The 15-Year Institutional Master Plan 2009-2024 is written with each goal supported by detailed objectives, timelines for implementation, and resource allocation.

Since the last self-study, each department of the college followed the Institutional Program on Effectiveness and maintained their own assessment tool to assess the effectiveness of the services they provide to students. To further enhance such assessments and improve institutional effectiveness, the college has established an Institutional Research (IR) Office to handle all data collection and analysis for the college. The IR Office continues the duties of Institutional Program on Effectiveness (IPE) which began under the Ten Year Institutional Master Plan 1997-2007.

Self Evaluation

PCC believes it meets this standard because the college assesses its progress toward achieving its goals and makes decisions accordingly for improvement and effectiveness in an ongoing and systematic cycle of evaluation and planning. The establishment of Institutional Research Office continues the assessment work of IPE to strengthen PCC’s effectiveness through its data collection and analysis.

Planning Agenda

The college will continue to assess its progress towards achieving its goals and make decisions according.

Descriptive Summary

The college planning process includes the Board of Trustees, the Executive Committee, and task forces that reflect all members of the college community, including faculty, staff, students, administrators and when appropriate,
community members. The institution has broad-based representation in key governing bodies and planning processes of the college. The PCC Board of Trustees has members with substantial backgrounds in the field of business, education, medicine, and traditional Palauan practices and customs. The Board also has one student member, a current PCC student.

The Ten Year Institutional Master Plan 1997-2007 was written by a committee made up of a broad-based membership and allowed each strategic direction to have full responsibility for his/her own area and select his/her own subcommittee members. Likewise the same process was applied with the 15-Year Institutional Master Plan 2009-2024.

The College’s financial planning processes include plans to seek additional financial resources to fund new and existing programs and services. Development of the College’s annual budget takes into account the 15-Year Institutional Master Plan 2009-2024, which identifies specific objectives and tasks that are to be accomplished each year. Such objectives help the College determine the amount of financial resources needed to support programs and services in line with the institution’s mission statement.

Continuous dialogue between the college administration, faculty, staff, and all appointed members of the various committees and taskforces helps keep the focus and attention on the priority needs of the college.

Self Evaluation

The college planning process is broad-based, offers opportunities and allows for input by constituencies, allocates resources, and leads to improvements of institutional effectiveness.

Planning Agenda

1. The College will implement the 15-Year Institutional Master Plan 2009-2024.

The 15-Year Institutional Master Plan 2009-2024 sets the direction in which the institution achieves its stated goals and objectives in the most efficient and effective manner to improve programs and services, which ultimately improves Student Learning Outcomes. The 15-Year Institutional Master Plan 2009-2024 has a timeframe and task/methodologies that guide the implementation of the goals and the progress of each strategic direction.

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

Descriptive Summary

The College collects data through institutional assessment which includes the Freshmen Student Entrance Survey and the Graduating Student Exit Survey. These surveys are administered in an effort to receive feedback on students’ experiences of the college services. The institution has used the survey results internally as evaluation measures to assess the progress of the college in achieving its stated Vision, Mission, and Unifying Principles through its strategic planning process and services administration. Since the last self-study, the college now has in place student learning outcomes (SLOs) for all courses and programs currently being offered. The results of SLOs are
communicated among the personnel responsible for student learning development in assessing and improving upon the effectiveness of the learning process.

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 the Student Services Division has the capability to carry out its functions in meeting the learning support needs of students. In the spring of 2008, the Student Services Division began identifying student learning outcomes (SLO) for each area of service. Since fall 2008, all services and programs are evaluated on a semester basis. Evaluation results are compiled and the results are reported at Student Service Division meetings to help identify strengths and weaknesses and to allow for improvement.

The college continues to use assessment data to communicate matters of quality assurance to its constituencies internally and externally. The college publishes an Annual Report that provides a detailed summary of its activities and achievements to all appropriate constituencies. This annual report outlines the financial status of the college as well as highlights yearly accomplishments that support the overall mission of the college. The college also provides the report to the Accrediting Commission for Community and Junior Colleges (ACCJC) through the Pacific Postsecondary Education Council (PPEC).

To keep the college community and public abreast of activities of the institution, the college publishes a weekly newsletter, “Mesekiu’s News”, an annual report, a fact book, and an audit report. The newest Institutional Research Publication entitled “PCC In Focus” aims to provide high-quality survey and research reports to assist the college in identifying areas that need improvement and assess the effectiveness of the college’s programs and services. Results of the yearly surveys conducted, such as the Freshmen Student Entrance Survey and Graduating Students Exit Survey, are reported in this publication. The institutional research of the college continues to expand the scope of institutional level assessments to include all areas of the college, which includes the design, and formulation of new survey instruments. The institution understands the importance of a systematic evaluation cycle and has taken the steps to improve its assessment process to better communicate institutional quality to all of its stakeholders.

Self Evaluation

PCC believes it meets this standard because the college uses documented results to communicate quality assurance to appropriate constituencies.

Planning Agenda

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

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

Descriptive Summary

The college utilizes the Ten Year Institutional Master Plan 1997-2007/15-Year Institutional Master Plan 2009-2024 to assess the effectiveness of its cycle of evaluation, integrated planning, resource allocation implementation, and re-evaluation. Since the last self-study in 2003, the college continued to use the Ten Year Institutional Master Plan, which contained eight strategic directions (Funding, Human Resources, New/Current Programs, Student Retention, Facilities, Technology, Public Relations, and Learning Resources). In fostering improvement, the college in 2008, used the Ten Year Institutional Master Plan as a point of departure with regards to its ongoing planning, resource allocations, and evaluation cycle while embarking on its new plan known as the PCC 15-Year Institutional Master Plan 2009-2024.

The 15-Year Institutional Master Plan 2009-2024 incorporated all in-progress goals and objectives of the previous Ten Year Institutional Master Plan within the four new strategic directions (Student Success, Institutional Culture, Resources, and Culture of Evidence). Like the Ten Year Master Plan, the 15-Year Institutional Master Plan has built in dates and timelines that set the direction of the planning process, evaluation process, and resource allocation for the college. Again, in the effort to involve all college stakeholders, the 15-Year Institutional Master Plan 2009-2024 has been prepared through the effort of a wide range of college members with active input from the community members to align all departmental goals and objectives toward a common mission. The progress on the 15-Year Institutional Master Plan 2009-2024 will continually be reported on a bi-annual basis to the Board of Trustees and the college community. The President continues to create different committees when appropriate to ensure regular review of the institution’s procedures, policies, and services for their currency, relevancy, and effectiveness. The college planning process will enable the college to build on and improve upon the cycles of its planning, resource allocation, and evaluation cycles.

The college has mechanisms in place that are continuously used to assess effectiveness and improve upon the instructional programs, the student support services, the library and other learning support services. These mechanisms include the standing committee on Programs and Curricula (CPC) under Academic Affairs that meets at least once a month to review and make recommendations for approval programs, courses, and academic policies and regulations. Since the last self-study, the college has completed student learning outcomes (SLOs) for all programs and courses and is using the SLOs as a point of reference to assess and measure the effectiveness of the deliverance of
instruction during the learning process. The progress of SLO for all the courses and programs are regularly discussed among the department heads, instructors, advisors, and counselors to address how well the institution is meeting the student learning outcomes as stated in a course or at a program level.

The Student Service Division holds meetings monthly, and also when needed, to address issues pertaining to student support services. 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 the Student Services Division has the capability to carry out its functions in meeting the learning support needs of students. In the spring of 2008, the Student Services Division began identifying student learning outcomes for each area of service. Since fall 2008, all services and programs are evaluated on a semester basis. Evaluation results are compiled and reported at Student Service Division meetings to help identify strengths and weaknesses, and to allow for improvement.

Another committee that oversees the institution’s academic policies and procedures is the Retention Committee with members consisting of the deans of Student Services and Academic Affairs, the directors of Student Support Services, Admissions and Financial Aid, and Student Life, the college registrar, a faculty representative and a student representative. The committee meets once a month to address academic policies and support services, including student service processes and procedures, in an overall effort to keep students on track with their academic programs. Evaluations of instructional and services activities are reviewed and shared among the instructors, advisors, and at departmental meetings. The meetings allow the appropriate personnel the opportunity for continual dialogue for the betterment of student learning and allow for review of the processes in which they are accomplished.

In addition to the departmental level of assessments, the institution conducts institutional levels of assessment, such as the Freshmen Student Entrance Survey and the Graduating Student Exit Survey. These surveys are continuously administered to receive feedback on students’ experiences of the college services. The survey results are shared and used by the institution as evaluation measures to assess the progress of the college in achieving its stated Vision, Mission and Unifying Principles through its strategic planning process and services’ administration. In addition, the President continues to create ad-hoc committees when appropriate to ensure regular review of the institution’s procedures, policies, and services for their currency, relevancy, and effectiveness.

Self Evaluation

PCC believe it meets this standard because the college assures its effectiveness of ongoing and integrated planning, resource allocation, and implementation processes by systematically reviewing and modifying as appropriate all parts of its cycle of evaluation. The Ten Year Institutional Master Plan 2997-2007 and the 15-Year Institutional Master Plan 2009-2024 assure the institution’s effectiveness, on-going planning, and resource allocation in alignment with the implementation of each strategic direction.

The creation of the Institutional Research Office will carry over what the Institutional Program on Effectiveness (IPE) had started.
The college continues to evaluate its programs and services through institutional research and assessments. The evaluation mechanisms are now being established and survey questionnaires have been developed with the assistance of the Institutional Research Analyst and Assessment Consultant. The Freshmen Student Entrance Survey will be done every two academic years and the Graduating Student Exit survey will be conducted annually. Other assessment will be done in a timely manner as reflected in the PCC 15-Year Institutional Master Plan 2009-2024.

The college continues to upgrade its instructional programs, student support services, library, and other learning support services based on assessment processes. This can be seen, in regards to instructional programs with the effort of CPC in continuing to make certain that the content of courses and programs are relevant and appropriate in addressing the needs of the students and the community. The results of this effort are evident in the three new programs developed in 2005: Business Administration (BU), Library Information and Services (LS), and Information Technology (IT).

Improvement to student support services are noted in changes made to the developmental classes’ requirements that was initiated by the Retention Committee in fall 2006. In 2007, the President’s initiative further cut down the number of developmental courses, thus enabling a student to complete developmental courses within the first semester. Since fall 2008, all services and programs of student services are evaluated on a semester basis. The results of evaluations are shared during the Student Services Division meetings to help improve and promote the learning process and success.

**Planning Agenda**

The college will continue to systematically review and modify as appropriate all parts of its cycle of evaluation.
List of Evidence for Standard 1

Referenced:

0-01  Republic of Palau Public Law (RPPL) 4-2
1-2  BOT Adoption of 2009 Mission and Vision Statement Review Report
1-3  Appointment or Creation of various Task Forces and Committees
1-4  Appointment of Executive Committee Members
1-5  Ten Year Institutional Master Plan, 1997-2007
1-6  Ten Year Institutional Master Plan, 1997-2007 Summary Report
0-02 15-Year Institutional Master Plan, 2009-2024
0-03 Freshmen Student Entrance Survey Form, Results/Report
0-04 Graduating Student Exit Survey Form, Results/Report
0-05 2008-2012 General Catalog
1-7 PCC Report to ACCJC through PPEC (2004-2008)
0-07 Mesekiu’s News Binder
0-08 2008-2009 Fact Book
0-09 Institutional Research Publication: “PCC In Focus”
Standard II

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

2A. Instructional Programs
The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.

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

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

Descriptive Summary
In line with its mission statement, Palau Community College (PCC) strives to identify and meet the diverse educational needs of its student population through a variety of programs. These programs are designed to prepare students for employment or to further their studies at four-year institutions. The programs that lead to Associate of Science and Associate of Arts degrees require students to have TOEFL scores of at least 500. The Associate of Applied Science degree for the Nursing Program requires a TOEFL score of at least 450. These requirements assure the integrity of PCC as an institution of higher education.

There are three schools at PCC. The School of Business offers business and occupational programs, the School of Technical Education offers vocational programs, and the School of Arts & Sciences offers arts and sciences related programs. These appropriate programs, which were developed to meet the requested needs of the Micronesian communities, are listed in the 2008-2012 General Catalog on page 16, and the course requirements for each program are listed on pages 48-63. The Liberal Arts, Agricultural Science, Business Accounting, and Office Administration programs, as well as most of the vocational programs, were developed during the period when PCC was
Recognizing the importance of research and analysis, the college hired an Institutional Research Analyst and Assessment Consultant in 2007. The analyst developed a survey which asked graduating students of the academic year 2006-2007 about their satisfaction with their educational experience at PCC. The focus of the survey was to gather information from these students to help the college identify areas that need improvement and to assess the effectiveness of academic programs and some services. In addition, results of program reviews will be used to assess student learning outcomes (SLOs). The results of these assessments are shared with instructors and other concerned personnel and are also incorporated into program planning. Moreover, instructors have been trained on how to use the electronic template developed by the analyst for the program review instrument to input the information needed and will use the results to improve programs.

In January 2009, PCC hired a consultant, Dr. Kenneth Gonzales from the University of San Diego (USD), to train instructors and staff on creating SLOs and assessment. Then in July 2009, he returned to conduct further training. At the same time, he developed a website (http://web.me.com/palaucc) for PCC, which is titled Institutional Effectiveness and Assessment at Palau Community College. This website will assist PCC in managing data for assessment and improvement. Different programs and services have started sending data and information to the website manager, a graduate student at USD, to input into the website. Eventually, the website will be managed by the PCC Director of Computer & Data Processing.

To ensure quality of programs, PCC identifies students’ basic learning needs. To identify these learning needs, all incoming students to PCC are assessed through placement tests in English and mathematics. Based on their scores, they are placed in appropriate courses. Those who are assessed to be under prepared are placed into the appropriate levels of developmental courses based on their scores. The developmental courses prepare students to succeed in their programs by assisting them in developing skills in reading, writing, and mathematics. Since fall 2008, incoming students with scores from the standardized tests SAT, ACT, and TOEFL are exempt from taking placement tests as their scores from these tests are utilized for placement. In addition, course pre-requisites, whether developmental or college level, help ensure quality of courses in programs.

The programs are assessed for currency, teaching and learning strategies, and student learning outcomes by program instructors and the Committee on Programs and Curricula (CPC), and by each program’s advisory committee, when needed. Programs and courses are reviewed every three years or when a need arises. Whenever any new program is proposed, the program goes through the approval process at the college before it is submitted to the Substantive Change Committee of the Accrediting Commission for further approval.
Self Evaluation

PCC offers high quality programs, with identified student learning outcomes (SLO) that are coherent with its mission. All the programs have SLOs and rubrics to measure competency levels of students in achieving each SLO. All programs are reviewed every three years to ensure validity, accuracy, and currency. The first review was in 2006. The second review is in 2009 for eight programs and two departments as indicated in the Review Calendar in the Curriculum Handbook. The results from the first program reviews will be incorporated into the second review in fall 2009 for program improvement.

As for inputting data of the first academic program reviews and other related items to the Institutional Effectiveness and Assessment at Palau Community College website, the consultant and his assistant will continue to work on this until PCC has trained personnel to take over the site management.

Planning Agenda

1. PCC will take over the Institutional Effectiveness and Assessment website management by the end of spring 2011.

The website is necessary for assessing institutional effectiveness. The timeline given will allow the consultant time to finish inputting information to make the website complete and also allows time for a PCC person to be trained.

2A.1b The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.

Descriptive Summary

All courses taught at PCC have approved course outlines created by instructors and approved by CPC, which include methods of instruction to be used. Depending on the course, these range from field trips, lectures, research, hand-on activities, to on-line delivery, to name a few. Faculty use a variety of teaching methods as appropriate to the subject matter and skills to be acquired. For example, the Automotive Mechanics Technology Program’s incoming freshmen are required to buy their shop tools which are used during their laboratory classes throughout their education period at PCC. The instructors demonstrate use of these tools and students practice using them. When they graduate, they take their tools with them for future needs.

In regards to the effectiveness of delivery methods, student evaluations of instructors help to assess these methods. Likewise, discussions on delivery systems and modes of instruction among instructors and between instructors and the Committee on Programs and Curricula (CPC) ensure their effectiveness. Based on instructors’ discussions and dialogs, they also share information on students’ needs and different teaching methods to apply to different groups of students, based on their needs every semester, to facilitate learning.

Self Evaluation

Student evaluations of instructors are used to assess effectiveness of delivery systems and modes of instruction. The evaluations and
comments from students are tallied and compiled by the Academic Affairs Office and the results are used in meetings with each instructor and the Dean of Academic Affairs for improvement.

Discussions regarding course outlines between instructors and CPC also help to ensure that teaching strategies are compatible with course objectives and appropriate to the needs of students as well.

**Planning Agenda**

PCC will continue to discuss, use, and assess modes of instruction to meet the diverse learning needs of students.

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2A.1c The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.

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**Descriptive Summary**

The institution has identified student learning outcomes for all courses and programs currently being offered. The instructors create courses and their learning outcomes with strategies for achieving them. At the same time, instructors assess SLOs for both courses and programs and submit results to the institution’s researcher/analyst to compile and analyze data which is used for courses’ and programs’ improvements.

Student learning outcomes for courses and programs are verifiable at the collegiate level. These SLOs are assessed using rubrics, for both courses and programs, to show students’ level of competencies. Although work on SLOs and assessments have begun, PCC is still at the beginning stage in terms of its use of analyzed and interpreted data in regards to programs and curricula. It is still too early to determine if assessments used to assess program SLOs are working.

Dialogs regarding the use of assessment results for improvements have started among and between Board of Trustees members, the President, and members of the college community in general assemblies, the college executive committee and different departments, divisions, and Faculty Senate Association meetings. The results of these meetings have led the college to provide assessment training for instructors, to create an Institutional Research office and to develop the 15-Year Institutional Master Plan with Culture of Evidence as one of its four strategic directions.

**Self Evaluation**

Although all courses and programs have SLOs, they are continuously undergoing reviews and revisions as stated in the curriculum handbook under the three-year validity regulation. This regulation assures currency, accuracy, and appropriateness. The first program review was in 2006. The second program review for eight programs and two departments, as indicated in the Calendar of Review in the curriculum handbook, is 2009. This means the eight programs and the two department courses are to be reviewed and/or revised, incorporating results from the first review.

After using the program review instrument for the first program review, it was noted that the instrument lacked some important information, such as equipment and facilities
assessments and budgeting. The revised instrument will be used for the second program review of the eight programs and two departments that are scheduled for 2009.

**Planning Agenda**

PCC will continuously review programs, courses, and SLOs following the curriculum handbook guidelines.

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

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

**Descriptive Summary**

The college offers both developmental and college level courses and has established procedures for proposing, reviewing, and approving curriculum development or change. These procedures are defined in the PCC Curriculum Handbook, 2008-2012, and are followed by the Committee on Programs and Curricula (CPC).

In preparation for the college credit courses required in degree programs, the college offers developmental courses in mathematics and English for students who need them. Students are given placement tests to determine the appropriate level for placement into the mathematics and English courses be they developmental or college level. The students entering with TOEFL, SAT or ACT scores are exempt from taking the college placement tests and are placed accordingly based on those scores.

The college also offers short-term training courses through its Continuing Education Division (CE), the Operation & Maintenance Improvement Program (OMIP), and the Cooperative Research and Extension Department (CRE). The CE training courses are offered based on solicited or requested needs of the community. The college catalog lists short-term training courses that can be offered through CE. From spring 2003 to spring 2009, there have been 5,126 participants in CE trainings. OMIP provides infrastructure related short-term training courses strictly for national and state government employees. From spring 2003 to spring 2009, there have been 1,031 participants in OMIP trainings. CRE training courses focus on research and extension programs in the area of agriculture, natural resources and environmental education, and family and consumer education. From spring 2003 to fall 2008, there have been 134 CRE trainings.

Through an approved partnership with Penn Foster Career School, formerly called Thomson Education Direct, the college also facilitates short term trainings in a variety of areas whenever a program or service
The institution ensures quality of its courses and programs by following established procedures in the Curriculum Handbook. Through these procedures, PCC believes its courses and programs are of high quality. The Curriculum Handbook also includes procedures for establishing, approving, administering, and evaluating each course and program. Courses and programs are reviewed, assessed, and/or revised at least once every three years or when needs arise, and PCC believes these processes being followed by CPC are effective. Credit type depends on the kind of course, number of lecture hours to cover course content and whether or not a laboratory is necessary. The college uses standard credit assignments following the practices of the United States colleges and universities and accreditation standards to determine delivery mode and location of courses and programs.

To ensure high quality, the approval process for courses and programs include different levels as stated in the Curriculum Handbook. The assessment results of these courses and programs are used for improvements as in revision of course outlines, rubrics, and program courses. The established policies and processes for the development and evaluation of courses and programs as stated in the Curriculum Handbook lead to assessment of quality and improvement. PCC relies on faculty expertise; therefore, they play the central role in these processes. They are responsible for creating and revising courses and programs with appropriate SLOs. All courses and programs have SLOs. Each course and each program has rubrics to measure students’ levels of competencies in achieving SLOs. Furthermore, the program review instrument has a curriculum matrix.

For contract education programs, PCC has a contract with San Diego State University (SDSU) to offer courses toward BA and MA degrees in education in Palau. The need to upgrade skills and knowledge of classroom teachers in Palau prompted PCC to seek assistance from SDSU for these programs. The programs started in 2000. To date, 40 have completed their MA degrees and 28 have completed their BA degrees. The two programs are continuing, fall 2009, with 33 students in the BA program and 26 students in the MA program.
where a program instructor(s) matches program courses to program SLOs to ensure that a course “fits” the program.

Self Evaluation

PCC believes it meets this dialog. It assures quality of programs and courses and uses established procedures to design, administer, and evaluate its programs and courses. The

Planning Agenda

PCC will continue to use established procedures and to rely on faculty’s expertise to ensure quality and improvement of programs and courses.

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

Descriptive Summary

Competency levels and measurable student learning outcomes for courses and/or programs are identified based on the needs and input from the community, advice from the advisory committees when appropriate, and the expertise of the faculty. Faculty play the major role in determining competency levels and measurable SLOs. Advisory committees, when needed, advise faculty on needed courses and/or programs and their contents and SLOs. They also review course and/or program proposals, when necessary, before the proposals are submitted to CPC.

The structured relationship between SLOs and competency levels for programs is outlined in the program review instrument under curriculum matrix. This matrix shows a relationship of each program course to a program’s SLOs. It is further outlined in detail on the PCC Institutional Effectiveness and Assessment website (http://web.me.com/palauec). As for courses, the relationship between SLOs and competency levels is outlined in the course rubrics.

Criteria for evaluating the performance of students are clearly stated in the course outlines and course syllabi. A course syllabus, which is distributed to students at the beginning of each semester, contains student learning outcomes, course content, methods of evaluation for grades, and rubrics to measure competency levels for attaining SLOs. At the program level, students are informed by program instructors and academic advisors of program SLOs and the levels of competencies needed to be achieved. All courses and programs have rubrics to assess achievement and effectiveness of learning.

Self Evaluation

PCC relies on faculty expertise in determining competency levels and measurable student learning outcomes for courses and programs. Advisory committees were formed in summer 2009 and have just started meeting. So far some program advisory committees have met with respective program instructors once to
familiarize themselves with existing programs. The meetings will continue as needed for programs’ planning and improvement.

Prior to the current advisory committees, program instructors worked closely with appropriate government and private agencies to validate program courses and task lists. This practice was to prepare students to meet occupational expectations when they graduate and join the workforce.

Planning Agenda

PCC will continue, on a regular basis, to assess student learning outcomes.

### 2A.2c High-quality instruction and appropriate breath, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.

**Descriptive Summary**

To ensure high quality instruction, the college hires individuals who have education credentials in the needed fields of study. Once they are briefed on expectations and responsibilities and start teaching, they are evaluated by students in their classes every semester. The evaluation form used has a scale of one to five, with five being excellent. Those who score below average and/or with comments of concern from students, meet with the Dean of Academic Affairs or a designee to discuss ways for improvements. When needed, an observation from the dean or designee is conducted to ensure improvements are attained.

Course outlines and the scope and sequence of courses in programs, as listed in the 2008-2012 General Catalog, are evidence of appropriate breadth, depth, rigor, sequencing, time to completion, and syntheses of learning. In addition, AA/AS degree programs require the Test of English as a Foreign Language (TOEFL) with a score of at least 500 as one of the entrance requirements into the programs. An AAS degree major in the Nursing program requires a score of at least 450 as one of its entrance requirements. The purpose of the TOEFL is to ensure that students are able to handle or comprehend college-level course work required in the degree program. The dialogs between faculty, program instructors and advisory committees, and the instructors and CPC enhance understanding and agreement in regards to the quality and level of programs. In addition, faculty meet with the Dean of Academic Affairs, the Associate Dean and the CPC chairperson semesterly, and as needed, to discuss issues relating to teaching and curriculum.

PCC follows standard United States practices for determining criteria for programs. In general, 60 – 65 credits are required for degree programs. Most upper level general education and program courses have prerequisites to ensure that students are prepared to take the courses. The length of time to complete a program may take two to three years for AS/AA/AAS/ATS degrees. Degree programs, with the exception of the Liberal Arts, are designed to provide students training in an occupational or vocational major as well as provide a general education component to ensure a well-rounded education. Faculty, who play a key role, with assistance from CPC, decide qualities and collegiate level of programs.
Self Evaluation

PCC believes that all its programs are characterized by high-quality instruction and appropriate breath, depth, rigor, sequencing, time to completion, and synthesis of learning. PCC is a two year institution and the programs are designed for students to complete within the allowable timeframe.

Therefore, PCC makes sure that courses in programs have appropriate breath and depth and that they are rigorous and sequenced.

Planning Agenda

PCC will continue to ensure that programs are of high quality.

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

Descriptive Summary

In response to students’ different learning styles, the college utilizes a variety of instructional modes indicated in the course outlines and syllabi. The modes of instruction are determined by each instructor, based on course objectives and may be adjusted based on the needs of students. Faculty informally discuss within their departments and programs the relationship between teaching methods and performance of students, different teaching strategies, and modes of deliveries to reach the varied level of students. These methods normally include lectures, individualized instruction, group discussions, directed field trips/site visitations, use of technology in the classroom (computer-assisted instruction and power-point presentations), audio and visual aids, guest speakers, and on-line delivery (http://202.124.226.3:40/moodle). The college has not formally investigated the effectiveness of its delivery modes; however, instructors apply multiple and different delivery modes from semester to semester to meet the learning needs of students. Contact hours for developmental courses increased from three hours to five hours a week to allow for two hours a week in-class laboratories. Students may receive additional tutoring assistance from instructors and/or the Student Support Services Office, from tutoring sessions with assistant instructors, and from laboratory classes for developmental English and mathematics.

Methods of assessment may include oral and power-point presentations, group and individual projects, reactionary and research projects, demonstrations, portfolios and journals, and written exams. Student evaluations of instructors help to determine whether delivery modes and teaching strategies meet the diverse needs of students.

Self Evaluation

PCC believes that the varied teaching strategies and delivery modes used from semester to semester to different groups of students meet the diverse learning styles and needs of students. The faculty understands that students have different learning needs as well as learning styles. This understanding leads to having different methods of instruction and different methods of evaluations stated in course outlines.

Planning Agenda

PCC will continue to use varied teaching strategies and delivery modes while at the
same time be open to new concepts relating to teaching strategies.

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

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

Descriptive Summary

To maintain quality and effectiveness of courses and programs, the college utilizes CPC to ensure that content of courses and programs are appropriate in addressing the needs of the students and the community. Instructors visit the business community, when necessary or work with their respective program advisory committees, to ensure that their courses are relevant, appropriate, and current. CPC requires that all courses and programs be reviewed and assessed at least once every three years with revisions incorporated if necessary. The review cycle changed from five years to three years in April 2003 as recommended by an accreditation visiting team to better assure currency, accuracy, relevancy and suitability. Revision of courses and/or programs requires updating course outlines and SLOs, textbooks, references, and other instructional materials, which reflect changes made in courses and/or programs. When a need arises, a course and/or program may be evaluated within three years.

The Curriculum Handbook has a program review instrument used to evaluate all collegiate programs’ relevancy, appropriateness, currency, and future needs and plans. Data collected from program reviews and rubrics for both programs and courses will then be assessed and interpreted and the results will be used for decision-making and planning.

As stated in the program review instrument, the data needed for program evaluation are students’ records from the Registrar’s Office, instructors’ educational records and salaries from the Human Resources Office, program expenses from the Business Office, school catalogs, and course outlines. Each program review includes curricular review and a comprehensive review of the program in the overall college curriculum.

The program relevancy is determined by faculty, CPC, and advisory committees, when appropriate. The course matrix in the program review instrument and the PCC Institutional Effectiveness and Assessment website (http://web.me.com/palaucc) help determine the relevancy of programs and the role of each program in the overall college curriculum. All programs have identified student learning outcomes and students are achieving these outcomes. However, those who have difficulty in achieving outcomes are asked by their instructors to seek additional help, such as attending tutoring sessions for courses such as English and math.
The results of program evaluations will be used to revise and/or develop new courses, request new equipment and materials, and request additional resources and/or personnel. The changes that have occurred as a result of program evaluations are the hiring of some new instructors and the acquisition of additional equipment and materials. Other changes that have resulted due to program evaluations are revision of the program review instrument and development of new courses in some programs.

The institution understands and embraces the concept of on-going planning. Through this belief, it has developed a 15-Year Institutional Master Plan with four strategic directions. This planning is cyclical with needed resources built into it. With the creation of the Institutional Research Office, collection, analysis, and interpretation of data is improving and the results will be used for planning and improvement.

**Self Evaluation**

PCC believes that it meets the variables cited in these dialogs. It has systems in the Curriculum Handbook that assess courses and programs every three years or when needs arise for relevancy, currency, and for future needs and plans.

**Planning Agenda**

PCC will continue to use the systems in the Curriculum Handbook and at the same time review the systems for their effectiveness.

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

**Descriptive Summary**

The college has in place institution-made standardized departmental midterm and final examinations for developmental mathematics and English courses. The examinations, which are revised every three years, or within three years when a need arises, are created to assess SLOs based on course contents. The contents of these examinations use familiar nouns, incidents, stories, and issues to minimize biases. Also, there are usually more than one section of these courses offered in one semester; thus, instructors use the same evaluation criteria to assess students to help minimize biases. Furthermore, English writing examinations are graded by at least two English instructors. This practice also helps to minimize biases.

**Self Evaluation**

Based on a systematic review cycle of every three years or when needs arise, PCC’s institution-made examinations are validated to assure effectiveness in measuring student learning and to minimize biases.

**Planning Agenda**

PCC will continue to review institution-made examinations for effectiveness.
2A.2h The institution awards credit based on students achievement of the course’s stated learning outcomes. Units of credits awarded are consistent with institutional policies that reflect generally accepted norms and equivalencies in higher education.

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

**Descriptive Summary**

Students are awarded credits when they successfully complete and pass all the SLO requirements for each course. Credits awarded at PCC follow similar norms or equivalencies of the United States’ colleges and universities. Each program has SLOs and its courses have course outlines with SLOs. Achievement of courses and program learning outcomes is the basis for awarding degrees and certificates which are awarded to students when they successfully complete all requirements of the programs.

Dialogs occur between instructors, instructors and counselors, counselors and students, instructors and students, and instructors and CPC regarding learning expected of students in order for them to earn credentials.

Based on program courses, instructors propose program learning outcomes to CPC. Through the review process, instructors and CPC examine the proposals and what they agreed upon become the SLOs for programs.

**Self Evaluation**

PCC believes it meets the requirements from these dialogs. It awards credits based on students’ achievements of courses and programs stated learning outcomes.

**Planning Agenda**

The college will continue to award credits based on students’ achievements of courses and program stated learning outcomes.

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

**Descriptive Summary**

The Palau Community College catalog (2008-2012) contains seven learning outcomes, developed by instructors, under its general education philosophy on page 9. The general education philosophy is integrated into each discipline offered by the college through the required courses under general education as listed on pages 48-63 of the school catalog under each program. The general education requirements are also outlined on page 44 to 47 under each degree’s requirements. The component of the general education is reviewed by the affected instructors and CPC to ensure that the programs conform to the general education philosophy in the catalog. PCC follows similar norms or equivalencies of the United States’ colleges and universities.
in regards to analysis of courses for inclusion as general education, such as arts and humanities, social sciences and mathematics.

The program instructors review the program description and/or the course outlines with the stated SLOs and rubrics to determine which courses are most appropriate to include as general education requirements for the programs they teach as well as validate these general education courses through meetings with CPC. The instructors determine, and through the Committee on Programs and Curricula (CPC), propose appropriate general education courses appropriate for each program. During the program review, CPC makes recommendations to the instructors for the program if the committee finds the program lacking major areas of knowledge under the general education requirement.

The rationale for general education is communicated to stakeholders through the college catalog and general assemblies. Also, the students are informed of the importance of general education by their instructors, counselors, and by reading the catalog.

Self Evaluation

PCC believes it meets the requirements for this dialog. It relies on the expertise of its faculty to determine appropriateness of general education courses to include in the general education component of each program.

Planning Agenda

The college will continue efforts to support meeting this standard.

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

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

Descriptive Summary

The content and methodology, based on the general education philosophy, for general education courses are determined and proposed by faculty and reviewed by CPC with the involved instructor(s). This content and methodology give students the basic understanding of the traditional areas of knowledge. The review process, as stated in the curriculum handbook, is conducted by CPC with concerned instructors. The process which has different levels of approval ensures inclusion of content and methodology in general education courses.

The SLOs for general education courses require students to understand basic content and methodology in major areas of knowledge. Rubrics for general education courses are reviewed by CPC, along with course outlines, to validate and ensure the contents and SLOs are included in the course outlines.

Students are assessed after completing courses/programs using rubrics to determine if the student has indeed attained the knowledge and skills for each course/program. Application of their
understanding to subsequent coursework depends on their learning achievement of previous coursework. The college tracks graduates to determine if they are employed or furthering their education. The 15-Year Institutional Master Plan contains an objective to establish a follow-up system to further track employed graduates for job placement related to degree earned. This is to determine their progress at work and will also assist the college in program improvements. In addition, both graduates continuing their education and early transfers will be tracked to follow-up their progress in school.

All the programs and courses are reviewed, assessed, and revised at least every three years. The programs are assessed using the assessment tool created by CPC and approved by faculty as shown in the curriculum handbook.

All course outlines prepared and/or modified include comprehensive student learning outcomes following the format which includes content and methodology that has been made and approved by CPC. The degree programs which include Associate of Applied Science, Associate of Arts, and Associate of Science degrees require a component of general education in the area of humanities and fine arts, the natural sciences, and the social sciences to give PCC students an opportunity to gain understanding of the basic content and methodology of those areas of knowledge.

Self Evaluation

PCC believes it meets variables mentioned in this dialog. However, it needs to improve its student follow-up system to include job placement and performance in their fields of studies. Transfer students and their progress in school needs to be tracked also. The follow-up system results will be used for program improvements.

Planning Agenda

1. PCC will improve the student follow-up system as stated under Strategic Direction 1, Goal 1.3 in the PCC 15-Year Institutional Master Plan.

   This system will be one of the elements used to improve programs and student learning.

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

Descriptive Summary

As indicated in the catalog, all Associate of Science degree programs require between 10 to 16 credits from general education courses: English, quantitative reasoning, computer literacy, humanities, social science, natural science and health. The Associate of Arts degree in Liberal Arts requires that students complete a minimum of 63 semester credits selected from courses such as English, communications, mathematics, natural science, humanities, social science, computer technology and electives. The Associate of Applied Science degrees require from 16 to 17 credits from general education courses: communications, computer technology, mathematics, social science, science, and health. Course rubrics
measure competency levels of students in attaining the goals.

The review process and procedures stated in the curriculum handbook are followed to assure the required skill levels meet collegiate standards and that expected skill levels are included in course outlines. Course rubrics are employed to measure students’ skills and the college is satisfied at this time that these measures are effective.

Students are achieving stated outcomes. Those who have difficulty attaining them are referred for tutoring and/or receive individual help from instructors and assistant instructors. Students are assessed using course rubrics to determine if they have indeed attained the knowledge and skills for each course. How well students apply these skills to subsequent coursework or employment depends on learning achievement of previous coursework or pre-requisites and internship performance for employment.

**Self Evaluation**

PCC believes it meets this dialog. It believes that as a two year institution that prepares students to further their education or to join the work force, the general education component of each program provides for an individual to be a productive and life-long learner.

**Planning Agenda**

The college will continue to ensure that the general education component of each program provides for students to be productive and life-long learners.

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### 2A.3c. A recognition of what it means to be an ethical human being and effective citizen:
qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.

**Descriptive Summary**

The general education philosophy helps to determine SLOs to address concerns relating to ethics and effective citizenship. Courses which cover these qualities such as Introduction to Sociology, Introduction to Political Science, Introduction to Cultural Anthropology, Introduction to Social Anthropology, and Internship are taken to either meet general education, program requirements or electives to help give students a recognition of what it means to be an ethical and effective citizen.

Students learn what an ethical human being and effective citizen is through the SLOs in courses taken in meeting both their general education and degree program requirements. These include 10 to 17 credits of general education courses and certain other courses from among the 44 to 70 credits of required degree program courses: English, mathematics, humanities, social science, music, natural science, health, and degree specific courses.

**Self Evaluation**

PCC believes it meets this dialog. It believes that as a two year institution that prepares students to further their education or to join the work force, the general education component of each program provides for an individual to be ethical and effective citizen.
Planning Agenda

The college will continue to ensure that the general education component of each program provides for students to be ethical and effective citizens.

2A.4 All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.

2A.5 Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.

Descriptive Summary

Degree programs include focused area of study and in the case of Liberal Arts, an established interdisciplinary core is in place. For Arts and Sciences programs, between 46 and 53 credits are required in the core area, depending on the specific program. For Business programs, the range of required credits in the core area is 45 to 52, depending on the program. For Technical Education programs, between 44 and 49 credits are needed in the core area, based on the specific program chosen. These requirements ensure that students in degree programs will be exposed to at least one area of focused study.

Students in all programs, except Liberal Arts and Nursing, are required to undergo internship training which is the last course in their programs. The Extension Programs Coordinator is responsible for placing students as interns within both the public and private sectors. Students are evaluated twice during the semester of their internship program by their worksite supervisor, as well as observed and evaluated by the Extension Programs Coordinator. At the end of internship, evaluations of interns from worksite supervisors are used by the Extension Programs Coordinator to assess students on the levels of performance for each internship competency listed for the students’ majors. They are further evaluated by program rubrics. Internship competencies and program rubrics are developed by instructors with recommendations from government/private agencies and advisory committees where appropriate to meet employment expectations. As a result, students scoring well on both evaluations meet employment standards.

During their last semester, Education students must complete one semester of student teaching for their internship requirement, which is set up by a PCC education instructor with approval from the Ministry of Education and/or a principal of a private school. During this part of their program, as they teach students in the classroom, they are observed and assisted by both the PCC education instructor and an assigned cooperative teacher at the school site. At the end of student teaching, evaluations of interns from the assigned cooperative teachers are used by the program instructors to assess students on the levels of performance for each student-teaching competency listed for the students’ majors. They are further evaluated by program rubrics. As a result, students scoring well on both evaluations meet employment standards.
Nursing students take their practicum during the entire duration of their schooling. The practicum is incorporated into most of the program’s courses, and students are evaluated by a nursing instructor. At the end of the program, practicum evaluations of nursing students are used by program instructors to assess students on the levels of practicum performance. They are further evaluated by program rubrics. As a result, students scoring well on both evaluations meet employment standards. Nursing graduates are required to apply for licensure through the Palau Nursing Board of Health Professions once they graduate. No examination is required for licensure. Students graduating with a nursing degree from the college are given a license upon applying. Nursing graduates may choose to take the National Council Licensure Examination for Practical Nursing (NCLEX-PN) or the National Council Licensure Examination for Registered Nursing (NCLEX-RN) for Licensed Practical Nurse (LPN) and Registered Nurse (RN) licensure in the United States.

Although there are no licensures or certification by external agencies required by the Republic of Palau, PCC makes an effort to provide each student with appropriate practicum in preparation for the labor market.

At this time, the college does not have a mechanism in place to acquire reliable information regarding graduates’ progress in the employment arena. However, in the PCC 15-Year Institutional Master Plan which is being completed this fall 2009, a student follow-up system is included as one of its objectives. This system will track graduates for information regarding their progress in their employment.

Self Evaluation

PCC believes it meets the variables mentioned in these dialogs. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. Students completing vocational and occupational degrees demonstrate technical and professional competencies that meet employment and other applicable standards. Licenses and certification by external agencies are not required in Palau. In regards to graduates meeting employment competencies, PCC does not have a mechanism in place to acquire information on the progress of graduates in the employment arena.

Planning Agenda

1. PCC will improve the student follow-up system as stated under Strategic Direction 1, Goal 1.3 in the PCC 15-Year Institutional Master Plan.

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

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

Descriptive Summary

Educational courses, programs, certificates, and degrees are clearly described in the general catalog, discussed during recruitment presentations, and discussed in SS100 class, so students and prospective students receive clear and accurate information on the purpose, content, course and program requirements. When there are changes, addenda to the catalog are distributed to constituents and concerned personnel for information dissemination. SLOs for courses are included in the course outlines. SLOs for programs are included in the first addendum to the 2008-2012 catalog.

Instructors provide updated copies of their course syllabi which contain student learning outcomes to their students at the beginning of each semester and provide copies to the Academic Affairs Office to verify students’ receipt of course syllabi with learning outcomes. The student evaluation of instructors is also verification that students receive this information. There are approved standard course outlines on file. Instructors use information from course outlines to develop their course syllabi. Therefore, different sections of the same course adhere to the same SLOs of that course.

Transfer of credits procedures are stated in the General Catalog on page 32. The Office of the Registrar and Records is responsible for reviewing and proposing acceptance of credits from other institutions. The Dean of Academic Affairs, CPC, and program instructors are consulted regarding transfer of credits with the dean having the final approval. The transfer of credits out depends on the receiving institution or is based on articulation agreements between PCC and other colleges. All curriculum related policies including transfer of credits are reviewed every five years or when the need arises. The transfer policies are communicated to students through academic advisors, through the registrar and by reading policies in the catalog.

The articulation agreements are negotiated between institutions either on a program or course by course basis. Once articulation agreements are approved and implemented, they are followed until their terms are up or terminated by one or both parties. If changes need to be made during the term, both parties communicate to accommodate for changes or improvements, and this is one
way of evaluating if agreements serve the
purpose of the institution.

**Self Evaluation**

PCC believes it meets these two dialogs.
PCC assures that students receive clear
information on courses, programs, and
degrees. Every incoming student is given a
catalog during orientation. Students receive
a course syllabus for every course they take.
Transfer of credit policies are made
available to students through the catalog and
academic advisors and the articulation
agreements are appropriate to its mission.

**Planning Agenda**

The college will continue efforts to support
meeting this standard.

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

**Descriptive Summary**

When a new catalog is published and there
are changes to the programs or a program is
eliminated, the policy, stated in the catalog,
page 31, gives students one year to complete
the program they are in based on the
previous catalog requirements, which
includes course substitutions when
necessary. When there are changes to the
current catalog, catalog addendum is
distributed to all stakeholders. Students are
advised by their academic advisors on how
to complete their educational requirements.

**Self Evaluation**

PCC believes it meets this dialog. It has a
policy stated in the catalog to ensure
enrolled students complete their programs in
a timely manner with minimum disruptions.

**Planning Agenda**

The college will continue to ensure that
enrolled students can complete their
programs in a timely manner with minimum
disruptions.

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

**Descriptive Summary**

Regular review of the college publications
are conducted at different intervals to ensure
integrity. The intervals range from every
semester to every five years. For example,
the semester course offering booklet is
reviewed every semester; the general catalog
is reviewed every four years; and the
Administrative Manual is reviewed every
five years. The college website
(www.palau.edu) undergoes periodic
review.

**Self Evaluation**

The institution provides accurate and current
information on student achievements to the
public. The annual report, fact book, and PCC In Focus are publications that contain data of students/graduates. The honor students are recognized on a semesterly basis through the college newsletter and on bulletin boards around campus. Also, during each graduation, data of graduates is published in graduation programs.

**Self Evaluation**

PCC believes it meets this dialog; however, the college newsletter and other information on the website need to be updated regularly.

**Planning Agenda**

1. Designate a specific office on campus to make sure the college newsletter and other information on the website are updated on set intervals.

This will ensure current and accurate information and representations of the institution.

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

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

**Descriptive Summary**

The Board-approved policies on academic freedom and student academic honesty exist and are made public. The policy on academic freedom and responsibility is clearly addressed in the Personnel Rules and Regulations Manual (Revision: 2005). The same policy can also be found on page 11 in the 2008-2012 General Catalog. As for the policy on student academic honesty, it can be found in the general catalog and student handbooks.

The policy on academic freedom demonstrates the institutional commitment to free pursuit and dissemination of knowledge. Because the college believes in academic freedom, the college spearheaded the national effort to include the right to academic freedom in the Palau Constitution.

The description in the Personnel Rules and Regulations Manual of academic freedom communicates the college expectation that faculty distinguish between professional and personal views. Instructors are aware of this expectation for they have copies of personnel manual, but when needed, discussions at instructors and faculty meetings help deepen understanding of this expectation. In the classroom, instructors follow approved course outlines that dictate course contents and SLOs. Evaluations of instructors by students are administered each semester to help ensure that the course content is presented fairly and objectively. Evaluations of faculty by administrators are conducted when needed. The merit performance evaluation is done yearly by instructors and their supervisor. These evaluations further assess instructors’ understanding of academic freedom and of
Standard 2

presenting information fairly and objectively.

Self Evaluation

PCC believes it meets these dialogs. It has policies to ensure the institution’s commitment to the free pursuit and dissemination of knowledge.

Planning Agenda

The college will continue efforts to support meeting this standard.

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

Descriptive Summary

The Student Handbook, 2008-2009, has a section on Student Code of Conduct and Sanction which clearly states provisions on academic honesty and sanctions for violations. The conduct expected of students, disciplinary sanctions, and the process for dealing with violations are all stated on pages 11-18 of the handbook. The handbook is given to all new students during orientation and is used as one of the textbooks in Social Science 100 course. The code of conduct also includes sections on academic dishonesty which focuses on cheating and plagiarism. This policy is also communicated to students by instructors and academic advisors/counselors.

The 2008-2012 General Catalog also has a section that clearly addresses academic dishonesty. This can be found on pages 21-22 and includes descriptions and disciplinary actions for violation of this policy. In addition, the Faculty Senate Association (FSA) has also developed procedures and guidelines to be followed by the faculty in dealing with academic dishonesty. The procedures and guidelines were approved and piloted by the FSA in the fall of 2006. In January 2009 the procedures and guidelines were formally adopted by the FSA.

Self Evaluation

PCC believes it meets this dialog. It has policies in place that provide clear expectations regarding student honesty.

Planning Agenda

The college will continue efforts to support meeting this standard.

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

Descriptive Summary

The 2008-2012 General Catalog, page 9, and the 15-Year Institutional Master Plan identify vision, mission and unifying principles which form the basis for policy setting, planning, daily interaction and decision making at the College. Clear provisions for specific codes of conduct and sanctions for staff, faculty,
administrators, and students are described in the PCC Personnel Rules & Regulations Manual (Personnel Manual) and the Student Handbook. In the Personnel Manual, professional and ethical standards expected of faculty are described as a component of academic freedom on page 2. In addition, formal disciplinary action, procedures, and grievances are described on pages 48-53. Conditions for employees accepting jobs outside of PCC are also clearly described on page 54. The 2008-2012 General Catalog discusses academic dishonesty, student conduct, and grievance. However, a more detailed description of the Student Code of Conduct and Sanction is discussed on pages 11-18 in the 2008-2009 Student Handbook.

The college follows the policy on academic freedom. This policy is in the Personnel Rules & Regulations Manual.

**Self Evaluation**

PCC believes it meets this dialog. It has policies in the Personnel Rules and Regulations Manual, catalog, and the student handbook.

**Planning Agenda**

The college will continue efforts to support meeting this standard.

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

#### Descriptive Summary

The college offers a program at one foreign location—Yap State in the Federated States of Micronesia. Courses in Nursing Program are being offered there. This program is described in the 2008-2012 General Catalog. The courses are taught by local instructors meeting PCC hiring qualifications, by PCC instructors who are sent to Yap by the college or by PCC instructors who teach the courses on-line. They follow PCC course outlines to make sure that course contents, SLOs and evaluation methods are followed. Nursing courses are taught in classrooms located at the hospital. The program has a contact person in Yap, the Nursing Supervisor at Yap Hospital. This program is visited and assessed once each semester by an appropriate PCC staff. Records of these visits are kept in the Academic Affairs office. Copies of all student official records are kept at PCC. Students have an assigned PCC academic advisor from the Division of Student Services.

PCC also offered education courses in Yap. In the spring 2007 and again, in fall 2008, all students who were in the Early Childhood program graduated. The offering of education courses ended in spring 2008.

The college ensures that courses offered in Yap are in conformity with the Commission’s standards and applicable policies.

#### Self-Evaluation

PCC believes it meets this dialog. It conforms to standards and applicable Commission policies.

#### Planning Agenda

The college will continue efforts to support meeting this standard.
Standard 2

2B. Student Support Services

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

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

Descriptive Summary

The College supports an open-door admissions policy which provides opportunities for high school graduates, Adult High School graduates, persons who have passed the General Equivalency Diploma (GED), individuals 18 years of age or older, individuals who qualify for dual enrollment, and high school students under 18 years of age who are not seeking degrees but who will earn grades and college credits (2008-2012 General Catalog, page 29). The college does not focus recruitment efforts for specific programs. The PCC’s recruitment program, which is conducted at local high schools and in the community, covers descriptions of educational programs offered and their requirements, support services, and financial aid. Recruitment is also extended to the Federated States of Micronesia (FSM) as well as to the Republic of the Marshall Islands (RMI). Due to the high cost of travel, recruitment to FSM and RMI is conducted through each of the islands’ respective high schools. In addition, PCC Travel Grants are granted to each entity, wherein from each island, ten (10) students that have recently graduated from high school are provided airfare to Palau to attend PCC. The purpose of the Travel Grant is to ensure diversity in the student population.

Recruitment activities are spearheaded by the Office of Admissions & Financial Aid. To determine that admitted students are able to benefit from existing programs, recruitment efforts ensure that incoming students are aware of what programs and support services are available prior to the application process. During the application process, potential students identify in ranking order their choice of programs. This helps the institution ensure that incoming students are placed in programs that are of interest to them. If a student cannot get into the first program of his or her choice because he or she does not meet the required program criteria’s, the student is informed and admitted into his or her second choice of program. Once the student meets the needed program requirements, he/she can change to the first program choice. Incoming students that have not decided on a program are admitted as undeclared and are given a semester to decide which program to pursue. Information gathered from the recruitment activities and the admissions process that affect admissions policies and procedures are brought to the attention of the Dean of Students.
The Dean of Students conducts monthly Student Services Division meetings with the Director of Admissions & Financial Aid, the Director of Student Life & Housing, the Registrar and the Director of Student Support Services (a federally funded program), and also when needed, to address issues pertaining to student support services. 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 Services Division meetings to help identify strengths and weaknesses, and to allow for improvement of services.

The Retention Committee, composed of the Dean of Students, the Dean of Academic Affairs, the Director of Admissions & Financial Aid, the Director of Student Life, the Director of Student Support Services, the Registrar, and representatives from the Associated Students of Palau Community College (ASPCC) formerly Student Body Association (SBA), and the Faculty Senate Association (FSA), provides coordination for various services by meeting on a monthly basis and when needed to assure quality of services and programs. The committee then makes recommendations and implements changes to support student learning and enhance achievement of student success with regards to promoting learning opportunities and developing personal excellence. Examples include revisions of class offerings in a particular semester to better meet program/course needs of students, and recommendations regarding TOEFL exemption guidelines of incoming students.

The Committee on Student Financial Aid (COSFA) composed of the Vice President of Administration & Finance, the deans from Student Services & Academic Affairs, the Director of Admissions & Financial Aid (an ex-officio member), the Registrar, presidents from the Faculty Senate Association (FSA) and the Associated Students of PCC (ASPCC), and the chairperson of the English department, makes recommendations on financial aid institutional policies, and serves as an appeal board for students appealing financial aid decisions.

In 2007, the institution through its Development Office began conducting the Graduating Student Exit Survey. The survey assesses students’ satisfaction and educational experiences with the institution’s programs and services. The survey results are shared with all divisions of the college, Student Services Division included, for the purpose of improving learning support needs of students.

Most services are available to students during normal working hours with the exception of the library, the Recreation Office, the cafeteria and student housing, all of which have extended hours into the evenings and weekends. Student support and services include tutoring, a computer resource laboratory, academic advising, counseling, career guidance, and transfer
counseling, study skills and information workshops, intramural leagues, retreats and cultural site visits.

Self Evaluation

PCC’s open-door admission’s policy dictates that as an institution the college is committed to meeting the needs of its incoming students, as stated in its mission statement. The institution systematically evaluates its student support services to ensure that they support student learning. The Student Services Division’s program review results from 2004-2007 reflects that the division has the capability to meet the support needs of students. Along with identified student learning outcomes, evaluation of services and programs on a semester basis indicates that students are satisfied with the student support services that they are receiving.

Planning Agenda

The college will continue to assure the quality of student support services regardless of location.

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

a. General Information

- Official Name, Address(es), Telephone Number(s), and Web Site Address of the Institution
- Educational Mission
- Course, Program, and Degree Offerings
- Academic Calendar and Program Length
- Academic Freedom Statement
- Available Student Financial Aid
- Available Learning Resources
- Names and Degrees of Administrators and Faculty
- Names of Governing Board Members

b. Requirements

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

c. Major Policies Affecting Students

- Academic Regulations, including Academic Honesty
- Nondiscrimination
- Acceptance of Transfer Credits
- Grievance and Complaint Procedures
### Descriptive Summary

The general catalog contains the official name of the institution, telephone numbers, fax numbers, and e-mail addresses for the President of the college, the Office of Admissions & Financial Aid, Student Services, Academic Affairs, Continuing Education, and Land Grant-Cooperative Research & Extension. The educational mission of the institution is stated in the catalog, along with the unifying principles and the master plan goals. There are also descriptions of courses, programs, and degree offerings. The college’s academic calendar and program lengths are reflected as well. Moreover, the Academic Freedom Statement is stated in the catalog and available student financial aid, federal and non-federal, including state/republic scholarships are listed and described in the catalog. In addition, learning resources available on campus are covered in the catalog. The catalog has the names and degrees of administrators, faculty, and staff. The catalog also has the names of the governing board members.

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

Academic regulations, including academic honesty are covered in the catalog. Nondiscrimination per se is not specifically stated in the catalog, but Students’ Right in Due Process, and Student Grievance/Complaint Procedures are addressed in the catalog. Sexual harassment is also covered in the catalog as well as the acceptance of transfer credits and refund of fees.

The catalog is current, well-structured, user friendly and complete. Catalog addendums are done and distributed whenever there are changes to the information stated in the catalog. The catalog is revised every four years by a committee that is appointed by the college president, a year prior to the catalog expiration date. The make up of the committee is representative of the entire college community. The General Catalog Committee’s task is to review and update the catalog. To ensure information accessibility, copies of the general catalog are distributed widely. Catalogs are available in every office of the college, provided to incoming students, and at the PCC Bookstore and local high schools in Palau and the Micronesian region. The catalog is featured as well on the PCC website, www.palau.edu.

Aside from the catalog, policies may also be found in the student handbook, the student financial aid handbook, and the Palau Community College Personnel Rules & Regulations manual. These publications are easily accessible as they are widely distributed. The student handbook and student financial aid book are provided to incoming students, and most offices of the college. In addition, copies of the financial aid handbook are provided to high schools in Palau and the Micronesian region, and featured on the PCC Website. The Palau Community College Personnel Rules &

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### Standard 2

- Sexual Harassment
- Refund of Fees

### d. Locations or Publications where other policies may be found

- Description
- Standard 2
Regulations Manual is provided to staff and every office of the college. These publications are also available in the PCC Library to ensure public access.

Records of student complaints/grievances are maintained in the Office of the Dean of Students and are available for review by the visiting accreditation team.

Self Evaluation

PCC is committed in providing its constituents with a catalog that is accurate and current. Nondiscrimination is not specifically stated in the catalog, but Students’ Right in Due Process, and Student Grievance/Complaint Procedures are avenues stated in the catalog to ensure that students are treated equally. A catalog addendum will be done to cover nondiscrimination. Whenever changes occur within the four-year period, printed copies of the changes are disseminated to academic advisors, faculty, and concerned staff. Copies are posted at a designated bulletin board outside of the Office of the Dean of Students and published in the Mesekiua newsletter. The catalog is printed every four years.

Planning Agenda

1. The 2012-2016 General Catalog will include a statement on nondiscrimination.

The catalog is a major publication of the college that provides our constituents with general information about our institution, thus it is critical that we include a written statement to clearly assure them of the institution’s commitment to nondiscrimination.

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

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

Descriptive Summary

The college employs the use of math and English placement tests every semester to measure and determine incoming students’ proficiency levels in these subjects. In the fall of 2008, the college started utilizing students’ scores from the standardized tests SAT, ACT, and TOEFL. These assessments are used to ensure that students are placed in appropriate courses. The college uses high school computer class records to assess student’s computer needs. Students who took a high school computer class will be placed in the CS100 course – Computer Literacy. Any student without a high school computer class will start with CS100a course – Computer Literacy, a course which concentrates on keyboarding skills including basic application software, computer concepts, navigating in a Window Operating System and internet application. In addition, the college identifies at-risk students admitted to the college with a high school grade point average between 1.00 – 1.99. Academic advisors work closely with this group of students to ensure that they receive all the support needed to succeed their first semester as college students.
In the fall of 2006, to help students keep their educational time frame and graduate within two to three years, the Retention Committee started looking at data showing the success of students in developmental courses during summer sessions. During summer sessions, the developmental classes run for six or eight weeks. The success rate of short term developmental courses was higher compared to the success rate of regular semesters that run for sixteen weeks. The college began offering two developmental courses in a regular semester such as Math 90 in the first eight weeks and Math 95 in the second eight weeks. Students were able to complete their developmental math in one semester and enroll in college math courses in their second semester. This practice was also put in place for English writing and reading. At the President of the college’s initiative in fall 2007, the college moved to streamline and cut down on developmental courses. All developmental courses were deleted except English 92 – Basic Reading Skills, English 95 – Basic Grammar and Writing Skills and Math 95 – Basic Algebra. The college hired three instructors’ assistants to increase the developmental courses’ class time to meet daily to accommodate in-class tutoring. The college will look at data after two years in fall 2009 from this initiative and changes will be made if necessary.

In fall 2005, a Student Progress Report (SPR) was implemented as a means to track the academic progress of students. This Student Progress Report from instructors to the counselors allows timely intervention to try to ensure progress of students. In 2005, the SPR began with two submissions, one before the midterm and one before the final exam period from the instructors to the counselors; in fall 2006, the number increased to three a semester, during the 4th week, 9th week and 13th week; in fall 2008, SPR became a weekly report to the counselors. Counselors submit a monthly counseling data report of services to the Dean of Student Services for compilation, summarization, and 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 the Student Services Division has the capability to carry out its functions in meeting the learning support needs of the students. The results of the 2004-2007 program review have yet to be linked to budgeting. In the spring of 2008, the 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, such as new student orientation, registration, financial aid, and co-curricular activities. All evaluation results are compiled and reported within each unit and at monthly Student Service Division meetings to help identify strengths and weaknesses, and to allow for improvement of services.

Although the college does not have a disability office, arrangements are made by the office of the Dean of Students to accommodate students with special needs. The Student Services staff work closely with the Academic Affairs staff and faculty to provide needed services. Wheelchair bound individuals have easy access to offices of the college as well as to most of the classrooms, library and computer laboratories located on the main campus. In addition, the college ensures that wheelchair
bound students’ classrooms are situated on ground floors.

Aside from the information available on the college website, the college does not have any on-line support services for students. With its small campus and convenient locations, students are able to receive services in person.

Palau Community College conducts a Nursing Program at Yap State, Federated States of Micronesia. An Education Program was also conducted but the students finished the program and graduated in fall 2007, spring 2008 and fall 2008. The extension programs are maintained by site coordinators in Yap. Academic Affairs and Student Services staff from the main campus visit Yap extension programs regularly for instructions and monitoring of programs. Assistance from the main campus occurs during registration period, counseling sessions, Federal Financial Aid meetings, and online course orientations. The program coordinators are in constant communication with the Dean of Students, the Dean of Academic Affairs, the Director of Admissions and Financial Aid, counselors, the Vice President of Administration & Finance and the College Registrar via email and conference calls to ensure the effectiveness of the programs and the success of students.

**Self Evaluation**

The college believes it meets this standard by identifying students’ academic needs and providing appropriate services and programs to address these needs. With the utilization of standardized test scores, placement test results and high school academic records, students are placed in appropriate course levels. Students receive services, such as tutoring, counseling, and academic advising to succeed in their learning.

**Planning Agenda**

The college will continue efforts to support meeting this standard.

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**2B.3b The institution provides an environment that encourage personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.**

**Descriptive Summary**

According to the College’s 15-Year Institutional Master Plan, Strategic Direction 1 states that PCC will intensify its efforts to enhance existing programs and services, as well as develop new ones, all in an effort to improve student’s success. In line with this strategic direction, the college continues to cultivate an environment that is conducive of student development. The Associated Students of Palau Community College (ASPCC) is a student government that is governed by four executive officers and ten senators, all of whom are elected every fall semester. The student membership and involvement in the ASPCC, organizations, clubs, and committees encourage personal and civic responsibilities and fosters intellectual and personal development. New elected officers of ASPCC and the state organizations’ officers are provided mandatory training and orientation workshops with topics such as the parliamentary procedures, ASPCC constitution, and values and characteristics of different types of student leaders. The student trustee who is also elected every fall
Individual state organizations and clubs are managed as well by students with assistance from club advisors. These organizations and clubs identify and participate in school and community projects and activities which promote personal and civic responsibilities for their members. Students are also involved in the planning and evaluating of programs and services which provide intellectual development. The Executive Committee, the Committee on Student Financial Aid (COSFA), the Student Review Board (SRB), the Graduation Planning Committee, the Retention Committee, the Self Study Standard Committees, the Charter Day Committee, the Committee on Programs and Curricula (CPC), and the Career and Technical Awareness Week all have a student representative. After the completion of student learning outcomes of Student Services, assessment evaluations were made available for students to evaluate activities and programs such as the International Night and Tuesday Night Program in spring 2009. The student evaluation results showed positive ratings for these activities and recommended that these programs continue. Results also recommended that youth leaders from the community also become involved during Tuesday Night Programs and recommended that other ethnic groups of students such as Japanese and Chinese participate during International Night to showcase their dances, songs and arts. The evaluations also give opportunities to students to share their ideas for future planning of activities and topics of interest. The different organizations and clubs, such as the Environmental Science Club, the Tourism Club, the Chuuk State organization, and the Builders Club, are established based on academic programs and the different ethnicities that make up the student population. These clubs promote what students have learned in the classroom, raise funds to support organization activities, and identify and plan activities to support community sponsored events to promote personal and civic responsibilities as well as personal development.

In March of 2006, Palau Community College became a member of the Phi Theta Kappa an International Honor Society for two-year community colleges. The Beta Omicron Zeta Chapter of the College continues each fall semester to induct new eligible members to the society. Through this honor society, members learn, maintain, and carry out duties and responsibilities of scholars, leaders, and excellence. Members attend annual conventions to promote learning and understanding of how to lead the way for a better tomorrow. In addition, members serve the community through donations of children’s books and non-perishable foods.

Personal responsibility and aesthetic, intellectual and personal development is encouraged as well through Student Life and Housing programs and activities, the Federal Work Study program, and extracurricular activities. The Tuesday Night Program is conducted the last Tuesday of every month. This program is open to all students to participate and learn from different presenters with a variety of topics, such as substance abuse, communicable and non-communicable diseases, values, and relationships. This promotes intellectual and personal responsibilities of students. As a part of the housing orientation for incoming dorm residents, scheduled trips to the rock islands are conducted to orient and familiarize students with the local community. In addition, the College
housing began annual retreats for female and male residents in fall of 2006 to promote civic and personal development.

Dorm residents assume responsibilities for the maintenance of the dormitories and their surroundings with the assistance of the dormitory managers. Dorm residents meet every month with the dormitory managers to plan residents’ activities, housekeeping assignments, and enforcement of dormitory rules and regulations. Dormitory rules and regulations encourage student to become responsible and accountable for their behaviors and relationships with each other.

Student participation in the Federal Work Study Program further promotes responsible work ethics. The Federal Work Study provides workshops for all eligible students. Workshops include topics such as customer service, time management, and important work values. The coordinator and job site supervisor work closely together during the semester to ensure that learning is going on at the job site and that students maintain good relationships with supervisors and others at the work place. At the end of each semester, students and supervisors complete evaluation forms and necessary changes are made for improvement. In addition, the college encourages and supports student participation and involvement in extracurricular activities, Charter Day, intramural sports, community sporting leagues, and events, such as baseball, basketball, volleyball games, outrigger canoe club activities, Mock Congress, health related conferences, walk-a-thons and environmental clean ups.

Self Evaluation

The college believes it meets this standard by providing an environment that encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all students. The college supports all student activities by providing assistance in planning and financing of activities. All students are encouraged to participate in school and community activities to promote an environment that is aesthetically pleasing, shows appreciation of the natural world, and supports informal relaxed relationships that enrich personal responsibility and development.

Planning Agenda

The college will continue efforts to support meeting this standard.

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

Descriptive Summary

The College has in place counseling and academic advising services. Prior to fall 2005, academic advising was managed by program instructors and other professional staff. The college then hired three counselors, and in the fall of 2005, academic advising was transferred to counselors. Currently, there are three counselors at Student Life and one counselor at Student Support Services providing services to the student population. Counselors are divided into the three different schools, the School of Arts and Sciences, the School of Business and the School of Technical Education.
Students receive counseling services through daily walk-in sessions, by appointments, and/or by scheduled group sessions. Such services are academic advising, personal counseling, career counseling, and transfer counseling.

A Catalog Requirement Audit (CRA) is provided to counselors by the office of the Registrar and Records as one of the tools for advising students on program requirements and progress toward graduation. The Student Life office works closely with the Dean of Academic Affairs on semester course offerings and numbers of class sections to accommodate students.

New policies, the results of student evaluations and important information needed for proper advising are shared during pre and post registration meetings with counselors. Meetings are also conducted when needed to inform counselors of procedures and changes that need to be implemented during a semester. In addition, at the division level, regular meetings before and after registration take place to address strengths and weaknesses of the registration process and recommendations are taken into consideration to ensure smooth registration of students.

In fall 2008, students began evaluating the services provided by counselors. The results of the evaluations and recommendations have been taken into consideration and changes to improve the services, such as having the office remain open during lunch hour to accommodate students and group counseling sessions, began. In summer 2009, counseling evaluations were revised based on identified student learning outcomes. Once the results become available, recommendations will be considered, and if necessary, changes will be made to improve services.

The current counselors possess counseling related educational background and/or experiences. Their education backgrounds are Bachelors of Arts degrees in Psychology, Human Services, Social Work and Business Administration and a Master of Arts in Education Leadership. They possess experience in the classrooms and counseling work from other institutions, such as the Job Corps Program, the Behavioral Health Unit of the Ministry of Health, and the University of Guam’s Admissions Office. Counselors are also members of the American Counselors Association (ACA) and National Academic Advisors Association (NACADA). With their memberships, counselors attend annual trainings and workshops, receive the support of ideas and concepts via ACA and NACADA websites, and receive monthly news letters and annual reports of both associations. Counselors had a training opportunity with a professional counselor from the Chemeketa Community College in April to May of 2009. The counselors received training in Co-occurring Disorders, Group Counseling and Facilitation Skills, and Stress Management. Certificates of Completions were given to each participant. These professional development opportunities allow the counselors to share information and experiences with others in the field. They are also members of the college Faculty Senate Association (FSA) and attend monthly meetings which cover components of instructional and support services for students. Counselors are also provided opportunities for professional development at workshops, conferences, and conventions.

Self Evaluation

The college designs, maintains, and evaluates counseling/academic advising
programs that support student development and success. The college also provides opportunities for counselors to enhance their knowledge and skills to help improve services to students. The division’s program reviews and the results of student evaluations of services showed positive ratings for counseling and academic advising services. The counseling student learning outcomes were identified in spring 2008, revised in January 2009 with the assistance of a consultant, and implemented in summer 2009.

**Planning Agenda**

The college will continue efforts to support meeting this standard.

| 2B.3d | The institution design and maintain appropriate programs, and services that support and enhance understanding and appreciation of diversity. |

**Descriptive Summary**

The institution promotes and supports diverse student interaction and participation through the Associated Students of Palau Community College (ASPCC), special interest clubs, and state organizations. Student activities are coordinated through ASPCC to ensure that all clubs’ and organizations’ interests are well represented. Such activities are the International Night, FSM Day, Chuuk Liberation Day, Kosrae Liberation Day, Pohnpei Liberation Day, Yap Liberation Day, Palau Independence Day, RMI Independence Day, Charter Day and the Cook Out activity. The college also offers Japanese, Mandarin and Palauan classes to students and interested community people to promote cultural diversity. As an additional support and promotion of a diverse student interaction, the ASPCC is composed of elected representatives from different cultural backgrounds, namely the Republic of Palau, the Republic of the Marshall Islands and each state of the Federated States of Micronesia.

Dormitory room occupants are paired for the purpose of ensuring that students with different ethnic origins room together. The dormitory residents, however, may have the option later of choosing roommates of their preferences. The resident monthly meetings, the Tuesday Night Program, and the Male and Female Retreats are ongoing with a variety of activities which enhance understanding and appreciation of cultural diversity. In 2004, the college housing application form was revised to allow applicants an opportunity to identify characteristics and attributes of a roommate. The students room together according to their preferences. In the fall of 2009, the college housing population of 90 students was composed of 12 Chuukese, 9 Kosraens, 16 Marshallese, 11 Palauans, 9 Pohnpeians, and 33 Yapese.

The Student Support Services program supports, promotes, and enhances the student population’s appreciation of diversity by conducting cultural enrichment field trips. These field trips introduce the diverse student population to Palau’s culture and way of life. To measure effectiveness of these programs and activities, students evaluate activities; results are used to improve activities and services as well as for future planning purposes.
Self Evaluation

The college meets this standard by designing and maintaining appropriate programs and services to support and enhance student understanding and appreciation of diversity. The college involves students in planning and organizing activities to help ensure that students’ interests are well presented.

Activities are evaluated and results are used for planning.

Planning Agenda

The college will continue to offer appropriate programs and services that support and enhance understanding and appreciation of diversity.

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

Descriptive Summary

The Office of Admissions and Financial Aid staff meet on a semester basis to evaluate the effectiveness of policies and procedures. Issues requiring the attention of the Student Services Division that oversees the office of the Admissions are brought to the Student Services monthly meetings. From Student Services monthly meetings, issues may be brought to the attention of the Retention Committee of the College. The Retention Committee composed of deans, the registrar, directors of various support services, and representatives from the faculty and the Associated Student of Palau Community College (ASPCC) hold regular meetings wherein services, procedures, and forms are reviewed to assure quality and efficiency. When the need arises requiring the approval of the Committee on Program and Curricula (CPC), the Retention Committee presents the matter to the CPC committee. CPC discusses the matter and make recommendations to the Dean of Academic Affairs for approval/disapproval. It is through these various levels of dialogues that effectiveness and consistency is assured. Evaluation of services began in fall 2008 and changes have been made according to results and recommendations of service users. In spring 2009, the Office of Admissions began the use of pre and post assessments during recruitment meetings and activities as well as for admission sessions with students.

The Student Support Services English and math instructors work together with the instructors from each respective department to assure the effectiveness of the placement tests. Formal changes in testing instruments are determined by each respective department, along with the approval of the Dean of Academic Affairs and CPC. This approval process ensures test effectiveness as well as minimizes test biases, by providing an opportunity for a thorough review at various stages and levels. In fall 2008, the college started using standardized test results from SAT, ACT, and TOEFL tests to place in-coming students accordingly. The decision to use these standardized test results was to utilize existing test instruments that have been validated for effectiveness. Ability To Benefit (ATB) tests are also used for incoming students who have completed PCC’s Adult High School.

Self Evaluation

The institution regularly evaluates admissions instruments and practices for effectiveness purposes at the office level and
division level. The English Department reviewed and made changes to the PCC Reading Placement Test in fall 2005 and the PCC Writing Placement Test in summer 2009. The math department reviewed and made changes to the PCC Math Placement Test in May 2008. A review process for the placement tests takes place every three years.

Planning Agenda

The college will continue efforts to support meeting this standard.

2B.3f The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

Descriptive Summary

The Office of Admissions and Financial Aid and the Office of Registrar and Records maintain student records in accordance with federal regulations regarding the Family Educational Right and Privacy Act of 1974 (FERPA) as amended. Student records are handled with the strictest confidence. Files are updated regularly and secured in locked filing cabinets. Student records are also kept electronically in the offices’ computer files with duplicated backup files stored at a different location, the Registrar’s main server managed by the College Computer & Data Processing office.

All student records are kept for a period of five years and destroyed after that with exception of academic transcripts. Stored records are kept in a secure area and only authorized personnel can access them. Records are stored at the Ksid building. A policy governing the release of student records is published in the General Catalog, Student Handbook and the Semester Course Offerings and is followed by the institution.

Self Evaluation

All students’ record are maintained and secured in accordance with FERPA. There have been no cases of student complaints regarding breach of privacy of records.

Planning Agenda

The college will continue efforts to support meeting this standard.

2B4. The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The Institutions use the results of these evaluations as the basis for improvements.

Descriptive Summary

The Dean of Students along with Student Services unit managers and Student Support Services (a U.S. federally funded program) work together to ensure the assessment of student support services. Semester evaluations of services and programs are ongoing for freshmen orientation, the federal work-study program, financial aid sessions,
workshops, social activities, and the registration process, and for service areas and providers. Evaluation results are reviewed and discussed during Student Services Division meetings to identify strengths and necessary improvements.

In fall 2007, 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 the Student Services Division has the capability to carry out its functions in meeting the learning support needs of students. In the spring of 2008, the Student Services Division began identifying student learning outcomes (SLOs) for each area of service. In January 2009, with the assistance of a consultant, evaluations were revised to reflect identified 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 at Student Services Division meetings to help identify strengths and weaknesses and to allow for improvement of services.

In 2007, the institution through its Development Office began conducting an annual survey of its graduates. The survey assesses students’ satisfaction and educational experiences with programs and services. Results pertaining to student support services were discussed at a Student Services Division meeting, and this practice will continue with subsequent surveys of graduates, as it is another means of assessing the quality of student support services here at the college.

Self Evaluation

A systematic and regular review of student support services is in place, and evaluation results are used to make improvements in services and programs. Evaluation instruments are reviewed at the Student Services meetings to ensure effectiveness and uniformity in the collection of data.

Planning Agenda

The college will continue efforts to support meeting this standard.
Standard 2

2C. Library and Learning Support Services

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

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

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

Descriptive Summary

Offices and programs providing library and learning support services to Palau Community College’s academic and learning programs include: the PCC Library, Student Support Services (SSS) a U.S. Federal Program, the Western Curriculum and Coordinating Center (WCCC), Instructor Assistants, the PCC Computer Laboratories and the Yap Learning Centers. The PCC library serves the college’s students, faculty, and staff, and the community of Palau. Student Support Services, Instructor Assistants and PCC Computer Labs, serve PCC students while the Western Curriculum and Coordinating Center serves the community, instructors and PCC technical programs.

The PCC Library is housed in a 4,326 square foot area on the upper campus. It maintains a collection that has seen an increase in materials from 25,916 five years ago to 30,530, as of fall 2009, and includes a variety of collections. There are approximately 25,000 current serial titles in the general collection, a map collection, reserve materials, various publications, video and CD-ROM collections, and a regional collection, which includes the Micronesia-Pacific Collection and a dissertation collection specific to the region. The PCC Library utilizes the Dewey Decimal filing system to organize its materials. The library is also a depository for materials from the United Nations, the Secretariat of the Pacific Community, World Health Organization (WHO), the Food and Agriculture Organization of the United Nations (FAO), the Environmental Resource Center, and the South Pacific Regional Environment Programme (SPREP). The library’s operational hours include weekends to accommodate students’ and patrons’ needs, especially to accommodate the courses and programs offered on weekends. Regular hours for the library are Monday to Friday from 8:00 a.m. to 8:00 p.m.; Saturday from 9:00 a.m. to 6:00 p.m., and Sunday from 12:00 noon to 6:00 p.m. The WCCC collection is available to instructors and
students from 8:00 a.m. to 5:00 p.m. Monday to Friday. In addition to regular hours, the library extends evening hours to accommodate students during mid-term and final exam periods. The Nursing Program in Yap, Federated States of Micronesia (FSM) has a learning center available to support this learning site.

The WCCC collection is considered a part of the PCC Library collection; however, it is housed in a separate building. This WCCC collection is secured in a separate building as a resource for instructors and technical programs. WCCC, with 15,000 plus volumes of printed material/resources on vocational and technical programs, was relocated to PCC from the University of Hawaii at Manoa and serves the immediate community as well as the Pacific region. Situated in the Dadait building, the purpose of WCCC is to provide an avenue for research to assist in the development of vocational and technical curriculum or activities. The WCCC collection database has been merged into the library’s on-line catalog, but still needs to be reconciled with the actual books on the shelf as well as tagged with security devices. The WCCC collection has a manual checkout and check-in procedure currently being utilized.

When establishing priorities for additions to the library collection, a series of questions that outline the priorities and selection criteria have been developed and are listed in the Library Policy Manual working draft as a general guide. The quality of the collection is determined by how well it supports academic programs as well as its usefulness to students.

In order to meet student learning needs, the library focuses on accessibility of materials and services for students and community members. The library currently has a customer satisfaction survey that measures accessibility and quality of services. Through an on-line list-serve of professional librarians and library staff around the Pacific, the Pacific Islands Association of Libraries and Archives (PIALA), of which all PCC library staff are members, the library staff are connected to a network of professionals who are utilized as a resource for professional development and assistance in library programming. There are three full-time library staff and two who are limited term; two of the staff have completed the PCC Library and Information Services Program and two more are currently enrolled in this associates degree program. The program includes courses on material and equipment selection for the library. The library staff regularly attend library and learning resources conferences for information and training on current library technology to further develop their skills. The campus computer specialists advise the library staff on appropriate computer equipment that accommodates student needs and maintain computer hardware and software programs.

The library maintains a TV/VCR, photocopy services, and computers for patron and instructor usage. The office of Academic Affairs and the perspective departments provide all other equipment needed to support instruction.

The growth and development of the library collections has been necessarily limited due to space and budget. Selections are made carefully, and are based upon principle rather than personal opinion, reason rather than prejudice, and professional judgment rather than censorship. In order for instructional faculty, staff and community members to be involved in meeting student learning needs, there are a series of
procedures, which have been designed to solicit their input. These procedures and processes also assist the library and learning support services in their efforts to acquire support materials which are sufficient in meeting student learning outcomes and institutional goals in the areas of quantity, quality, depth, and variety. One example in which these processes are found to be appropriate and helpful is that the Academic Affairs Office orders extra copies of course textbooks for the library. These textbooks and support materials are then procured through the campus bookstore. In addition, to ensure that instructional faculty input is utilized for both the Library and the Student Support Services, course outlines indicating relevant support materials are provided by the Committee on Program Curricula and are utilized in the procurement process of the library and the development of the Student Support Services collection. Another means by which the college determines the quantity, quality, depth, and variety of the library collection is through the electronic statistical data provided through the Follet Software system. This library software system helps gauge items that are in the collection and how often they are being used. The data is utilized to determine current numbers in the collection, the categories, and the age of the collection as well as frequency of use.

One particular procedure, which the library has developed, is an order form for instructors, which is distributed at the beginning of each academic year for their use in ordering more supporting books and materials for the library. The form requires that for the book or document requested, the student-learning outcome be stated. The form is signed by the Academic Dean before the order is processed. To further encourage the ordering of relevant materials, the library staff frequently consult with instructors throughout the year and send catalogs that are topic specific for instructor review. The librarian places orders throughout the year based on course outlines alongside what is recommended by the instructors. At present, the library does not have a survey tool to measure its services to instructors. The library also provides a wish list form throughout the library to solicit favorite authors and genres from all its patrons, but is specifically geared to meet the community patrons’ needs.

The Palau Community College Library believes in continuous evaluation of the collection to ensure responsiveness to the needs of its users and curriculum changes and developments. In addition, it is the responsibility of the library to anticipate future research needs, which impacts the retention of certain materials. Thus, collection maintenance is an integral part of the library’s overall collection development strategy. Each year, the PCC Library also inventories a portion of its collection to determine whether materials available in its database are also available on shelves. Collection maintenance is accomplished through weeding, replacement, and duplication of titles, and is guided by a general criteria stated in the Library Policy Manual working draft. The librarian has overall responsibility for the development of the library collections, but the building of a strong, well-balanced collection relies on the specialized knowledge of all members of the college’s academic faculty and staff. The active participation of faculty members in each discipline is encouraged. Library support staff also provide important input based on their direct working relationship with users and identify needed materials through their reference roles.

The PCC Library offers a variety of services to library patrons, including how to research
and access materials through the Internet as well as the on-line catalog for materials locally. The PCC Library offers library services to the general community as well as students. Some of those services include electronic information services for e-mail and research purposes. The online catalog is accessible to users in Palau through the library’s website. In addition to the computers at the PCC Library, through the Destiny Union Catalog, accessible on-line catalogs throughout Palau are the Palau Public Library, the Belau National Museum, the Palau International Coral Reef Center, and the George B. Harris Elementary School. At present, the library is still in the process of connecting all library catalogs within the Republic through the Destiny On-Line Catalog. Through a cooperative effort with the Ministry of Education (MOE) Administration and MOE librarians all libraries are scheduled to be connected when funding becomes available. Palau Community College is the lead agency on the Destiny Union Catalog Project and currently houses the server for the on-line catalog. The catalog will eventually allow users the option of making book reservations and interlibrary loans possible within the Republic of Palau. The on-line catalog allows countrywide library users to determine if materials are available in all participating libraries. The PCC Library is leading the training and the development of this project. At present, the on-line catalog is only accessible on island and cannot be accessed off-island.

Library services include the lending of library materials, reference services through print and electronic media for students seeking information or conducting research, and photocopying services for students and community users.

Another service is the formal bibliographic instruction provided in the form of a library orientation offered to individuals, groups, or classes. Individuals or groups are provided with instruction on how to use electronic devices to locate information when needed. Patrons who do not know how to use the online catalog are assisted and instructed on how to use it. Groups are scheduled and then given a demonstration of the online catalog and how to search for resources. Also, a first year course – SS 100, Introduction to College – offers a unit on library use where students are instructed by the library staff on the use of the online catalog, email setup, and research techniques. The Library has survey activities used to measure learning obtained from the orientation. Instructors utilize the results from the survey activities for class discussion as well as a tool to assess information retrieval and use of library materials. This survey serves the library as an indicator to what its students are learning from the orientation tours by measuring its teaching effectiveness. The survey activities are distributed after each SS 100 orientation to measure student learning.

There are also Summer Outreach Programs offered by the library for community participation that provides information retrieval and use tutorials, which are currently not being surveyed.

However the library continues to enhance its services by measuring patron satisfaction of services. These surveys and boxes are placed throughout the library to measure its patrons’ satisfaction of services. These surveys are guided by statements in the form of questions. The questions are designed to rate the statements from a rating of 1 to 4, with 4 as the highest rating. On the bottom portion of the survey, there is a section for suggestions and comments. These surveys
are tabulated monthly for discussion in staff meetings to determine how services can be enhanced.

The PCC Library has established programs to reach out to community members of all ages with age-sensitive reading programs and senior citizen outreach programs that provide topical information and library activities relevant to age groups. The library determines program times in conjunction with community activities and school schedules.

Student Support Services (SSS) is one of the federal programs funded by the U.S. Department of Education. Student Support Services instructors and counselors, including peer tutors and peer counselors, conduct orientations to students on the use of their materials, resources and services. SSS is open Monday to Friday from 8:00 a.m. to 5:00 p.m. As reflected in the PCC organizational chart, SSS works closely with the Student Services Division. The objectives of SSS are to increase college retention and graduation rates of participants and to facilitate the process of transition from PCC to a four-year college/university.

The components of SSS include instructional and counseling services. The instructional component is comprised of instructional and tutoring services. Students who excel in specific subject areas with a 3.0 and above GPA are identified and hired as peer tutors to assist. The counseling component of the SSS includes both Program and Career Counseling. The Program and Career Counselors provide counseling in academic, personal, financial aid, college transfer, and career guidance. Students that do well academically with a 3.0 and above GPA are identified and hired as peer tutors and counselors to assist instructors and counselors in the provision of services. Program activities geared at retaining students in college include study skills/information workshops, job site visits, and a cultural enrichment program. Student Support Services instructors and counselors select instructional and resource materials and equipment based on the needs of students. Instructional materials selected are in accordance with classroom materials designated in faculty course outlines. The Instructor Assistant services assist instructors in reinforcing learned concept; thus, the same materials are used. Additional materials and resources are selected as needed to support and enhance student learning needs. The library coordinates with Student Services, the Academic Affairs Dean, and the Committee on Program and Curricula to determine relevant support materials.

There are two learning centers in Yap, FSM. One, located at the Yap Head Start office, supports the Early Childhood Education Program. Though the Learning Center is operational, the program has completed its purpose and ended in May 2008. The other learning center is located at the Yap Hospital and it supports the Nursing Program. Students have support material in print and electronic form selected by the dean and members of the nursing faculty, which are in line with the course outlines approved by the Committee on Programs and Curriculum. The services of these learning centers are not measured as Palau Community College is not currently running them. However, students at the end of every course are provided with an evaluation instrument that solicits their input on their learning experience in the program.

The Computer labs are also another student service provided on campus. There are five computer labs. One is the Online Lab at the Keskas building, which is strictly devoted to
Standard 2

online courses and students enrolled in the courses. Three computer classrooms are located in Btaches building with one being able to connect to the Internet when needed for instruction. These labs are utilized by on-campus students doing their course work. The computer classrooms are equipped with Microsoft Office, which provides the necessary tools for students to do their work. Another computer classroom laboratory is the Information Technology (IT) Lab located in Riu building which is used for IT classes mainly, but may also be utilized by students when there are no class sessions. The Open Lab is available for students from 8:00 a.m. to 5:00 p.m. The library currently has a computer technology area comprised of five computers for student on-line research and one printer for printing. There are also six computers available for email and internet use. The PCC Library computers are currently not equipped for word processing and are mainly utilized for on-line research. One of the research computers is dedicated for community members. Off-island students are not able to access the PCC on-line catalog due to the Internet bandwidth and usage is limited to on-island Internet users. The PCC Library is scheduled to move into a larger library by the end of fall 2009. With this expansion, there will be additional new computers and the library will be equipped with a dedicated DSL line. Patrons will have better electronic access to electronic information used for personal and academic purposes. Currently there is no survey tool made available to users of labs to measure and evaluate quality of service.

The Information Technology instructors and the Director of Computers and Data Processing along with other members that form the Technology Resource Committee work closely together to ensure the campus network system is maintained in line with the Technology Plan. Department budgets, technology maintenance, and student learning outcomes are of the highest consideration of careful planning in order to determine the best possible approach to plan design. This kind of careful planning ensures the proper maintenance of technology needs for the college and ensures that the college meets institutional student learning outcomes.

Self Evaluation

This institution provides quality instructional programs to students and patrons by providing library and other learning support services which are being utilized effectively and efficiently. The Library and support services systematically assess the services using student learning outcomes. At present, however, there is no survey tool or component to the current survey that determines how library and student support services are helping instructors meet their teaching competencies and student learning outcomes. Also, access to the on-line catalog is not available for use to off-island researchers and off-island PCC programs.

Planning Agenda

1. The library will develop a survey tool that measures faculty satisfaction of library support services.

2. The college will improve the on-line catalog’s off island accessibility.

These plans are outlined in the 15-Year Institutional Master Plan under Strategic Direction 1: Student Success Goal 1.7. Surveys will be used to assess services for improvement purposes.
**Standard 2**

<table>
<thead>
<tr>
<th>2C.1b</th>
<th>The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.</th>
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<tbody>
<tr>
<td>2C.1c</td>
<td>The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.</td>
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</tbody>
</table>

**Descriptive Summary**

As part of the services that are provided to patrons, the library has tours to acquaint patrons to all collections and explain information on how to access information. The library provides Internet access and e-mail set-up training upon request and provides periodic programs throughout the year to patrons. The library advertises and provides tutorial services for patrons on how to identify appropriate search engines and electronic databases for research. For example, there is one particular database that is made available free of charge to patrons. The library advertises this resourceful database service and how to access it on its bulletin board. This resource is available in our tutorials as well.

Throughout the year, the instructors place certain academic requirements on the students. For example, students are required to format papers in Modern Language Association (MLA) format so the Modern Language Association for Writers handbook of research is put on reserve for students to utilize. The library supports instructors in assisting students on how to follow course requirements by assisting students in locating both the print and the electronic format of the MLA handbook. This is one key example of how the library purposefully maintains and supports instruction.

**Self Evaluation**

The Library has evaluation instruments available that measure customer satisfaction for learning services in the library. However, the labs do not currently have an evaluation or survey tool to measure the satisfaction of lab services to students and/or instructors. The survey instruments do not adequately measure competencies in information retrieval and use of materials.

**Planning Agenda**

1. The library will develop a survey instrument for the library to determine student learning outcomes and allow for adequate measurement of satisfaction of services.

This plan is outlined in the 15-Year Institutional Master Plan under Strategic Direction 1: Student Success, Goal 1.7. Surveys will be used to assess services for improvement purposes to assist the library in improving services by retrieving specific information useful in planning, improvement and goal setting.
2C.1d The institution provides effective maintenance and security for its library and other learning support services.

Descriptive Summary

The college’s Director of Computers and Data Processing maintains the library’s computer software upgrades in compliance with the college’s licensing agreement with Follet Software and in accordance with the Technology Plan, which is allowed through available resources. The library staff do simple computer maintenance regularly such as reporting errors to the Director of Computers and Data Processing, de-fragmenting computers, and clearing temporary files. The library is running on Follet Destiny Library Software, which is managed by the librarian and the Director of Computers and Data Processing. All patron information is private and is secured by passwords. Authorized library staff can modify patron and collection information. To ensure the safety of the library collection, certain books are put on reserve for patrons to use only within the library. In addition, the college has in place a 3M Security gate system that is aligned with the bar coding and the security devices of all materials housed in the library. The 3M-security gate reduces the theft of books. The Library is in the process of ordering two more 3M-security gates for all entrances of the new library facility. The WCCC facility still needs to obtain a security gate and the tagging of all materials with security devices needs to be done. Reserve collections cannot be signed out of the library unless approved of by an authorized staff member. The campus security patrols the facilities to ensure their security. For the Library, SSS, and open computer lab, there are policies and procedures on the use of services and materials that help to ensure the security of the resources.

Self Evaluation

The library currently utilizes the services of the Director of Computers and Data Processing to maintain the library’s computer software maintenance. For security measures, the library has appropriate and current security devices in place to ensure the safety of the collection from theft. The librarian coordinates with the staff to make sure that library procedures are in place to ensure the safety of the collection from damage and the prevention of theft. The collection inventory is done every year to ensure that collection items are reconciled with the data presented in the online system. The SSS departments rely on office security procedures to ensure that their collection is properly checked in and checked out. The computer labs rely on staff in place who follow security procedures set forth by Academic Affairs to ensure the security of the lab equipment. Tagging of the WCCC collection with security devices will take place after the relocation of the library is complete.

Planning Agenda

The college will continue to provide effective maintenance and security for its library and other learning support services.
Descriptive Summary

The PCC Library has a service contract for the use of the copy machine currently housed in the library. Staff, faculty, and patrons utilize the copy machine and usage is documented. Maintenance on the copy machine is provided per contract agreement. However, the library does not evaluate the contractual service. The Library also has a contract service agreement with the Follet Software Company who provides the college with the Destiny Union On-Line Catalog and operating system. The agreement is to provide upgrades and licensing for the system as well as provide technical assistance when needed. This software provides the library with the organizing tools to keep its collection in order and allows for electronic accessibility of the collection here in Palau.

The library also contracts through EBSCO (Elton B Stephens Company), which is a magazine clearinghouse, a privately held, widely diversified corporation, and the largest subscription agency in the world with headquarters in Birmingham, Alabama. The PCC Library and its off island site in Yap, FSM are able to access the EBSCO resources through the Internet site available through www.prel.com where the patron connects with the EBSCO link using passwords. The Library contracts with EBSCO to provide print materials in the form of periodicals and journals on an annual basis to the college to support academic programs and general interest for patrons. Their services are currently not evaluated as the guidelines of the contractual service are simply followed. EBSCO offers an opportunity to share grievances if materials have not been received. The library keeps records of usage and compiles statistics for both use of print resources and services. EBSCO services are evaluated by verifying whether print subscriptions are being received or not by their publication date schedule. Written records are kept on the receipt of all printed periodicals and journals. If the results determine that a subscription hasn’t been received, then a claim is placed with EBSCO and it provides the missing issues. Designated staff follow up until missing issues have been received. To date, its services are reliable.

Self Evaluation

The library currently does not have an evaluation tool that measures the usefulness of contractual services. The current contractual agreements with the service providers are straightforward. For instance, EBSCO is the periodicals service provider; there is a log in box for every issue which is received each year. If the items needed are not received, then through the contractual agreement a claim is made for a replacement. There have not been any problems dealing with this company thus far. Although there is not an evaluation tool for the quality of their services, there is a means by which the college measures the use of the periodicals by its patrons that are procured through this contractual agreement.
However, the college currently does not measure specifically whether the students are currently satisfied by the actual subscription.

**Planning Agenda**

1. An additional component needs to be included in the current survey instrument to inquire of patrons how useful these services are to learning.

This plan is outlined in the 15-Year Institutional Master Plan under Strategic Direction 1: Student Success, Goal 1.7. Surveys will be used to access services for improvement purposes. Since the library does not currently measure specifically whether the students are currently satisfied by these services, this added component would be able to evaluate this.

2C.2 The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

**Descriptive Summary**

At present, the PCC Library continues to enhance its services by measuring patron satisfaction of services. Patron satisfaction for the library centers on accessibility and quality of services. Placed throughout the library are survey boxes with survey instruments that measure patron satisfaction by soliciting patrons’ responses. The survey is designed to garner information, which is used to measure whether the library is adequately meeting patron satisfaction using a scale of 1-4 with 1 representing poor and 4 representing Excellent. The areas being measured include: staff helpfulness; if the patron was able to find what the patron was looking for; the patrons’ determination of whether skills/knowledge provided by staff was helpful; whether the library was clean and staff were helpful; and whether services available met the patrons’ needs. Numbers from the survey are tallied monthly to determine what services are working for patrons and which services need to be improved. The survey data is shared with the staff to provide information on how to improve its services. In addition, every day an informal evaluation of daily operations is done by staff in their departments and every Friday meetings are held to discuss library operations and services. The staff periodically review policy and procedures and make plans for library programming events that assist in the support of the curriculum and needs of the community. The library currently does not have survey tools developed that measure all services provided to patrons, such as Internet tutorials and reference interviews. Although the library survey was designed to solicit the helpful comments of all patrons, there is currently no indicator on the survey instrument that provides whether the comment and suggestions were from a student, staff, faculty, or community member.

The SSS program prepares and submits an Annual Performance Report (APR) that reports accomplishments of the program goals and objectives to the U.S. Department of Education as part of the program requirement. This report reflects the extent to which the program goals and objectives
have been met. The SSS program, along with the Division of Student Services, initiated a program review in fall 2007, covering a three-year period, 2004-2007. In addition, all activities provided by the SSS program are evaluated by student participants to be reviewed during staff meetings and used for program improvements. Along with the Student Services Division’s effort to establish student-learning outcomes, evaluations for counseling and tutoring was implemented in summer 2008.

For the Yap site open lab and classroom labs, there are currently no survey instruments being distributed to users to assess the use, access, and relationship of services to students.

**Self Evaluation**

The library currently has survey instruments that measures customer satisfaction of services to assure adequacy in meeting identified student needs. The surveys were designed with customer satisfaction in mind. The results are utilized to help improve services. However, it has been determined that currently there is not a way to determine whether the patron is a student, faculty member, or community member.

Currently, the on-line and open computer labs are not being surveyed to determine usefulness to those utilizing their services.

**Planning Agenda**

1. The library will redesign its survey instrument to determining whether appropriate questions are asked that could better assist the library in determining patron satisfaction for faculty, student, and community patrons.

This plan is outlined in the 15-Year Institutional Master Plan under Strategic Direction 1: Student Success Goal 1.7. Surveys will be used to access services for improvement purposes. Access to this information would contribute to the over-all achievement of student learning outcomes by providing clear and helpful information that can refine the goal-setting and planning process.
List of Evidence for Standard 2

Referenced:

0-05 2008-2012 General Catalog
2-1 Committee on Program & Curricula (CPC) Minutes
2-2 Course Outlines with Rubrics
0-10 Curriculum Handbook 2008-2012
2-4 Program Reviews – hard copies and electronic template
0-02 15-Year Institutional Master Plan (2009-2024)
2-5 English and math placement test instruments and results (2005-2009)
2-6 List of Advisory Committees and minutes of meetings
0-11 Student Evaluation of Instructors
2-7 Standardized Development English and math midterm and final exams
2-8 Internship Evaluation instrument
2-9 Internship Report 2005-2009
2-10 Course syllabi
2-11 Articulation Agreement and Memorandum of Understanding (MOU)
0-06 Annual Reports (2004-2009)
0-09 PCC In Focus Reports: Graduating Students Exit Survey
2-12 Graduation programs and Mesekiu News with lists of honor students
0-12 Administrative Procedures Manual
0-13 Personnel Rules & Regulations Manual
2-13 Student Handbook 2008-2009
2-14 Academic Dishonesty Procedures and report sheet
2-15 Listings of Operations and Maintenance Improvement Program (OMIP) trainings (2005-2009)
2-16 Listings of Continuing Education (CE) trainings (2005-2009)
2-17 Listing of Cooperative Research Extension (CRE) trainings (2005-2009)
2-18 OMIP training evaluation instrument
2-19 CE training evaluation instrument
2-20 CRE training evaluation instrument
2-21 Penn Foster Career School Memorandum of Understanding with PCC
2-22 San Diego State University (SDSU) and PCC contracts regarding BA and MA online programs
2-23 Academic Advisors and pre/post advising meetings file
2-24 Student Services Division Meeting File
2-25 Retention Committee Meeting File (membership listing)
2-26 Committee on Student Financial Aid (COSFA) File (membership listing)
2-27 TOEFL Exemption Guidelines
2-28 Standardized Test Score Placement/computer/placement test results
0-04 Graduating Student Exit Survey and Results
0-03 Freshmen Student Survey and Results
2-29 General Catalog Committee File
List of Evidence for Standard 2 continues:

2-30 Data on Developmental Courses
2-31 Student Progress Report File
2-32 Program Review for Student Services
2-33 Student Learning Outcomes (SLO) for Student Services
2-34 Institutional Effectiveness and Assessment Website (Student Services)
2-35 List of Trainings on and off-island (counselors)
2-36 Summary Reports for Disciplinary
2-37 Federal Work Study Program File
2-38 Associated Students of Palau Community College (ASPCC) Orientation/Training & Calendar of Activities
2-39 College Housing Meetings/Programs/Calendar of Activities
2-40 Graduation Committee File (membership listing)
2-41 Charter Day Committee File (membership listing)
2-42 Tuesday Night Program File
2-43 New Student Orientation File
2-44 Student Complaint/Grievances File
2-45 Tutoring Services File (hours & evaluations)
2-46 Counseling Services Hours/Evaluation results
2-47 Yap Cohort Services File
2-48 Retention Rates/Graduation Rates
2-49 Forms for release of students’ records
2-50 Library Customer Satisfactory Survey and Results
2-51 Library Tour Activity Survey and Results
2-52 Library Staff Meeting Minutes
2-53 Library Equipment Inventory Listing
2-54 Library Statistics
2-55 Library Yearly Requisition Files
2-56 Library Procedures and Policy Manual (working draft)
2-57 Library Annual Report
2-58 Student Support Services (SSS) Counseling Evaluation and Results
2-59 SSS Tutoring Evaluation
2-60 SSS Annual Performance Report (APR)
Standard III

Resources
3A Human Resources

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

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

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

Descriptive Summary

Job vacancies are announced through radio stations, the Labor Office, the PCC website, the PCC Mesekiu Newsletter, major businesses bulletin boards, and the local newspapers. The college also advertises hard-to-fill positions in the Chronicle of Higher Education journal as well as regional newspapers. If a position is not filled after a month, the college re-announces the position. When none of the applicants meet qualifications, the search continues. Job vacancy announcements contain the nature of work of the positions, illustrative examples of the duties of the class of positions, desirable knowledge, skills and abilities, and minimum education qualifications and experience requirements. Criteria, qualifications, and procedures for the selection of all personnel are published in the PCC Personnel Rules and Regulations Manual (Personnel Manual). The copies of the manual are provided to all full-time college employees and are available in the PCC library, the Human Resources Office, and at the offices of the Vice Presidents, Deans, and Directors. All personnel recruitment and hiring practices adhere to rules and regulations set forth in the Personnel Manual. When the creation of a position becomes necessary for efficient performance of the duties and functions of the college, the title of class of position, salary range, nature of work, position duties requirements, and minimum qualifications are established at the program level and forwarded to the Human Resources Director. The Human Resources Director reviews the proposal to ensure compliance with Board...
policies and for operational effectiveness. Once the position is certified, it is forwarded to the President for review and recommendation to the Board for action. Once a position is created by the Board, recruitment may begin to fill such position in accordance with the personnel policies and procedures. Selection, appointment, and termination of the employees of the college are authorities delegated to the President of the college.

The college faculty members are hired based on their educational backgrounds, teaching experiences, and related work experiences. Work experience is a particularly important criterion for the occupational and vocational faculty members. During the selection of new faculty members, appropriate faculty members are given an opportunity to review applications of and interview potential new faculty members and make recommendations to the Dean of Academic Affairs. For example, the Dean of Academic Affairs enlists the assistance of the English department faculty members to review applications and interview potential English teachers and make recommendations to the Dean who will in turn make recommendations to the President of the College. In assessing the candidate’s suitability for a teaching position, the college reviews the academic records, and recommendations, and conducts a background examination. To ensure accuracy of information, the college has a Statement of Accuracy policy contained in all job applications. Through established hiring criteria, performance evaluations and training and professional development trainings, the college personnel are sufficiently qualified to ensure the integrity of programs and services. Through the regular performance evaluations and student evaluations, strengths and weaknesses of faculty are identified and used toward the improvement of the employee’s performance.

A listing of all college faculty, counselors, administrators, and staff, with earned degrees and names of institutions, is published in the PCC General Catalog. In addition, the Staff Directory also lists all faculty, staff, and administrators along with their positions and titles. In fall 2009, there were 120 permanent employees of Palau Community College. Of this number, 37 are full-time faculty and 17 are non-teaching faculty. The college also utilizes the services of 28 limited and part-time workers. All positions are defined in accordance with the Personnel Rules & Regulations Manual.

Seventy-nine (79) of the college’s staff and faculty hold degrees from U.S. institutions while 22 hold degrees from non-U.S. institutions. Through World Education Services (WES), the college has established equivalency for 18 degrees from non-U.S. accredited institutions. WES evaluation reports and determination are accepted by over 2000 U.S. universities and colleges.

Self Evaluation

The College has an adequate number of faculty, staff, and administrators to successfully meet student learning needs. Faculty members possess the required educational background and work experience while management and staff possess necessary qualifications to provide support services.

For the most part, PCC’s hiring procedures have been effective in identifying and hiring qualified applicants based on the selection criteria set forth in the Personnel Manual and the vacancy announcements. Through
professional development programs and the ongoing collaboration with San Diego State University (SDSU), faculty, staff, and administrators continue to upgrade their credentials to better meet student learning needs. The College does and will continue to support its staff who pursue their degrees through regular PCC programs and other institutions, such as the SDSU cohorts, and the University of Hawaii. The college places emphasis on degrees from institutions accredited by recognized U.S. accreditation agencies. Teaching and work related experiences are of major importance in the selection of teaching faculty. Due to its remote location, the college will likely continue to hire individuals with degrees from non-U.S. institutions.

Planning Agenda

The college will continue to exercise great care in its hiring practices to provide adequate and qualified faculty and staff to support student learning.

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

Descriptive Summary

The personnel manual explains the general evaluation process for all PCC employees. All permanent employees, including faculty members, are evaluated once a year prior to the anniversary dates of their contracts. The criteria used to evaluate personnel are statements of performance expectations that the employee and his/her supervisor use to rank or rate the employee on a scale of 1 to 5 (5 being the highest rank). The evaluation is used as a means for assessing employee performance in order to identify strengths and weaknesses in the performance of one’s job. The evaluation is also used to determine appropriate personnel actions, such as contract renewal, pay increments, promotion, transfer, order of layoffs, and training needs. Evaluation results are also used to identify necessary actions to improve performance as well as disciplinary actions. Personnel Actions are done in a timely manner and documented. All evaluations and personnel actions are kept in the employees’ personnel files at the Human Resources Office. The information contained in an employee’s official file, along with recommendations from department heads and supervisors, enables the college to appropriately assign institutional responsibilities.

Personnel evaluations are designed to measure the employee’s level of performance and effectiveness in providing services to the college. The evaluation criteria, as described in the instrument and measured using the established rating scale by both the employee and the supervisor, do measure effectiveness of the performance of the personnel in the performance of their duties. The performance expectations are aligned with the college’s commitment to student learning.
Self Evaluation

While the college systematically and systematically evaluates its employees, greater care must be taken to link evaluation results to personnel decisions such as contract renewal, promotion, demotion, and training needs. In order for the performance evaluations to truly serve their intended purpose, everyone at the college, especially the supervisors must have the same understanding of the instruments and the evaluation process. More importantly, documentations must reflect personnel decisions supported by evaluation results. This will ensure that evaluations lead to improvement of performance.

Other institutional responsibilities are often overlooked during the evaluation. It is crucial that the existing evaluation instrument is also used to record the employees’ performance of other institutional responsibilities.

Planning Agenda

1. The Human Resources Division will conduct a series of workshops to ensure full understanding of the evaluation process and instruments.

2. The evaluation instrument will be revised to include other institutional responsibilities.

These plans are addressed in the on-going institutional planning process through the 15-Year Institutional Master Plan under Strategic Direction 3: Resources, Goal 3.4. The plan will improve the evaluation system by accurately measuring the overall effectiveness of the performances of its employees. Improved performance of employees will have a positive impact on student success and the overall institutional effectiveness.

3A.1c Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.

Descriptive Summary

The role of faculty, counselors, tutors and others involved in producing student learning outcomes are detailed in job descriptions. The evaluation instruments used for faculty are both formative and summative; they seek to identify teaching strengths and weaknesses as well as identify training and improvement needs. They are also used to rank and/or promote faculty. There are three forms of evaluations currently used to evaluate teaching faculty members: (1) student evaluations of instructors, (2) performance evaluations, and (3) class observations.

Every semester, students are given an opportunity to evaluate their instructors. The faculty is informed of the date and time of the evaluation and is asked to allot twenty minutes of class time for students to complete the evaluation. To provide for an environment of openness and honest evaluation by students, the faculty being evaluated must leave the room while a staff of the Academic Affairs office administers the evaluation. The faculty also does not have an opportunity to read or even look at the completed evaluations. The results of the student evaluations are compiled by
Standard 3

Academic Affairs staff to be reviewed and discussed by the Dean of Academic Affairs and the concerned faculty member.

The college conducts class observations for new faculty members and on an as-needed basis for regular faculty members when warranted by the students’ evaluations. The purpose of these observations is to assess teaching effectiveness in order to make sure stated learning outcomes are achieved. The Dean of Academic Affairs selects and assigns faculty members to sit in on classes of their expertise. A checklist is used to note what was observed and as a basis of discussion with the faculty member being evaluated. After the initial observation, the Dean of Academic Affairs meets with the concerned faculty to discuss the results of the observation. When deemed necessary, the Dean of Academic Affairs schedules another observation after the faculty member has had a chance to make improvements. The observation checklist and written records of the Dean of Academic Affairs’ conference with the concerned faculty are on file at the Academic Affairs Office.

All full-time permanent faculty and other personnel directly responsible for student learning are evaluated using the performance evaluation for all permanent employees. The non-teaching faculty and others directly responsible for student learning, such as counselors and tutors, are also evaluated by students.

Individual meetings, program meetings, Faculty Senate Association meetings, and retreats provide avenues for instructors and others involved in producing learning outcomes to engage in discussions about student learning, how it is measured, and what improvements are needed. Faculty members and others are also involved in college-wide discussions regarding student learning. In early 2009, the faculty members, along with the rest of the college personnel, underwent a series of workshops centered on student learning outcomes and how they are measured. As a follow-up, in July of the same year, faculty members and counselors underwent a training designed to utilize focused groups in assessing how well students are learning and the handling of those results to facilitate improvement.

Resulting from discussion among faculty members and others directly involved in student learning, the college has instituted a referral system by which students needing assistance are identified by instructors and contacted by counselors so that they can be accorded appropriate assistance in a timely manner. Although in its early stage, reports showed positive contributions to student learning and success. In terms of an institution wide effort to successfully produce and measure student learning outcomes, discussions have taken place throughout the institution resulting in the new institutional master plan which contains a Student Success strategic direction. Included in the Institutional Master Plan Steering Committee are non-teaching college personnel who are directly responsible for student learning, such as the Dean of Academic Affairs, the Dean of Students, a Faculty Senate Association representative, and instructor assistants. At department levels, rubrics have been established to produce and measure learning outcomes. The newly established institutional research function of the college will assist with the analyses and interpretation of the assessments so that the results are used for the continuous improvement of student learning.
Self Evaluation

The combination of the three evaluations: class observations, performance evaluations and student evaluations of instructors, provides for sufficient means of assessing effectiveness in producing student learning outcomes. Performance evaluations for others directly involved in student learning also sufficiently measure performance and identify needed improvements. The newly established Institutional Research Office will work closely with the Academic Affairs and Human Resources Divisions to merge the three evaluations for faculty members in order to improve performance and contribute to improved student learning.

Planning Agenda

In addition to the standard performance evaluation, the college will continue to utilize other means of performance evaluations, such as student evaluations and class observations to assess the performance of faculty members and others directly responsible for student learning.

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

Descriptive Summary

The Personnel Rules & Regulations Manual (Personnel Manual) contains unacceptable conduct which may subject an employee to disciplinary actions. In addition, the manual also describe, as a component of academic freedom, ethical and professional standards expected of faculty members. The personnel manual states that no employee of the college may engage in outside employment or activity which damages the image of the college or conflicts with the employee’s duties, responsibilities, and work hours, or the applicable local laws. The manual further outlines sanctions for violations of its code of conduct.

Each employee of the college undergoes a probationary period during which the employee’s work performance and conduct are closely observed to determine if he/she can become a “permanent” member of the college’s service-providing team.

Self Evaluation

The Personnel Manual contains a code of conduct for teaching faculty which is sufficient to foster ethical behavior. However, the manual does not contain code of conducts specifically for the rest of the employees. The college needs to develop and publish a written code of conduct for all of its employees.

Planning Agenda

1. The College will develop written code of conduct for all employees of the college.

In order for the college to foster ethical behavior in its employees, a written code of professional ethics will be integrated into the 15-Year Institutional Master Plan, and implemented. Once it is developed and adopted by the governing board, it will be published in the Personnel Rules and Regulations Manual.
3A.2 The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution’s mission and purposes.

Descriptive Summary

The institution has a sufficient number of faculty, staff, and administrators with full-time responsibility to the college. There are 65 full and part-time faculty with appropriate preparations, certificates, degrees, and teaching and work related experiences. For example, the vocational instructors hold appropriate degrees in the vocational disciplines they teach with appropriate training and teaching experience. The college enlists the services of adjunct professors to supplement the fulltime teaching faculty.

There are a total of 45 classified staff and 27 administrators and professionals with appropriate preparation, training, degrees, and work experience to provide the administrative services necessary to support the operation of the college. The college’s commitment to hiring and maintaining qualified employees is evidenced by its strong support of its employees' participation in education programs to upgrade their credentials. For example, through collaboration with the San Diego States University, six employees have received their bachelor degrees and twenty-two (22) have received their master degrees.

Through program and institutional planning, the college identifies its staffing needs to support programs and services. When a new position is called for, it is recommended to the governing board for adoption. Once a position is approved, it is placed in the administrative structure according to its function. The current staffing level and organization of the college personnel adequately support its programs and services. Due to funding constraints, from time to time, the college makes unilateral decision not to fill certain management positions. For example, the positions of the Vice President for Education and Training, Director of Finance and the Director of the Human Resource Division have remained vacant since 1998. Since these positions were not abolished, position duties and responsibilities were assigned to other personnel.

Self Evaluation

While the college does have sufficient teaching faculty to support academic programs, from time to time, additional instructors are needed to meet student needs for specific courses. The College has been fortunate to have adjunct faculty available on short notice. However, the college must continue to recruit adjunct faculty, especially in English, math and science to position itself to continue to effectively respond to student needs.

With respect to the college’s decision not to fill certain key college positions, such as Director of Finance, Director of Human Resources, and Vice President for Education & Training, the college is careful so that student learning is not compromised.

The college was able to hire a full time librarian to run the library and also a librarian as a full time faculty for the Library & Information Services (LS) program in 2006. However, the librarian in charge of the library resigned after two years and the librarian for the LS program also left in May.
In fall 2008, the college was able to, once again, hire two full time librarians; again, one was hired for running the college library and one hired for the LS program. However, due to a family emergency, the full time librarian in charge of the college left shortly after being hired. The remaining qualified librarian who serves as a full time teaching faculty has applied for the library position; however, as she is needed as an instructor for the LS program, the college does not want to jeopardize student learning by transferring her to the library position.

Planning Agenda

1. As soon as possible, the college will conduct another search and hire either a qualified librarian or one for the LS program so that the faculty member could be transferred without jeopardizing student learning.

This plan is outlined in the 15-Year Institutional Master Plan under Strategic Direction 1: Student Success, Goal 1.7.

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

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

Descriptive Summary

Personnel policies are developed by the governing board and implemented by the college. Policy implementing procedures and processes are developed and carried out by the college. Personnel policies are published in the Personnel Rules and Regulations Manual. The manual was reviewed and revised in 2005 and included new governing board-adopted policies and policy changes. Personnel policies contained in the manual are adhered to and can only be revised, amended, or suspended through and by formal actions by the governing board.

The Human Resources Office oversees the implementation of personnel policies to ensure that they are administered consistently and equitably. The review of personnel policies and administrative procedures are means of assessing their effectiveness. The Personnel Rules and Regulations manual contains the procedures, both formal and informal, for employees to follow if they feel they are not treated fairly. The process protects employees from possible retaliation for voicing their concerns or disagreements. The process includes an appeal to the governing board.

Self Evaluation

The personnel manual contains grievance procedures to assist staff members who may have disagreement with specific policies or personnel actions. The personnel manual provides for ways in which individuals may bring grievance without fear of retaliation. The college has not encountered any case of unfairness in employment policies or procedures.
Planning Agenda

The college will continue to review, revise and publish the Personnel Rules and Regulations Manual. The college will continue to adhere to policies and procedures contained in the manual to ensure that all personnel policies are administered equitably and fairly.

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

Descriptive Summary

Through the Human Resources Division, the college ensures the confidentiality and safety of personnel records by keeping them in secured and locked cabinets. Employees may access their personnel records only upon written request. No records may be deposited in an employee’s official records without his/her knowledge.

Self Evaluation

The college has and adheres to its personnel records security and confidentiality policy. To date, there has not been any complaint relating to security and confidentiality of personnel records.

Planning Agenda

The college will continue to protect the confidentiality and security of its personnel records.

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

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

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

Descriptive Summary

As an “Equal Opportunity Employer”, PCC adheres to its policy of non-discrimination on the basis of nationality, race, gender, or religious belief. While the college population is predominantly Palauans, the college makes every attempt to hire citizens of close proximity so that the make up of its personnel is reflective of its student population. For example, the college posts its vacancies on the web in order to attract applicants from outside the Republic of Palau. The college currently has 193 employees, 91 males and 102 females. Ethnicity wise, it has 158 Palauans, 4 from the Freely Associated States (Palau, FSM and RMI), 15 Filipinos, 9 Americans, and 7 from other countries.

The college recognizes the presence of and supports the different groups on campus and treats them equally. The college participates in various cultural activities and programs such as cultural exchange programs with Japan and Republic of China, European
The college provides relocation and housing benefits and assistance for off-island recruits to fill hard-to-fill positions. Employees are offered benefits, including health insurance, a pension plan and tuition waiver for employee as well as employees’ dependents. Since the current retirement plan for the college exempts non-Freely Associated States citizens, a plan of comparable terms has been developed and offered to employees who are ineligible for the local retirement plan.

Self Evaluation

The college’s policies contained in the Personnel Rules and Regulations Manual demonstrate the college’s understanding and concerns for equity and diversity. Its programs, services, and practices do recognize and foster equity and diversity.

Thirty-one (31) non-Freely Associated States citizens do not participate in the college’s pension plan. However, the college has developed a plan somewhat similar for them to enroll in. In addition, the college will work toward possible amendment to local statues to allow non-FAS citizens to participate in the pension plan.

Planning Agenda

The college will continue to provide and expand its programs and services to support its diverse personnel and students.

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

**Descriptive Summary**

The Personnel Rules and Regulations Manual (Personnel Manual) outlines Guiding Principles for the implementation of the personnel policies. The Personnel Manual also details a grievance process for employees who feel victimized by certain college policies or practices. The college treats all its employees with integrity and honesty and provides for fair and equitable applications of employment policies and processes with regards to compensation, training and promotion opportunities, benefits, and disciplinary actions.

The college policies and procedures pertaining to a student’s total educational experience including the student disciplinary process are applied fairly and equitably to all students. The college also provides opportunity for students to bring grievances against any college personnel or student if they believe they have been treated unfairly or inequitably. The student grievance process, found in general school catalog and student handbook, is fair and equitable.

**Self Evaluation**

By following established policies set forth in the Personnel Rules and Regulations Manual, the college does demonstrate integrity in the treatment of its employees and students. The established grievance process in the Personnel Manual is a mechanism for employees and students to make known their disagreement with specific policies and actions of the college. To date, no formal complaint has been filed to indicate the college’s failure in this area.
Planning Agenda

The college will continue to adhere to its published policies and review them regularly, revising them when necessary, to ensure the integrity in the treatment of its personnel and students.

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

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

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

Descriptive Summary

The Personnel Manual describes opportunities for staff development. These opportunities are available to all college personnel, and they include: in-service staff development, exchange teaching, and leave for educational, sabbatical, and staff development. The support staff are also allowed leave time to take PCC courses during regular working hours. Through collaboration with other institutions, the college has offered and continues to offer opportunities to its employees to further their education on campus and through distance education. For example, through San Diego State University bachelor and master cohorts, PCC employees can obtain these degrees. In addition to collaborating with the university, the college encourages its employees and supports them by identifying prospective students, facilitating their application process, including their financial assistance, and monitoring their progress.

The college has also taken advantage of grants and technical assistance through foreign governments with diplomatic ties with the Republic of Palau. For example, Recreation Office personnel participated in trainings on sports programs development in Fiji offered through the Palau National Olympic Committee.

Faculty members avail themselves of the opportunities for staff development. For instance, the Information Technology instructor had an opportunity for staff development through an E-guide workshop and an Instructor Assistant attended ESL training in Guam. The Faculty Senate Association also offers trainings and workshops for its members on topics, such as Teaching Techniques or Methods and Classroom Management.

The Operations and Maintenance Improvement Program (OMIP) has provided numerous trainings related to automotive technology, plumbing, carpentry, electrical, accounting, and software for government and semi-government employees. The college personnel have benefited from these training opportunities as both trainees and as trainers.
The Continuing Education Office also offers various short-term trainings on various topics that are available for any college staff to participate in. For example, trainings on software programs as well as Clinical Counseling have been offered and staff of the college have taken advantage of these to enhance their work-related skills and obtain certification necessary for their work credentials. Training on Basic Statistics gave the staff an opportunity to learn basic research techniques and data management for program assessment.

Other training opportunities available to college staff are offered through the federal programs such as the TRIO trainings and FileMaker Pro database training offered to Talent Search and Upward Bound Classic and Upward Bound Math and Science programs in 2008.

In 2007, 2008 and 2009, the college sent teams made up of the President of the college and representatives of the governing board, management, faculty, classified staff, and students to the Community College Leadership Development Institute (CCLDI) in San Diego and Hawaii. The college will continue to participate in the CCLDI in support of its commitment to professional development of its personnel.

In the Student Services Division, the professional staff are members of professional associations related to their fields to keep updated on current developments in their fields and to network with other colleagues in the field for further staff development through resource sharing, conferences, and other trainings.

While staff have taken advantage of these professional development opportunities, the college has not systematically evaluated these professional development programs and used the results as a basis for improvement. Teaching and learning needs of faculty and other personnel are identified through the Performance and Merit Review.

Self Evaluation

In spring 2000, Palau Community College and San Diego State University began a collaborative arrangement in which SDSU cohort programs are offered on the PCC campus. To date, 22 PCC teaching faculty and staff have received their Master of Arts degrees in Education with an emphasis in Leadership in Postsecondary Education, and six faculty and staff have received Bachelors degrees. Due to the success of the program and continued needs of the college, the program continues.

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

The Human Resources Division coordinates staff trainings. The training programs are evaluated, results of which are used for planning and improvements.

Planning Agenda

To maintain sufficient and qualified personnel to support its institutional effectiveness efforts, the college will continue to assess needs and to provide appropriate training and professional development programs and opportunities.
3A.6 Human Resources planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.

**Descriptive Summary**

Human resource planning is integrated with institutional planning. The college assesses the use of its human resources through program evaluations, the budget process, and the institutional planning process. During these processes, programs and services identify and prioritize their needs, including human resources. For example, the college’s decision to establish the Institutional Research Office staffed with a qualified researcher is in response to identified programs and services needs namely in academic programs, student support services, human resources and governance.

The Human Resources Division (HRD), in coordination with each service area or program of the college evaluates, on a regular basis, employee performance for improvement. The performance evaluations are used in personnel decisions, including employee improvement programs, pay increases, order of layoffs, employees’ suitability for the jobs, and administrative decisions for transfer, demotion, or dismissal.

**Self Evaluation**

Within its limited financial resources, the college is appropriately staffed to meet the needs of its programs and services. Through institutional long-range planning, the college identifies its human resources needs. Human resources needs are priorities, and resources are allocated to meet those needs through short-range planning and the annual budget development process. Human resources needs are identified and assessed during program and services reviews.

**Planning Agenda**

The college will continue to use evaluation and program assessment results as a basis for continuous improvement.
3B. Physical Resources

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

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

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

Descriptive Summary

There is a Building Maintenance Inspection Form that the college uses to ensure safety and sufficiency of the physical resources of the college. It is used by a designated maintenance staff to conduct bi-weekly facilities inspections on campus. Using the form, each building on the campus is inspected based on a 12-feature checklist. These features include both outside and inside building inspections. Any problems that need attention, such as broken windows, roof leaks, electrical problems or other similar concerns, are noted by the Director of Physical Plant. These are then reported to the Vice President of Administration to draw up a monthly “to do” list and action plans based on the results of the inspection. In addition to the Building Maintenance Inspection Form, there is also a Work-Order Form that is used to request related services by offices and departments. A monthly report is made to note the accomplishments for each month. The same process is also used to ensure safety and sufficiency of facilities at off-campus sites, such as the Research and Development Station at Ngermeskang.

In addition, the college’s enrollment and program offerings dictate the needs of equipment and space. Program instructors and the Dean of Academic Affairs inspect the layout, equipment, and adequacy of space for all classrooms, shops and laboratories, based on the number of enrollees every semester. Class schedules for each program are arranged to ensure that sufficient classrooms, shop facilities, and equipment are available. The same facilities are also inspected using the Building Maintenance Inspection form and a monthly “to do” list to make sure that they meet the needs of programs and services offered.

With the Early Childhood Education and Nursing programs that the college delivers in Yap State, FSM, requirements for classroom facilities for students are addressed in agreements with the Yap State Department of Education and the Yap State Division of Health Services, which list specifics to be provided by the Department of Education and the Division of Health Services there. The Dean of Academic Affairs was responsible for making sure that the agreements were being upheld when initial implementation of the programs began. Site visits are conducted each semester that courses are offered in Yap to ensure that these requirements continue to be met.
The college is continuously planning, building, maintaining, and upgrading its physical resources to support its programs and services. Since the last self-study, several buildings were constructed that are serving various needs of the college. Two classroom buildings, Rriu and Urur, added four classrooms and one computer lab to the campus. One two-story building, Baderirt, has program offices on the first floor and a conference room on the second. Another two-story building, the Western Curriculum Coordinating Center, houses a technical curriculum library on the first floor, with two small offices located on the top floor. A second-story distance-education center was added to an existing building, Ksid. In addition, the school dock was improved to include a boat ramp and a boat house. A new three-story college library was built in 2009 with a section for faculty offices. Work has also commenced on renovating part of the Esuch building, which will serve as the Palau Tourism and Hospitality School of Excellence. A multi-species hatchery is also being constructed at the college’s agriculture extension site in Ngaremlengui.

Physical resources are being effectively utilized in accommodating all students and eliminating overcrowding, as was the case in the past due to a shortage of classroom and office space. The college now has the flexibility of scheduling limited uses of some classrooms to accommodate scheduled meetings and workshops or seminars for the college or the members of the greater community in Palau.

Facilities Schedule and Use is described in the Administrative Procedures Manual. The manual states that assignment of space is made for a specific use and is usually made to a department or to a specific office within a department by the President of the college. In general, all student resident facilities are assigned to the Dean of Students, instructional facilities to the Dean of Academic Affairs, Research and Development Station facilities to the Vice President for Cooperative Research & Extension, and all other facilities to the Vice President for Administration and Finance. These individuals are in charge of the utilization of these facilities and are tasked with assessing and identifying needed improvements. Any re-assignment or major change or modification must be approved by the President of the college. Space use is initiated through a Facilities Reservation Form.

Self Evaluation

Under the leadership of the current President and Board facilities committee, facilities improvement is one of the strong areas of the college. While the college faces financial challenges, it has been able to undertake major facilities improvement projects, often times using recycled materials. The current process allows the college to plan, build, and maintain its physical resources to continue to support its programs and services.

Planning Agenda

The college will continue to provide adequate and safe facilities to support effective student learning.
Standard 3

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

Descriptive Summary

The Republic of Palau Public Law (RPPL) 5-13 mandates that all access to all government facilities must be accessible to persons with disabilities. RPPL 5-13 is a law that amended 30 PNC Chapter 5. This law specifies that parking spaces for the handicapped must be provided near the front entrance of buildings, access to the first floor of each building through the use of ramps for wheelchair-bound individuals must be built, as well as wide doorways for accommodating wheelchair users, and at least one male and one female toilet facility with oversized doorways and safety rails to accommodate wheelchair users must be available. PCC adheres to all of the requirements of this bill.

The Physical Plant Division is also responsible for school security as well as the cleanliness and beautification of the campus grounds. School office and shop staff are responsible for the cleanliness of their own areas. In some cases, students are hired on special contracts to help maintain cleanliness of the classrooms and offices.

For the off-island programs conducted in Yap State, FSM, issues concerning physical resources are discussed and agreed to in advance, based on the safety and adequacy standards that PCC is required to meet in Palau. These off-island sites are visited and inspected on a semester basis. Off-site campuses, including the Research & Development Station and the Multi-Species Hatchery, are also inspected and maintained on a regular basis.

Self Evaluation

The college has constructed and maintained its facilities in all locations which ensure adequacy and a healthful learning environment.

Planning Agenda

Through its planning process, the college will continue to provide adequate facilities to support its programs and services.

3B.2 To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution systematically assesses the effective use of physical resources and uses the results of the evaluation as a basis for improvement.

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

Descriptive Summary

In the absence of a formal evaluation to assess the use of facilities, improvements to existing facilities and additions of new facilities are identified and recommended by program and service users and providers to department heads.
While the college continues to face fiscal challenges, its commitment to provide full support to students has enabled the college to undertake and complete major facilities upgrades, including a stairway access to the lower campus parking lot, rails on the stairway between the Upward Bound Office and the Ksid building, compost toilets, an access road to Urur and Rriu classrooms, the Distance Learning Center at the Ksid building, a two-story building that includes two new classrooms and the Western Curriculum Coordinating Center (WCCC), another two-story building with a conference room on the top floor and an office for the Talent Search Program on the ground floor, and a three-story building for the new library. In addition, the college has also completed some renovations to further improve the facilities in an effort to enhance its services. Renovations were made to the Criminal Justice classrooms, the student dorm lounge, the Upward Bound Office, and classroom #33.

The new PCC 15-Year Institutional Master Plan includes physical resources planning for the college to support its programs and services. The plan will improve a system of acquisition and management of physical resources to assure feasibility and effectiveness in supporting institutional programs and services. It also supports provision of sufficient physical resources on secured land lots to support its programs and services that meet the learning objectives of students.

The college’s investment in physical resources and equipment has always been for total ownership. For instance, one 10.3 KVA and one 4.5 KVA generators were purchased to provide light for the evening classes when there was a long term power outage on the island. The college is working with Palau Public Utilities Corporation (PPUC) to build a power plant on campus to serve as a backup power supply and also to use for training for students in the Electrical Technology program. Excess energy would be sold back to the main power grid. In addition, the college also purchased a sawmill that is now used to support Carpentry students’ projects as well as used to support the Physical Plant Division. These are a few examples of cost saving efforts that the college is investing on its physical resources and equipment.

Self Evaluation

Given the small size of the college, the current process for assessing the needs of the facilities has enabled the college to sufficiently meet the facilities’ needs of the college, especially the learning needs. Nevertheless, the college must develop and implement a formal process of facilities use assessment.

The Vice President for Administration, who oversees the Physical Plant Division and the Director of Physical Plant both serve on the 15-Year Institutional Master Plan Committee. Their participation is to ensure that the long-range capital plans are integrated into the plan and the resource allocation.

Planning Agenda

In addition to identified goals in the current master plan, the college will utilize program review results as a basis for improvement.
Standard 3

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

Descriptive Summary

Physical resource planning has always been integrated with institutional planning. With the previous PCC Ten Year Institutional Master Plan (1997-2007), one of the eight strategic directions was to provide adequate facilities to support college programs and services. The assessment results of the previous plan were used as a point of departure for integrating physical resource planning and allocation in the PCC 15-Year Institutional Master Plan. The new plan contains a goal under Strategic Direction 3: Resources, Goal 3.2: the college will improve a system of acquisition and management of property, facilities, and depreciable assets such as vehicles, information technology, accessories, and major equipment. Specific objectives under these goals provide for adequate, safe, and accessible facilities, to ensure the safety and quality of existing facilities, and to maintain a complete and accurate inventory of equipment/facilities.

Self Evaluation

The college has made major physical resources improvements based on institutional planning. This process will continue resulting in further improvements as part of the PCC 15-Year Institutional Master Plan.

Planning Agenda

The college will continue to assess its facilities’ needs to ensure that they are integrated into institutional planning.
Standard 3

3C. Technology Resources

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

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

Descriptive Summary

Technology resources have been used at Palau Community College to support student learning programs and services and to improve institutional effectiveness. They provide essential support services to Palau Community College students, faculty, and staff. A Technology Plan was completed in March 2007 to be 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. A Technology Resources Committee was established in October 2006 to develop the College Technology Plan and to assess college computer resources and also to annually update the Technology Plan to ensure that the technology needs of the college are being effectively met. The Technology Plan has been incorporated into the 15-Year Institutional Master Plan.

PCC utilizes seven file servers that serve the entire college in supporting student learning, college-wide communications, and operational systems. Two of the file servers run a Linux Operating System and one is used as firewall/proxy server with the Domain Name System (DNS) to house the college domain name, Palau.edu, and the college Internet connection. It is also used for e-mail transport, and hosts the college website. This server is new, replacing the older server. The Email/Web Server will be installed as separate from the Firewall/Proxy Server and Domain Name System (DNS) that houses the college domain name, Palau.edu, for security and efficiency.

The other Linux file server is used for the San Diego State University distance learning program, which houses the courses for the cohort groups who are pursuing bachelor or master degrees. The other five file servers run a Window 2003 operating system. The first server is used by the Admissions & Financial Aid Office to house ED/Express, and Return of Title IV. These software programs are used for Federal Student Financial Aid. The second server is utilized for the Fx/Scholar software, which is used for admission, registration, and class scheduling as well as student billings and accounts. The third server is used for the college library, which houses Destiny from Follett software for library book cataloging and circulation. This server also hosts the Destiny Union online catalog, which is a database of the book listings from the Palau Community College library, the Palau Public library, the Palau National Museum, and the Palau International Coral Reef Center, and in the future, will include Palau’s public school libraries. The fourth file server is used for PCC online courses. The fifth file server is a recent acquisition and is used by the college’s business office to house Sage MIP Fund Accounting.
software for financial management. PCC uses five Digital Subscriber Lines (DSL) that serve the entire college in college-wide communications and support student learning.

There are four computer laboratory classrooms used mainly for teaching and two of them (Room 67 and the Online Lab) have Internet connections. One of the computer laboratory classrooms which is mainly used for the Information Technology Program students is located in the Rriu building. An online computer laboratory used for online courses offered at the college is located at the Keskas building. There is also a Continuing Education training room that has 15 laptops for non-credit course trainings and an Operations & Maintenance Improvement Program (OMIP) training laboratory with 15 desktop computers and Internet connection to support student-learning and training needs. A computer laboratory for the bachelor and master degrees San Diego State University cohort groups through distance learning is located at the Ksid building. The PCC library has five computer systems used by students and the community for research and six computer systems devoted for email.

To implement the college Technology Plan, a Technology Resources Committee was established to oversee all college technology resources. The committee is in charge of assessing campus computer resources, and also annually updating the plan for the coordination of campus-wide computing. The college technology plan outlines systematic replacement or upgrading of hardware on a five years cycle, including the file servers that are needed to be upgraded or replaced every five years if necessary. The computer inventory provides support on a systematic replacement or upgrade cycle by listing the date that the equipment was purchased. The Linux Server used to host the college domain name, Palau.edu, and used for e-mail transport, Internet connection, and the college website was purchased on July 2001 and has now been replaced. Since the server is eight years old now, parts to upgrade the server are no longer available and it does not have the capacity to run new operating systems. The new server will be installed soon.

A Technology Resources Survey conducted by the Technology Resource Committee in February 2009 where 65 staff were sent copies of the survey questionnaire and 58 or 89% responded to the questionnaire. According to the survey, 11 respondents or 19% of respondents said “poor” and 33 or 57% chose “satisfied” when asked if effectiveness of technology at the college and its support met their needs, 3 respondents or 5% chose “excellent” and 11 respondents or 19% provided no response. The majority of survey participants, overall, were satisfied with the current technology support.

Self Evaluation

Although the survey indicates that the college has adequate technology support (hardware and software) to meet the learning, teaching, communications, and operational systems needs of the college, the network hierarchical design and structure could be improved by developing a solid network backbone for the whole college campus. Because of relocation of personnel and offices and additional new building facilities, the network hierarchical design and structure has continued to be expanded, allowing no real planning to improve the network. Most of the college’s current network connection was done on a needs basis without a solid network backbone for the entire network.
Planning Agenda

1. The college needs to contract a professional network designer to design and recommend a good network device for upgrading the college network backbone.

This plan is one of the goals found in the Technology Plan which has been incorporated into the 15-Year Institutional Master plan under Strategic Direction 3: Resources, Goal 3.3. The Technology Plan can be found in Appendix A.

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

Descriptive Summary

PCC has a Technology Plan with a standing committee to oversee its distribution and utilization of technology resources for students, faculty, and staff. The committee is comprised of management, faculty, staff, and a representative of the Associated Students of PCC (ASPCC). The college makes decisions using the Technology Plan as a guide as well as using the needs of each department in regards to technology resources acquisition, deployment, use, and support of electronic information on campus. Some of the goals for the Technology Plan are: to acquire a software license for the version of a widely used program at the college computer laboratory classrooms and offices, to establish systematic replacement of hardware on a five year cycle, to increase technology support for maintenance and troubleshooting, to support increased numbers of PCC online courses, and to provide adequate training for appropriate personnel.

The college offers online courses for some of its programs and in offering support for the increased number of PCC online courses, a dedicated intranet server has been installed with a dedicated DSL line to serve the students who are taking online courses and the faculty that are instructing these courses. The online server is located in the Ksid building and the college domain server is located in the Ukall building. The Director of Computer and Data Processing who oversees technology hardware issues and network connectivity at the college provides technical assistance and maintenance for the college online course servers and the DSL line. Appropriate faculty also provides support in assisting the computer staff in overseeing the technology resources at the classroom level, but they consult the computer staff for troubleshooting, network connection, and other technology needs and support for the students and faculty. Data backup on the college servers is done on a daily, monthly, and yearly basis and are stored in Keskas (online lab), the Upward Bound Office, and the new library building which are different locations than the servers.

Self Evaluation

The Technology Resources committee is led by the college computer staff and when the needs for technology issues arise, the needs are directed to the college computer staff to be taken care of. The college has two staff responsible to give assistance in terms of technology support for the college. One of the staff who is the Director of Computers and Data Processing provides management of all college Servers, DSL lines, and network connection and security. The other computer staff, who is the
Systems Analyst, oversees software and applications used at the college and works as the college webmaster. Both also provide maintenance and troubleshooting of computer systems for staff and are also responsible to oversee hardware devices, network connectivity and security, operating systems, and software used at the college. At times, these two computer staff utilize some faculty for technology support due to the amount of work. This could be attributed to the fact that since most of the college computers are connected to a network and have access to email and Internet, security is becoming more of an issue due to an increase in viruses, spyware, and malware.

According to the Technology Resources Survey for staff, 13 or 22% said technology support in meeting their needs is “poor”, 33 or 57% said it is “satisfactory”, seven respondents or 12% rated it excellent, and five respondents or 9% had no response. These figures show that there may be a need for additional technology support personnel to complement the two current personnel. This has been addressed in the Technology plan which has been incorporated into the 15-Year Institutional Master Plan.

Planning Agenda
The college will continue efforts to support meeting this standard by continuing to implement the Technology Plan that is part of the 15-Year Institutional Master Plan and review the plan on a regular basis.

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3C.1b The institution provides quality training in the effective application of its information technology to students and personnel.

Descriptive Summary

The Technology Resources Survey conducted by the Technology Resource Committee in February 2009 enabled the Committee to learn about the current status of technology resources of the college and to understand the staff and student needs in terms of technology. The college also conducts a Graduating Student Exit Survey and a Freshmen Student Entrance Survey to generate data from students about their ability to utilize computers and other technical equipment, the adequacy of classroom and computer resources and the instructors’ use of computers or advance technology as an aid in instruction. The survey data is given to the college’s Institutional Research office to be compiled and the results will be given to the Technology Resource Committee and also the appropriate department of the college for implementation of the needs identified. The data will also help the college track progress towards meeting technology goals. A performance evaluation is conducted for faculty and staff every year for their performance and also to identify trainings they need in their work areas as well as for information technology. The training needs for college personnel is compiled based on the needs stated in the staff performance evaluation and if it is determined that such a training is a college-wide concern, the director of the Human Resources Division (HRD) will plan and implement the training.

The college library provides training to groups, visiting classes, and individual students in the effective use of technology for research and email, and also for library information. In addition, the college
Standard 3

provides training in application or specialized software of information technology to students who enroll in computer courses. The students who are taking online courses are given an orientation of the courses, which include the use of the Internet browser, privacy issues and security of the online course program.

When technology training needs arise for the college personnel as indicated in their employee performance evaluations, the director of HRD shall coordinate training with the Continuing Education Division and will seek outside consultants when the Continuing Education Division is unable to provide the training. The Continuing Education Division provides short-term trainings based on specific training requests made by individuals or groups for their immediate or long term needs. College faculty have had a training workshop in hardware and software on PowerPoint application to use to present their lectures for their classes. From October 20-31, 2008 the college business office staff went through a two week training in the implementation and application of their newly acquired MIP fund accounting software. A second phase of this training was held from November 16-20, 2009 for budget, data import, and customized reports. The Director of Computer and Data Processing attended a Master Certification program on Technology and Information Resources Management offered by PEACESAT through the University of Hawaii from August 2008 to May 2009. A training for the Fx/Scholar software which is used for student records system was conducted from November 9-13, 2009 for admissions, registration, academic, counseling, and student account personnel.

Self Evaluation

Although the library provides training for library technology users, it is not designed to include all students. The Technology Resources Survey, which was conducted in February 2009, to learn about the current status of technology resources in the college and to understand the student needs in terms of technology, randomly surveyed 127 students. According to this survey, when students were asked if they needed more instruction in how to use computers, 48 students or 38% said, “yes” while 73 students or 57% said “no” and six students or 5% provided no response. These numbers could not be mistaken to mean turning on, booting up a computer or using the keyboard given that in the same survey, 115 students or 91% indicated that they know how to use computers and use them to do assignments and research papers. Overall results showed that students rated the learning of technology for their success in the future as: 80%, very important, 18%, somewhat important, and 2%, not so important and with resources available to meet their educational needs at 79% on hardware and software and 66% on technical support. The students also rated 58% being satisfied, 35% being dissatisfied, and 12% uncertain.

The college offers computer courses in software applications; however, some software in the computer laboratory classrooms has not been upgraded or replaced with newer software application versions and the offices use different versions of software. The college is in the process of purchasing Microsoft Office 2007 and will be installing it into new computers as they are purchased. A software converter is available for computer users who still use an older version of Microsoft Office.
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Planning Agenda

The college will continue efforts to support meeting this standard by continuing to implement the Technology Plan that is part of the 15-Year Institutional Master Plan and review the plan on a regular basis.

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

Descriptive Summary

The College Computer Room has two technical staff that provide management of all college servers, DSL lines, and network security. They provide maintenance and troubleshooting of computer systems for staff and are also responsible to oversee hardware devices, network connectivity, operating systems, and the software and application used at the college. In addition, instructors assigned to each computer laboratory classroom are responsible to oversee the minor maintenance of the computers in these classrooms. These instructors provide support in assisting the computer technical staff in overseeing the technology resources at the classroom level, but they consult the technical staff for troubleshooting, network connection, and other technological needs and support for the faculty. The college file servers are configured with firewalls for protection and security and are automated with a daily backup. Backup tapes and files are stored in Keskas (online lab), the Upward Bound Office, and the new library building, which are different locations from the server for safety and security.

With the approval and implementation of the technology plan, the college has supported the goals stated in the plan using its budget or allocated funds for technology for each fiscal year. The first goal stated in the Technology Plan is to secure funding for college technology. One of its tasks is the implementation of a technology fee for all students for use of technology equipment. The funds will be used in support of technology needs. A rotation cycle has been established for upgrades or acquisitions of new equipment and new applications, which will meet the needs and demands of student learning and the work place. This is the systematic cycle that the college will follow in acquisition or the upgrade of technology equipment. The college supports any acquisition, upgrade, or replacement through the college annual operational budget and also with external funding in form of grants to provide technology equipment for new projects or to upgrade some technology infrastructure at the college. The College of Micronesia grant provided the college’s Business Office funding to replace their financial management system server and software that has served the College for 15 years.

Self Evaluation

The five year technology plan for the college establishes replacement or upgrades of hardware on a systematic cycle for the entire college. The college servers have a systematic cycle of five years in which they are upgraded or replaced if necessary. For computer laboratory classrooms, there is a three year rotation cycle of computers to follow until they reach the five year cycle, when they will need to be replaced. The Technology Plan is integrated with the 15-
Year Institutional Master Plan with resource allocation to support the plan.

Planning Agenda

The college will continue efforts to support meeting this standard by continuing to implement the Technology Plan that is part of the 15-Year Institutional Master Plan and review the plan on a regular basis.

3C. 1d. The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.

Descriptive Summary

The College makes decisions using the Technology Plan as a guide in regards to technology resources acquisition, deployment, use, and support of electronic information on campus based on the needs of each department. The Technology plan set strategic directions for the use and support of information technology as well as to provide standards, guidelines, and procedures needed to effectively implement and support information technology on campus. Policies and procedures are stated in the Technology Plan in regards to an established systematic cycle for technology resources as well as the electronic rights and responsibilities for the use of college technology resources.

There are two PCC computer laboratory classrooms and one open laboratory located in the Btaches building. These computer laboratory classrooms have a total of 60 desktop computers and five printers and are used mainly as instructional classrooms. One of the computer laboratory classrooms has Internet connection for those classes that will need to access the World Wide Web (www). Another computer laboratory is located in the Keskas building and has nine laptops and a printer. Twenty desktops have been purchased that will be used in this lab also. This laboratory classroom is used for the college online courses. Students who are taking online courses can also have their personal laptop configured to access the online server using a wireless connection. In addition, a distance learning computer laboratory is located in the Ksid building and has 20 laptops and one printer. This computer laboratory is used for the bachelor and master degree San Diego State University cohorts. The Information Technology Program (IT) computer laboratory has 20 desktop computers, a printer, and a digital projector used for IT program students and this is located in the Rriu building.

The OMIP training laboratory is equipped with 15 desktop computers that have the Windows XP operating system and two printers and a Panasonic projector. These computers also have Internet access. The OMIP training laboratory was set up under the joint effort of Palau Community College and the US Department of Interior to facilitate infrastructure related trainings for government and semi-government agencies. When the OMIP training laboratory is not used for OMIP trainings, it is utilized for PCC courses.

The Continuing Education Division (CE) has 20 laptops that are set up in the CE training room and used for non-credit short-term trainings. These laptops are used mainly for CE trainings for community people and PCC staff who may be interested in computer related training programs that are needed for their jobs or for those who...
have an interest in learning computer programs without earning college credits for the courses.

A Student Support Services (SSS) tutoring laboratory has 20 computers and one printer, which are used by students for paperwork and computer assisted instruction. The Upward Bound office provides seven laptops and ten desktop computers with one printer for their college bound students for Internet access and paperwork. The Upward Bound Math and Science program also provides 24 desktop, four laptop computers, and seven printers for their college bound students to use. A Japanese Language Laboratory provides 24 workstations and four televisions for media interactive use for language classes. The Associated Students at Palau Community College (ASPCC) office also has three computer systems and one printer that are made available at specific times of the day for student use. Faculty at the college are provided laptops for their use in the office and the classroom. Printers are available for the faculty and they are located in faculty offices and are connected to desktop computers. There are 18 desktop computers distributed in the five faculty offices used by faculty who do not have a laptop or prefer to use a desktop computer. For college support personnel, there are 64 computer systems and printers located in their offices to support their programs and services. The Financial Aid office has three computers and one printer used by students to file Free Application for Federal Student Aid (FAFSA) forms and these are also used for e-mail regarding their form. The Student Life office has four computers and one printer for student use.

**Self Evaluation**

There are two computer laboratory classrooms and an open laboratory in operation at PCC and they meet the needs of the courses offered at this time. In addition to the two computer laboratories and an open laboratory, an on-line computer laboratory is equipped with laptops (which will soon be replaced by desktops) and is mainly used for online courses. It is not being utilized as a computer laboratory classroom, thus giving the online students resources to fully support their learning programs and services. The Information Technology (IT) computer laboratory is equipped with 20 desktop, a printer, and a digital projector and is mainly used for IT program students. It is not being utilized as a computer laboratory classroom, since its purpose is mainly to provide IT program students’ resources to fully support their learning programs and services.

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

**Planning Agenda**

The college will continue efforts to support meeting this standard by continuing to implement the Technology Plan that is part of the 15-Year Institutional Master Plan and review the plan on a regular basis.
3 C.2 Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.

Descriptive Summary

A technology plan was developed and duly adopted by the College Board in March of 2007. The plan is integrated and referred to in the new PCC 15-Year Institutional Master Plan. The Technology Plan was developed to provide a framework to carry out technology enhancements that will support and promote the mission of the college. As stated in the Technology Plan goals and objectives, the use of technology resources of the college will be assessed and the results will be used to improve technology support for student learning and the administrative uses of technology college-wide.

The College makes decisions using the Technology Plan as a guide as well as using the needs of each department in regards to technology resources acquisition, deployment, use, and support of electronic information on campus. Some of the goals for the Technology Plan are to acquire a software license for the version of a widely used program at the college computer laboratory classrooms and offices, establish a systematic replacement of hardware on a five year cycle, increase technology support for maintenance and troubleshooting, support the increased number of PCC online courses, and provide adequate training for appropriate personnel.

A Technology Resources Survey conducted by Technology Resource Committee in February 2009 will enable the Committee to learn about the current status of technology resources in the college and to understand the staff and student needs in terms of technology. The data will also help the college track progress toward meeting technology goals.

Self Evaluation

The Technology Resource Committee (TRC) was established as a standing committee to develop the PCC Technology Plan and to oversee and carry out implementations of its goals and plan of actions to improve technology to support student learning and other services. The technology plan, which was approved by the PCC Board of Trustees, has been integrated with the institutional planning as part of the PCC 15-Year Institutional Master Plan.

Planning Agenda

The college will continue efforts to support meeting this standard by continuing to implement the Technology Plan that is part of the 15-Year Institutional Master Plan and review the plan on a regular basis.
Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution to resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resources planning is integrated with institutional planning.

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

3D.1a Financial planning is integrated with and supports all institutional planning.
3D.1b Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

Descriptive Summary

The College’s budget for the fiscal year 2009 was $5,213,731.00 and the projected budget for fiscal year 2010 is $4,799,714.00. The financial planning for Palau Community College is based on needs for existing programs and services as well as for new programs and services as identified in the Institutional Master Plan. During the budget development process, the college management, with input from departments, evaluates the previous year’s budget and priorities for the next year. For the past several years, given the local economic conditions and enrollment projections, budget planning for PCC was done with the assumption that no increase in financial support from the National Government to the college would be realized in the immediate future.

Therefore, annual budgets were prepared at the same level for each fiscal year. In fact, for fiscal years 2008 and 2009, the College saw a 2.5% reduction in its budget from the National Government. This scenario leads to the College seeking additional resources from other funding sources. Beginning fall semester 2008 and for the next four years, the College implemented a tuition increase per credit of $10 each fall semester to ensure that it has sufficient revenues to support specific programs, services and educational improvements. Revenues are allocated according to the priorities established in the College’s Master Plan. Thus, the college priorities contain activities that are implemented on a staggered basis so that revenues are sufficient to address them at that given time.

The PCC Vision and Mission statements and goals serve as the cornerstone of the institutional master plan. The PCC 15-Year Institutional Master Plan (Master Plan) identifies specific objectives and tasks that are to be accomplished. Such objectives are used to determine and guide allocation of financial resources to support programs and services. In January of 2009, the College Mission/Vision Task Force reviewed the Vision and Mission statements for currency and relevancy. The Task Force’s recommendations were duly approved by the Board of Trustees in September 2009. By guiding the College in the development of its 15-Year Institutional Master Plan, the
Vision and Mission Statements tie in fiscal planning to overall institutional planning.

The Institutional Master Plan allows the College to map out programs and activities over a fifteen year period. From there, the College is able to identify programs and the year that each will receive financial allocation.

In the event that the National Government will no longer be a major contributor for the college’s annual operating budget, the college continues its efforts to raise the Endowment Fund to a level which can assure financial stability of the college. Members of the College management team receive information about their respective departmental budgets so that they are aware of available funds within their departments. They are also kept abreast of the overall financial status of the College during monthly meetings of the College Board of Trustees, which they attend as well.

The PCC Board of Trustees is the overall governing arm of the College. It reviews the College budget and adopts it for implementation by the college administration. The Board also reviews the College Institutional Master Plan and formally adopts it as well prior to implementation. These processes ensure that financial planning is linked to the Master Plan which is tied to the College mission and goals.

The College’s executive committee and the Board of Trustees receive monthly financial status reports which provide detailed information about revenues and expenditures to date, as well as how the projected budget compares to actual revenues and expenditures. This financial status report along with the prioritized activities in the Master Plan helps the college ensure there are sufficient funds for anticipated fiscal commitments. By linking financial planning to institutional planning, the College has identified resource allocation as shown in the Master Plan. The college also uses annual budget appropriations in identifying funding priorities as per respective legislation(s).

In addition, the College has existing partnerships with other institutions and agencies such as the University of Hawaii, the Ministry of Education (MOE), Palau Community Action Agency (PCAA), Palau Workforce Investment Act, Chamber of Commerce, and San Diego State University. The College has benefited from such partnerships in terms of support and services.

Self Evaluation

While the College has increased tuition over a four-year period to address the increasing cost of operations as well as the decreasing level of financial support from the National Government, the 15-Year Institutional Master Plan calls for substantial financial resources to support programs and activities.

Planning Agenda

The college will continue to ensure that it has sufficient resources to support student learning and its institutional improvement efforts. The college will also continue to integrate its program planning with its mission and goals resulting prudent resource allocation.
Descriptive Summary

The College’s budget priority in its long term plans is providing funds in order to meet its mandate in the Republic of Palau Public Law (RPPL) 4-2, the Higher Education Act of 1993 which created the College. The 15-Year Institutional Master Plan reflects allocation of financial resources for short term and long term fiscal planning. Thus, the college secures adequate funding for short-range plans without compromising the long-range plans of the college. An example is the construction of a new college library building which required both short-term and long-term financial planning to ensure funds are available to support this project, other financial obligations, and the long-term goals of the college.

The College continues to build its endowment fund so that it will eventually support the College operations when it meets its principal goal. As part of the College of Micronesia system, PCC also receives funding support for its academic programs as well as research activities.

In addition, the College implemented an additional $10 per credit tuition increase each year for four years. This began in the fall 2008 semester. This measure serves to ensure the College is financially able to fund new projects and meet financial obligations without adversely affecting other College priorities.

The college does appropriately plan for and settle its liabilities and future obligations. The National Civil Service Pension Plan (CSPP) is the employee retirement program that PCC enrolled in October 2000. The program requires a considerable amount of fund contribution from the college and employees in order for the employees to earn retirement benefits. The current budget level allows the college to continue to participate in the program and has reserves for those who are ready to retire. This program is limited to citizens of Palau, Republic of the Marshall Islands, and the Federated States of Micronesia (known as the Freely Associated States or FAS). The College has put in place a similar program to enable non-FAS employees to receive retirement benefits.

In addition, the College has in place a health insurance program available for employees to participate in. In the absence of a health insurance program for students, there is a student health fee which helps to pay for students’ medical services while the student bears the cost of prescription medicine. The College has insured its properties and vehicles with a local insurance company to help defray the cost incurred in the event of property damage or loss. Also, the College Physical Plant Division has within its budget funds earmarked to maintain and keep the College facilities in good condition. These are anticipated annual costs and the College is mindful of them when preparing annual budgets and other fiscal planning.

There is currently no group life insurance program for College employees, although there was one for many years. The insurance provider made a unilateral decision to terminate the program in 2008.
Self Evaluation

Since the insurance provider discontinued its policy, to be able to provide additional benefits for its employees, the college has begun the search for a group life insurance program to replace the one that was discontinued in 2008, for all its eligible employees.

Planning Agenda

The college will continue to exercise prudent financial planning to ensure financial stability through careful planning and implementation of its long range financial priorities outlined in its 15-Year Institutional Master Plan.

3D.1d The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.

Descriptive Summary

The college has an established schedule of financial planning and a budget development process. This process is defined in the PCC Administrative Procedures Manual which was revised in March 2009 and approved in September of the same year. During the budget development process, the college management, with input from departments, evaluates the previous year’s budget, the current year’s budget, and priorities for the next year’s budget. The PCC President reviews the proposed annual College budget prior to the Board’s review and approval to ensure that the implementation of activities in the Institutional Master Plan is supported by the budget. Once approved by the PCC Board of Trustees, the budget proposal is then submitted to the President of the Republic of Palau for incorporation into the national unified budget. Once the budget is acted upon and becomes law, the College then implements its appropriated budget following its 15-Year Institutional Master Plan as well as priorities that may have been identified in the budget legislation.

Budget requests are developed at the department level within the established budget call guidelines. After the College President’s review and approval of the proposed budget, the Board’s review and approval of the College budget serves to ensure compliance with budget call guidelines and consistency with long-range plans of the college.

Self Evaluation

The institution’s financial planning and budget development are defined and adhered to, enabling constituents to have input in their respective plans and budgets.

Planning Agenda

The college will continue to operate within its established financial planning and budget guidelines and processes, evaluate their effectiveness, and make necessary improvements aligned with its institutional improvement program.
3D.2 To assure the financial integrity of the institution and responsible use of its financial resources, the financial management system has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making.

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

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

Descriptive Summary

The college’s financial statements and financial audit reports show allocation of financial resources within the college, enabling departments to dovetail financial resources to identified goals stated in the Institutional Master Plan. Monthly Financial Status Reports are also made available to department heads, which enable them to make sound financial decisions within their departments. The financial performance audits are conducted every year by an independent body and the final audit reports are distributed to the Accrediting Commission, U.S. Federal Audit Clearinghouse, the Olbiil Era Kelulau (Palau National Congress), the President of the Republic of Palau, the PCC Board of Trustees, and the PCC Executive Committee for their departmental information and reference. Copies of the reports are also available in the Administration Office and the college library for reference and information. The college responds expeditiously to audit findings, in the event that there are findings. For the past several years, independent financial performance audits have resulted in no findings, which indicate that the College allocated its financial resources in a sound, fiscally responsible manner and in accordance with established guidelines.

During regular board meetings, the Board of Trustees reviews and adopts the monthly Financial Status Reports. As stated above, these reports are utilized by members of the Executive Committee in making financial decisions and plans within their respective areas. This process helps further ensure that financial resources are expended in accordance with the approved budget and established financial management policies and procedures.

The monthly fund status reports and all other financial documents and information of the college are provided to members of the college’s Executive Committee to aid them in financial decision-making and planning. The college’s Annual Report, which includes financial information, is widely distributed, and is also available at the college library.

Self Evaluation

The College assures financial integrity by providing accurate and timely financial reports to constituents so that financial planning and decision making is supported by realistic financial information.

Planning Agenda

The college will continue to assure its financial integrity through sound fiscal management, including accurate and timely
dissemination of information for planning and decision making and will also continue to keep its constituents informed of its fiscal status.

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

Descriptive Summary

The ending fund balance for the College for fiscal years 2006, 2007, and 2008 are $581,859.00, $487,011.00, and $354,938.00, respectively. This amount is made available to the College for its operational needs as well as emergency needs. The College’s endowment fund has been established with a $10 million goal by 2024, and an ultimate goal of $30 million. This fund was set up to eventually help support PCC operations in the event that the National Government appropriations are discontinued and/or are significantly reduced. The fund now stands at $1.5 million (August 2009 Report from Morgan Stanley Smith Barney). Further, as the only public institution of higher learning in Palau, the College will receive added support and assistance from the National Government in the event that such support is needed. The college cash flow is largely dependent on monthly allotments from the Palau National Treasury and collection of tuitions and fees, which includes federal student financial aid. The monthly allotment from the Palau National Treasury is the appropriations by the National Government that mandates the Palau National Treasury to pay a monthly allotment to the college throughout the year. Tuitions and fees are collected during the beginning of each semester and the summer term.

While the College does not have major cash reserves, in order not to disrupt college services and compromise students learning, the college has lines of credits with several local vendors on island and can obtain supplies and materials using this credit in the event allotments to the college are delayed.

Like any organization, the College is exposed to various risks and losses related to torts, thefts of, damage to, and destruction of assets, errors and omissions, injuries to staff and students, and natural disasters. In response to this, the college has elected to purchase insurance policies to cover its assets and personnel in the event damage or disaster occurs to College property or staff. Using the College health insurance fee for students, PCC pays for the cost of students’ medical services, so students only pay for their own prescription medications.

Self Evaluation

There are mechanisms in place that enables the college to sustain its operation, even in the event of emergencies. For example, as a national college of the Republic, the National Government will help provide support in the event of an emergency. In addition, the college’s Investment Policy allows the college to tap into the Endowment Fund proceeds when necessary due to any emergency. Strategic Direction 3: Resources, Goal 3.1 of the 15-Year Institutional Master Plan contains activities to increase cash flow and reserves.
Planning Agenda

The college will continue to ensure sufficient cash flow and reserves through prudent fiscal planning, management, and implementation of institutional master plan goals.

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

Descriptive Summary

In March 2009, the College revised its Administrative Procedures Manual which provides updated guidelines for the College in conducting its financial transactions. In the manual, for example, to safeguard against possible abuse of the financial resources of the college, the approval process calls for three signatures, the division head, department head and the vice president of Administration and Finance, for requisitions under $3,000 as stipulated in the Administrative Procedures Manual. Requisitions of $3,000 or more also requires the President’s signature. As outlined in the Administrative Procedures Manual, only the College President has the board-delegated authority to engage in financial transactions of the college. The approval process for programs directly under the Office of the President calls for the signature of the program director and the Vice President for Administration and Finance for requisitions under $3,000. For requisitions of $3,000 and over, the President’s signature is also required.

Every year, the College financial records are audited by an independent audit firm. This annual audit ensures that the College reviews its fiscal management not only for compliance, but also for effectiveness as well.

As a recipient of several United States federal grants including federal student financial aid, the college is required to comply with the U.S. Office of Management and Budget (OMB) Circular accounting standards and reporting requirements. These grants are administered by the college in compliance with terms and conditions as stipulated in the grants. The college also complies and adheres to the terms and requirements of allowable and nonallowable costs in the Education Department General Administrative Regulations (EDGAR) and other appropriate agencies’ regulations. The college administers all its finances including federal student financial aid, grants, contractual partnerships, auxiliary activities, and investments in accordance with generally accepted accounting principles. The financial audit reviews of the college finances are performed every year for all sources including grants, financial aid, contractual partnerships, auxiliary activities, investments, and the Olbiil Era Kelulau (Palau National Congress) appropriation. For the last five years (fiscal years 2004 thru 2008), the College has been audited by an external audit firm and has received no reportable conditions for each year. Only in 2003 were there two findings reported on prior audit findings; however, these two were determined resolved by the external audit firm within the same 2003 audit year.

The Board of Trustees has the fiduciary responsibility for the college assets.
including investments. The only available fund for investment is the endowment money, which stands at $1,500,000 now. In carrying out its fiduciary responsibility, the Board of Trustees invested the college endowment fund in low-risk money market securities. This investment option is in accordance with the guidelines detailed in the College Investment Policy. The college investment is managed by Morgan Stanley Smith Barney.

The Board attends regional investment seminars and receives regular briefings from Morgan Stanley Smith Barney on the status of the college’s investment and necessary changes to its investment strategies.

**Self Evaluation**

The College’s oversight of its finances, grants, investments, and assets is practiced effectively.

**Planning Agenda**

The college’s governance and administration will continue to exercise effective oversight of its finances to maintain its financial soundness and integrity.

| 3D.2e  | All financial resources, including those from auxiliary activities, fund-raising efforts, and grants are used with integrity in a manner consistent with the mission and goals of the institution. |
| 3D.2f  | Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution. |

**Descriptive Summary**

The financial resources of the college, including Olbiil Era Kelulau (Palau National Congress) appropriations, grants, federal student financial aid, and auxiliary activities are all devoted to the general operation of the college and utilized toward its goals and mission as well the requirements of the respective grants and assistance. The college manages these funds and its finances with integrity and honesty. All expenditures and obligation of funds follow an approval procedure that ensures careful and responsible spending of resources. This process also enables funds to be spent on programs or activities that will help the college fulfill its mission and attain its goals.

The college expends funds in line with overall college plans as outlined in the PCC 15-Year Institutional Master Plan. As a recipient of a number of grants including federal student financial aid, the college also expends its funds in compliance with the general requirement, scope, and purposes of each grant.

Annual external audits of the college finances for the past several years indicate that the college expends resources in compliance with required processes and procedures. These financial audit results indicate that the college demonstrates integrity in its financial management practices.

The college contracts external agencies to provide services, including consultants, construction work and instructional services.
All contracts entered into between the college and external agencies must contribute to the mission and goals of the college. Before entering into any contractual agreement, the college reviews the contract to make sure terms and conditions of the contract are consistent with the institutional policies and procedures and contribute to mission and goals of the college. The college also reviews contracts to ensure that services performed meet with the college’s specifications and requirements.

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

The college reserves the right to terminate or cancel or amend any contract or to withhold payment on contracts for nonperformance or failure to comply with specifications and requirements called for in the contractual agreement. The college also requires the external agency to produce invoices, and other expenditure documents in the case of contractual agreements with construction contractors before the college releases payment.

**Self Evaluation**

The college maintains integrity when using its financial resources in line with its mission and plans.

**Planning Agenda**

The college will continue to exercise prudent fiscal management of all its resources regardless of their sources.

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**Descriptive Summary**

As a means to evaluate the financial management and processes of the college, a financial audit review is conducted every year by an external audit firm. The college relies on the financial audit reports, findings, and recommendations to gauge the effectiveness of its financial management and processes. In addition, the college governing board reviews the college Monthly Financial Status Report to ensure that college’s financial resources are used within approved levels as well as in line with the college’s mission and plans.

The college purchased a new financial management system in 2008 to replace the current system which had been in operation for many years. This new system, called Sage MIP Fund Accounting Software, comes with an annual maintenance fee which ensures that it operates effectively to support the college’s financial operations.

In January 2007, the President of the college commissioned a task force to review and update the Administrative Procedures Manual. The manual was revised to include procedure changes in order to improve financial management of the college. The manual was duly adopted by the Board of Trustees in April 2007 and calls for regular review of its accuracy and effectiveness. In January 2009, the President once again appointed a task force to review the Administrative Procedures Manual. In March of 2009, the Task Force submitted its
report to the President containing proposed amendments to the manual. It was duly approved in September 2009, with concurrence from the governing board, with the next reviews slated every five years.

Every year, the college’s fiscal planning process begins with the budget call. Departments prepare their respective budgets using the immediately preceding year’s financial reports as references, as well as the Institutional Master Plan. These documents guide the coming year’s fiscal planning process and decision-making to ensure that they are realistic and in line with on-going programs and services and the mission and goals of the college.

Self Evaluation

The college regularly evaluates its financial management processes and uses the results as a basis for improvement. The current program review efforts include assessments of the effectiveness of the college’s financial resources and processes, results of which will be used in planning and budgeting.

Planning Agenda

The college will continue to assess its non-academic programs on a regular basis as part of its institutional improvement process.

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

Descriptive Summary

Review of the monthly financial status report is one means to assess the effective use of financial resources. This report shows allocation of financial resources within the college based on the approved budget, as well as actual financial expenditures. Another means to assess the use of financial resources is the external financial audit performance report conducted on an annual basis. This report assesses the college’s compliance with stated financial requirements as well as effectiveness of its internal control measures. Both of these reports indicate whether the college uses its financial resources systematically and effectively, and in line with the mission and plans of the college. The results of these reports are then used by the college as well as department heads as a basis for making improvements on its use of financial resources.

Self Evaluation

The college regularly assesses the effective use of its financial resources. Results of assessments are used to make improvements to its practices.

Planning Agenda

The college will continue to assess the effective use of financial resources and uses the results as basis for improvement.
List of Evidence for Standard 3

Referenced:

3-1 Employee Evaluation Form
0-10 **Student Evaluation of Instructors**
3-2 Job Descriptions
3-3 Building Maintenance Inspection Form with Results
3-4 Work Order Form
0-12 **Administrative Procedures Manual**
3-5 Facilities Reservation Form
3-6 Republic of Palau (ROP) Public Law (RPPL) 5-13
0-02 **15-Year Institutional Master Plan (2009-2024)**
3-7 Technology Plan
3-8 Technology Resource Committee File
3-9 Technology Resource Survey Form and Results
0-04 **Graduating Student Exit Survey Form and Results**
0-03 **Freshmen Student Entrance Survey Form and Results**
3-10 Fiscal Years 2005 – 2009 Budget
0-02 **15-Year Institutional Master Plan (2009-2024)**
3-11 Board Policy on $10.00 Tuition Increase (2008-2012)
3-12 Endowment Fund Policy
3-13 Endowment Fund Amount
0-01 **Republic of Palau Law (RPPL) 4-2**
3-15 Retirement Benefits for Non–Freely Associated States (FAS)
3-16 Health Insurance
3-17 Property Insurance
3-18 Audit Reports (2003-2008)
0-06 **Annual Report 2005 - 2009**
3-19 EDGAR
Standard IV

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

**4A. Decision-Making Roles and Processes**

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

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

**Descriptive Summary**

The college’s vision statement which serves as basis for all of the college’s planning efforts is, “We Guarantee Quality and Excellence”. The college’s mission statement also speaks to the college’s commitment to the development of personal excellence. The vision and mission statements, along with institutional goals and values, are published in the general catalog and other major college publications. The college’s new master plan, referred to as the 15-Year Institutional Master Plan, contains four strategic directions supportive of the college’s commitment to excellence. The new strategic directions are Student Success, Institutional Culture, Resources, and Culture of Evidence. The college’s goals and values are published in the general catalog and other major college publications, including the published PCC 2008-2009 Fact Book.

In pursuit of institutional excellence, the college employs a participative process throughout the institution in the discussions, planning, and implementation of policies. This process involves the governing board, the Executive Committee, faculty, students, staff, and administrators. The avenues for participation include the Board of Trustees and its standing committees, the Executive Committee, the Committee on Programs and Curricula (CPC), the Retention Committee, and the Committee on Student Financial Aid as well as task forces created to address specific issues affecting the college. When appropriate, the college involves the community in this process through community meetings and radio/TV talk shows which include live call-ins.

The President of the college is an ex-officio member of the Board and is required to attend and participate in all Board meetings. The members of the Executive Committee, including representatives from the Faculty Senate Association (FSA), the Associated Students of PCC (ASPCC), and the Classified Staff Organization (CSO) are invited and encouraged to attend.
Board meetings. A student-elected Student Trustee is a full fledged member of the Board. College administrators, staff, faculty, and students are represented on the board standing committees. All Board meetings are open to the public, except executive sessions or meetings in which the Board discusses personnel and highly sensitive legal matters. Regular meetings of the board are announced to the public through radio stations and campus bulletin boards.

The Executive Committee, which includes vice presidents and deans, directors, the FSA President, the CSO President, and the ASPCC President, serves as the advisory body to the President of the College. It addresses policy issues affecting the college, including budget development and implementation.

The Committee on Programs and Curricula (CPC) ensures meaningful curricula that is consistent with the mission and objectives of the college and meets accreditation requirements. The makeup of the CPC is reflective of the positions and functions central to the development and maintenance of the institutional programs. Its membership includes a three faculty members, the Extension Program Coordinator, an ASPCC President/representative, the Director of Talent Search and Adult High School, the Dean of Academic Affairs (as an ex-officio member), the Associate Dean of Technical Education, the librarian and a representative from the Student Services Division.

The Retention Committee’s main role is to support programs and services to improve student success. Its membership includes the deans of Student Services and Academic Affairs, directors of Student Support Services program, Admissions and Financial Aid and Student Life, the Registrar, and representatives of FSA and ASPCC.

The Committee on Student Financial Aids was established in January 2008 to ensure compliance with US Federal Student Aid regulations. Its membership include Vice President for Administration and Finance, the Dean of Academic Affairs, the Dean of Students, the President of the Faculty Senate Association, Registrar, the English Department Chairperson, the President of Associated Students of Palau Community College, and the Director of Admissions & Financial Aid as an ex-officio member.

While members of the college community participate in the process through their representatives on these bodies, the President of the College continues to employ an open-door policy in which any member of the college as well as the community may bring his/her concerns directly to him. It is through this governance process that individuals and groups may contribute to decision-making which impacts student learning. Through job descriptions, individual staff members are aware of their roles in helping the institution achieve its goals and their roles in the enhancement of student learning.

On an annual basis, the college publishes its performance report, the Annual Report. The report is distributed to the leadership of the national government, the Board of Trustees and the college’s department heads. Copies are also kept in the PCC Library for interested staff and students. The process of institutional evaluation through the Self-Study Report is all-inclusive and provides for the participation of the staff as well as students. It includes numerous campus-wide briefing so that everyone understands the process, their roles, and the overall performance of the college.
meetings, bulletins, assemblies, print media and radio/TV talk shows, the results of the accreditation review are shared with the college community and the general public. In addition, in 2009, the college began publishing its fact book which reports outcomes and results and will continue to be published on an annual basis and made available to all constituencies.

To prepare for, and encourage and promote empowerment and institutional excellence through continuous improvement, the college collaborates with other institutions of higher learning to develop its personnel. For example, the college successfully collaborates with San Diego State University to offer both bachelor and master degree programs in Palau. Since the inception of these programs in year 2000, six (6) college staff have received their bachelors’ degrees and twenty-two (22) have received their masters’ degrees. The college also actively participates in the Community College Leadership Development Institute (CCLDI) by sending a team to the annual institute made up of trustees, administrators, faculty, and staff.

**Self Evaluation**

The college’s goals do represent the college’s commitment to excellence and support the Vision and Mission of the college which appropriately and adequately addressed the college commitment to excellence. The institutional goals are published and articulated; however, efforts must be taken to increase the level of understanding by staff, students, and constituents.

The college recognizes the need to increase the distribution of the annual performance reports and other outcome reports such as Fact Book, Audit Reports, and Self-Study Reports. Copies of these reports are and will continue to be distributed to all Executive Committee members, department and division heads and offices. Copies are also available at the college Library.

**Planning Agenda**

1. The college will develop activities to improve the understanding of the staff, students, and the constituents, of the Mission, Vision, and Institutional Goals.

Activities or tasks to improve the understanding of the college’s role and purpose are outlined in the 15-Year Institutional Master Plan under Strategic Direction 2: Institutional Culture, Goal 2.2.1. In order for students to succeed in achieving stated learning outcomes and overall student success, everyone involved in the decision-making roles and process as well as the beneficiaries of the resulting services must understand the college’s goals and priorities. It is believed that this can be done by first educating the college’s community of its Vision, Mission, and Goals.
**Standard 4**

| 4A.2 | The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies. |
| 4A.2a | Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions. |

**Descriptive Summary**

The basic guidelines that define the roles of administrators in the institutional governance are found in the PCC Personnel Rules and Regulations Manual as well as in detailed job descriptions. While the institution has no written policy for faculty members’ role in the institution governance, they are members of various committees of the college, including the Executive Committee and the board standing committees. The Executive Committee, whose membership represents the college community, participates in the institution’s decision-making process, including planning and budgeting. The Executive Committee members, along with the President, attend board meetings and participate in the discussions relating to their respective areas in both the board meetings and the standing committees’ meetings.

The college’s enabling legislation was amended to include a representative of the students as a full fledged member of the board. Through an annual referendum organized by the Student Services Division, the students elect a student to serve as their representative to the Board of Trustees. The Student Trustee chairs the board’s Student Affairs Committee. Both the presidents of the Faculty Senate Association and the Associated Students of Palau Community College are members of Executive Committee and also serve on board standing committees.

In 2007, the classified staff of the College formed their organization, the Classified Staff Organization (CSO), and elected their officers. The president of the CSO represents the staff in the Executive Committee. He serves on two Board of Trustees’ standing committees, the Personnel & Finance Committee and the Programs Committee. Members of the CSO serve on various committees of the college, including self-study committees. Representatives of the CSO participate in professional development programs, such as the Community College Leadership Development Institute (CCLDI). Even though there is no written policy for staff participation in the institutional governance, their involvement in the standing committees of the board as well as through department discussion and decision-making ensure their participation in and contributions to development of institutional policies.

**Self Evaluation**

Faculty, administrators, staff, and students are adequately represented in decision-making processes. Their membership in various decision-making bodies, including Board standing committees, enables them to contribute to
the planning and implementation of policies. The college finds the current decision-making structure to be sufficient and provides sufficient avenue for faculty, staff and student participation, including the planning and budget development. While the department budget development process is somewhat unclear, the implementation of the recently adopted Administrative Procedures Manual clarifies roles and responsibilities in the development of the budget both at the department and the institutional levels.

**Planning Agenda**

The college will continue to ensure that its policies provide for the participation of faculty, students, and staff in the decision-making process.

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

**Descriptive Summary**

Instructors play a significant role in keeping the college programs and courses up-to-date and relevant to student needs. Individual instructors recommend course modifications and program changes to better meet the needs of students. Instructors review their courses periodically, every three years, as mandated by the Curriculum Handbook. Instructors’ recommendations are proposed to CPC for its review and recommendation for approval. The college relies on instructors’ recommendations and the CPC’s review process to ensure that courses offered are of high quality.

CPC reviews, evaluates, and recommends all credit courses and programs of the college for approval by the Chief Academic Officer and the president of the college. The membership makeup of CPC assures adequate representation from students, faculty, and academic administrators. The CPC Handbook describes the roles and responsibilities of faculty, academic administrators, and appropriate faculty structures in the curricular and other educational matters affecting student learning. The Personnel Rules and Regulations Manual and job descriptions also describe their roles and responsibilities in the enhancement of student learning as well as contributions to the institutional goals.

The Dean of Academic Affairs and the presidents of ASPCC and Faculty Senate serve on the Executive Committee to ensure the quality of academic programs. A representative of Faculty Senate Association also serves on the Retention Committee which exists to ensure the quality of student learning programs and services. In addition, the Dean of Academic Affairs, the CPC Chair, and the ASPCC president serve on the Academic Programs Committee of the board.

**Self Evaluation**

The college faculty members, the Faculty Senate Association, the academic administrator and academic support personnel are involved in the decision-making process relating to curricular and other educational matters. Their involvement is sufficient in providing input to positively impact student learning.
Planning Agenda

The college will continue to utilize the expertise of its faculty, academic administrators, and support personnel in decision-making relating to student learning programs and services.

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

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

Descriptive Summary

The college’s organizational structure, the Board of Trustees, the Executive Committee, the Retention Committee, CPC, COSFA, and the prevailing practices ensure participation of all the key college constituencies in the decision-making process. Established processes to facilitate discussion of ideas and open communication with all the constituencies includes discussion among individuals and groups, meetings, memorandums and letters, reports, and campus-wide communications through assemblies. Although not part of the delineation of the organizational structure, the contributions of the students, faculty, and staff, through various committees and task forces are equally important for the good of the institution. In terms of long-range planning, the current structures, processes, and practices involve everyone. For example, the current strategic planning includes working sessions by the steering committee which include administrators, faculty and student representatives. The process also includes institution-wide dialogue where members of the college community are informed of the institutional directions and supporting activities and are given chances to provide their input.

Another critical part of the process takes place at department/office levels where the draft goals are reviewed and modified to meet department expectations. It is at the department/office level of planning that goals and objectives are aligned with learning outcomes. The product of the current strategic planning process will be reviewed and adopted by the governing board before implementation.

To encourage open communications, the Board publishes its regular meeting schedule at the beginning of each year. While Board meetings are not public meetings, they are open to the college community and the public in general. Public notice of the regular meetings of the board are posted throughout the campus and announced to the public through a public radio station. The college newsletter, *Mesekiu’s News*, which was published bi-weekly, has become a weekly publication. The college utilizes standard memorandum and addendums to disseminate important information to the campus community. The President of the college, along with selected department
heads utilize radio talk shows to communicate with its constituencies. The talk shows aim to update the general public of the college’s program and services. Through the live call-in segments of the talk shows, the constituents ask questions and receive answers to their questions. From time to time, the college President conducts state visits where he holds community meetings in each state/village to inform them of the state-of-the-affairs of the college and to assess their concerns and needs.

The institution publishes its Annual Report which highlights its accomplishments as well as challenges. In addition, 2009 marked the first year the college has published its fact book. The Fact Book will continue to be published annually and be made available to the college’s constituents. Financial audits are conducted annually and copies of the audit reports and the College Annual Report are submitted to the Office of the President of the Republic of Palau, the Palau National Congress and the local libraries for public access. Copies of the Annual Financial Audits are also provided to the U.S. Department of Education and the Accrediting Commission for Community and Junior Colleges.

The college complies with accreditation requirements by reporting substantive changes in a timely manner and responding to the Commission recommendations accordingly. All accreditation related issues are immediately shared with the college community, including the governing board. The college keeps the college community and the general public informed of its accreditation status and activities through its newsletter, press releases and radio/TV talk shows. The college was first granted accreditation in 1977, and has successfully maintained its accreditation status for all the five accreditation reviews of 1982, 1987, 1992, 1998, and 2003.

The college has been transparent with its affairs with the community it serves and with external agencies, including the Palau National Government, the Accrediting Commission, and the student body by disclosing appropriate and relevant information through reports, group discussions, and media releases. All federally funded programs have been able to maintain their eligibility by preparing and submitting their annual performance reports to the U.S. Department of Education in a timely manner.

When necessary, the governing board and the President of the College meet with government leadership to keep it informed of the activities of the college. For example, prior to the installation of the new government in January 2009, the governing board requested and met with the transition committee to assist with their transition efforts by presenting a comprehensive report on the college’s activities and needs. The college also took the initiative to orient the newly elected lawmakers by conducting a two-hour power point presentation on its current programs and activities and its future directions.

In addition to the above-described structures and processes, the college keeps its staff informed of its efforts to achieve its goals and improve learning through college-wide assemblies, publications of essential information in the college’s newsletter, memorandums and outcomes reports such as the Fact Book and the Annual Reports, and through meetings at the institutional and departmental/program levels. In line with the college’s institutional assessment to improve students’ success, the college has enlisted the assistance of an assessment
expert from the University of San Diego to assist the college in this effort. This effort included a series of institution-wide workshops to communicate the importance of assessment in order to improve student outcomes and success, and the roles each member of the college community plays. One of the notable results of this effort is the launching of a PCC website, Institutional Effectiveness and Assessment (http://web.me.com/palauecc), to assist the college to fully institutionalize this improvement process.

**Self Evaluation**

The college finds that the existing structure, governance and decision-making bodies, advisory groups, policies and procedures, principles and values enable the college community to work together to successfully attain the stated learning outcomes.

The four institutional directions of the new institutional master plan being developed – Student Success, Institutional Culture, Resources, and Culture of Evidence - are consistent with the college’s mission and take into consideration the new accreditation requirements.

**Planning Agenda**

The college will continue to comply with the dialogue to advance its institutional effectiveness effort.

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

**Descriptive Summary**

The self-study reports, annual reports, and the annual financial audit reports are the mechanisms to evaluate the effectiveness of the decision-making structure and process. The results are used to improve the institution’s governance, decision-making structures, and processes. The Ten Year Institutional Master Plan, the institutional plan which contained strategic goals and benchmarks and ended in December 2007, was reviewed and modified and used as a point of departure for the new master plan. Strategic Directions Teams of that master plan were instrumental in the implementation of these goals and used progress reports to identify needed improvements. Some of the identified areas of improvements, such as communication and institutional culture are addressed in the new strategic plan.

The college, through task forces, reviews its vision/mission statements, Board Protocol Manual, the Personnel Rules and Regulations Manual, the Emergency Preparedness Procedures Manual, and Administrative Procedures Manual to determine the effectiveness and relevance of its policies and procedures, decision-making structures and processes. The reviews resulted in recommendations for action by the President and/or the governing board. The resulting changes were then published and disseminated throughout the campus for implementation and information. The annual financial audit report, the self-study report, the focused mid-term report, the college annual reports and the Fact Book are outcome/results reports provided to the
Office of the President, Olbiil Era Kelulau (Palau National Congress), the library, and various offices and departments of the college.

In fall of 2008, a Presidential Performance Assessment was conduct throughout the campus. The result of the assessment was provided to the governing board for their consideration in their annual performance evaluation of the president.

In the spring 2009, the president of the college delivered a state-of-the-affairs address to the entire college community. The address served as means where the president reported the result of his assessment of the college’s progress toward achieving its goals during his 10-year leadership. The results of the assessment have been incorporated into the new institutional master plan.

**Self Evaluation**

The college adequately evaluates its performance and makes the results known to its constituents. The college interprets the strong support from its community - legislative support, stable enrollment, increased donorship – as an indication of effective governance and administration. The college recognizes the need for data-driven assessment that can contribute to effective reporting and decision-making. This has resulted in a plan to establish a stand-alone Institutional Research Office. Plans to integrate this new function to the existing organizational structure and to improve the over-all effectiveness are being integrated into the new institutional master plan.

**Planning Agenda**

The college will continue to assess its leadership and decision-making structures and make known the results to its constituencies.
Standard 4

B. Board and Administrative Organization

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

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

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

Descriptive Summary

In March 1993, the Republic of Palau Public Law 4-2 (RPPL 4-2), commonly known as the Palau Higher Education Act of 1993, was enacted creating Palau Community College along with its own governing board. Under the provision of this act, four of the five voting members were appointed by the President of the Republic and confirmed by the Senate of the Olbiil Era Kelulau (OEK). Two of the four appointed members represent the industrial and business sector (one of whom is from the hospitality and tourism sector) and two represent the general public. The statute also called for the membership of the chairman of the Board of Education (BOE) as a voting member.

Two non-voting advisory members, noted in the region for expertise in the field of education or economic development are recommended by the Board and appointed by the President of the Republic of Palau.

In 1996, through RPPL4-45, OEK amended the college’s enabling legislation to allow for the election of a student trustee. In the fall of that year, the student body elected PCC’s first Student Trustee to serve on the Board of Trustees as a voting member.

In 2002, RPPL 6-7 was enacted calling for an appointed Board of Education (BOE). However, BOE members were never selected, resulting in a continued vacancy of the Board of Trustees by the BOE representative. At the initiative of the Board and through RPPL 6-16, OEK amended 22PNC to include a direct appointment of an additional trustee to replace the representative of the BOE. In April 2003, that vacancy on the Board was filled through direct appointment and confirmation by the Senate of OEK. Through the appointment and confirmation process, the issue of conflict of interest is addressed. The governing board operates in accordance with its Protocol Manual.

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

Every year, during the budget hearing, the Board members attend legislative budget hearings to support and defend the college’s budget request. The Board reviews and approves the audit reports and the college’s responses to the audit findings. It maintains legal counsel on an as-needed basis and from time to time seeks legal advice from the Attorney General’s office.

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

Since the inception of the governing board, the board has conducted only one presidential search and selection in 1998, resulting in the selection of the current president. A vacancy was announced locally through radio announcements, standard bulletins, and newspaper advertisements. A nation-wide search was also conducted through the Association of Community College Trustees Presidential Search Service and through paid advertisement in the Chronicle of Higher Education. A search committee screened the applications and short-listed the top five applicants for consideration by the full board. A representative of the full board conducted interviews and made recommendations for the board’s final decision.

While this process resulted in successful selection of the current president, the board is aware of the need to have a written selection process duly published. The board is currently reviewing and refining the process for adoption and publication in the Board Protocol Manual.

The governing board evaluates the performance of the President of the college on an annual basis. In 2009, as part of its Annual President’s Performance Evaluation, the Board reviewed the summaries of the president’s performance evaluations over the past five years. This enabled the Board to compare the president’s annual performance over a five-year period and to better measure the president’s performance with respect to institutional goals.

Both the vision and mission statements, as duly adopted by the governing board, speak to the college’s commitment to excellence. The college’s enabling legislation mandates that the college maintain its accreditation status. The institutional goals, referred to as Master Plan Goals, along with the Unifying Principles and designed to support the mission and vision of the college, were also duly adopted by the governing board. The new master plan goals will be published through an addendum to the general catalogue. Through the Master Plan Steering Committee and Strategic Directions Committees, staff of the college are informed of their roles and involved in the development and achievement of the institutional goals. The college has developed its Institutional Learning Outcomes.
Self Evaluation

The college has an independent governing board representative of the college’s constituency. It operates in accordance to its established policies to ensure the quality, integrity, and effectiveness of student learning and operation of the institution. The governing board has been diligent in carrying out its fiduciary and statutory responsibilities, including the selection and evaluation of the president.

As a public, non-profit corporation, the college is owned by the public whose interest is represented by the board members.

While the enabling legislation calls for advisory governing board members from other entities within the region, both the Republic of the Marshall Islands and the Federated States of Micronesia have chosen not to participate, most likely due to cost considerations resulting in continued vacancies on the board. The college finds it necessary to amend the existing statute to avoid non-compliance.

Planning Agenda

1. The college will propose to amend the enabling legislation to mandate two additional direct-appointment members of the governing board in lieu of the FSM & RMI representatives.

While the college’s enabling legislation call for two trustees representing the Federated States of Micronesia and the Republic of the Marshall Islands, the two entities have chosen not to participate, most likely due to cost considerations resulting in continued vacancies on the board membership. The college believes that successful implementation of this plan (in the 15-Year Institutional Master Plan under Strategic Direction 2: Institutional Culture, Goal 2.1) will increase the diversity on the board resulting in a more effective governance. Without such amendment, the college will continue to violate its enabling legislation.

4B.1b The governing board established policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.

4B.1c The governing board has the ultimate responsibility for educational quality, legal matters, and financial integrity.

Descriptive Summary

The Board of Trustees reviewed and adopted both the vision and the mission statements of the college, which adheres to the mandates of the college’s enabling legislation. The Institutional Learning Outcomes, Unifying Principles, and Institutional Goals guide the college in ensuring the quality and continuous improvement of student learning programs and services. The college’s planning process provides for identification and allocation of resources to support student learning. The employment contract between the president of the college and the board establishes expectations aimed at improving the institution and student learning.

Through its four standing committees, the Board establishes policies consistent with the mission of the college, and contributes to
the quality and effectiveness of student learning programs and services. The Board has four standing committees: (1) Academic Programs, (2) Finance/Personnel Committee, (3) Facilities Committee, and (4) Student Affairs Committee. The standing committees are made up of trustees, the President of the college and appropriate department and program heads. For example, the Academic Programs Committee is chaired by a board member and its membership is comprised of two other voting board members, the college President, the Dean of Academic Affairs, the chairperson of the Committee on Programs and Curricula, the president of the Associated Students of Palau Community College and a representative of the Faculty Senate Association.

RPPL 4-2 gives the Board general policy management and control over affairs of the college, including educational quality, legal matters, and financial integrity. The governing board of the college is an independent policy-making body which operates in accordance with its own operating policies and procedures. The decisions of the board are final and may only be rescinded or amended by the board itself. The board has the overall responsibility for the college’s financial soundness and program quality, accomplished through its involvement in the planning and budgeting process. On an annual basis, the Board works with the college president and management team to develop the budget request and to defend the request in the budget hearings at OEK. Once the budget is authorized and appropriated by OEK, the Board supervises its implementation by reviewing and adopting the Monthly Financial Status Reports. During its regular meetings, the Board reviews and acts on the Monthly Financial Status Reports and establishes or revises its policies as appropriate. The Board approves long-range plans and reviews progress of those plans to ensure consistency with the institutional mission. This exchange of information provides a foundation for the decision-making and policy development process. The Board also serves as the Foundation Board.

**Self Evaluation**

Through its standing committees and close working relationship with the President of the college, the governing board continues to be involved in the review and establishment of policies affecting the college’s programs and services. On a monthly basis, the board reviews and acts on the Financial Status Report of the college. The board approves the institutional master plan, the Self-Study report, annual reports, audit reports, revisions to administrative policies and procedures manuals, and any changes to the mission and vision statements as well as the unifying principles.

The governing board is independent and its decisions are final and are not subject to approval or action of any other entity.

**Planning Agenda**

The college will continue to ensure the consistency of its policies with its mission and purpose and to diligently dispense its responsibilities to safeguard the educational quality and institutional integrity.
4B.1d The institution or the governing board publishes the board by-laws and policies specifying the board’s size, duties, responsibilities, structure, and operating procedures.

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

Descriptive Summary

The Board has a Protocol Manual which contains the Code of Ethics, the by-laws, statutory and fiduciary responsibilities, and meeting procedures. The Manual provides a framework for the conduct of the Board and serves as the cornerstone on which the Board carries out its responsibilities. The Board’s size and composition is mandated by the enabling legislation. The governing board (Board of Trustees) has six voting members, five of whom are appointed by the President of the Republic of Palau and confirmed by the OEK. In addition, there is a Student Trustee elected by the students. Moreover, the Board may have two advisory members appointed by the President of the Republic of Palau based on recommendations by the Board. At present, the board does not have advisory members.

The Board adheres to the policies contained in the Protocol Manual. The manual contains by-laws and operating policies and procedures. It also contains the Board Service Commitment Pledge, which is signed by each trustee. The Board evaluates the relevance of its policies and practices and revises them when necessary. Through its standing committees and with the assistance of the President of the college and the Executive Committee, the Board receives, considers, and acts on recommended policy changes. The records of the board (minutes, resolutions, and reports) indicate that the board acts in accordance with its policies.

Following each organizational meeting of the Board, the membership and new officers are announced throughout the college community and to the leadership of the Palau national government. Board retreats provide opportunities for the Board to get away from the boardroom to focus on key board activities and issues. The retreats include the president of the college as well as key college staff.

Self Evaluation

The minutes of the meetings and resolutions of the board which are available for review will indicate consistency with its policies and by-laws. The governing board development programs include numerous ACCJC-sanctioned and Association of Community College Trustees (ACCT) sponsored workshops designed to improve their understanding of accreditation standards and expectations.

This year’s retreat was limited to board members only to allow the board to focus on performance assessment of the president, the board, and individual board members.

Planning Agenda

The board will continue to assess the effectiveness of its by-laws and policies and to operate in consistency with them and to revise them when necessary.
4B.1f The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

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

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

Descriptive Summary

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

As members of the Association of Community College Trustees (ACCT), Board members attend ACCT development programs. The Board members and the President have also attended numerous off-island boardmanship workshops, ACCT seminars, and trustee education programs, the Community College Leadership Development Institute, and regional investment conferences. The ACCJC-sanctioned boardmanship seminars in 2008 and 2009 both included accreditation requirements, and the role of the board in Self Study process.

The initial appointments were staggered to ensure continuity of membership and subsequent appointments are for four years as stipulated in the enabling legislation.

On an annual basis, the board conducts its performance evaluation which examines individual contributions to the Board as well as the overall effectiveness of the board. The Board’s performance evaluation focuses on the following areas: External Relations, Board Organization, Physical Plant, Management and Planning, Academic Planning, and Policy and Institutional Mission. While the board conducts its own evaluation on an annual basis, the 2009 annual retreat marked the first time the board reviewed the summaries of its annual evaluations and began the development of its professional growth plan. Summaries and analysis of the annual evaluations resulting in the board professional development plan were made possible by the availability of a qualified institutional research person. With the establishment of templates, such practice will continue as part of the board assessment process.

The Code of Ethics contained in the Protocol Manual clearly defines policies for governing Board members’ conduct in the performance of their duties. Sanctions for violators are also described in the manual. On an annual basis, the Board files Financial Disclosure statements and complies with the requirements of the Palau National Ethics Commission. Additionally, members are required to sign a Board Service Commitment Pledge indicating their understanding and commitment to full
adherence to the ethics code. The Board Services Commitment Pledge, signed by all trustees, includes a pledge for a board member to resign as a member/officer of the board if he/she violates any of the standards of conducts for trustees. Since the inception of the board, no member has been found to be in violation of its code of conduct. However, there have been instance in which a board member discloses a conflict of interest to the full board and recluses him/herself from participating and voting on a particular issue.

**Self Evaluation**

While the board’s orientation has been adequate and has enable members to satisfactorily perform their duties and responsibilities, there is room for improvement to further advance the overall board effectiveness. Improved orientation programs should result in effective and efficient performance of individual board members. While the board has a clearly defined self-evaluation process to assess its own performance, the results of the assessments needs to be analyzed, interpreted, and used toward the board’s development. In 2009, the board began the development of its growth plan based on the results of its annual evaluations. With the assistance of the newly established Institutional Research Office, the Board will continue this practice.

To date, the governing board has not experienced any violation of standards of conducts for its members.

**Planning Agenda**

1. The college will develop and publish a comprehensive orientation program for new board members.

This plan is incorporated in the 15-Year Institutional Master Plan under Goal 2.1 of Strategic Direction 2: Intuitional Culture. In order for board members to effectively carry out their governance responsibilities, incoming trustees must be properly oriented so that they can make well-informed decisions which positively impacts student learning and the overall performance of the college. Once adopted by the board, the orientation program will be published in the board Protocol Manual.

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

**Descriptive Summary**

The President of the College and the Accreditation Liaison Officer keep the board informed of their role in the accreditation process, the accreditation standards, and other accreditation requirements. In addition, the board members attend ACCT and ACCJC workshops and seminars which cover commission standards and other accreditation requirements. The recent trainings were held in 2008 and 2009 in the Commonwealth of the Northern Mariana Island and Guam, respectively, conducted by Dr. David Wolf, former Executive Direct of the Accrediting Commission for Community and Junior Colleges and Counsel Robert Henry of School & College Legal Services.

The college’s enabling legislation mandates that the college maintain its accreditation status. As such, the members of the
governing board are extensively involved in the college’s accreditation process. Members of the Board serve on self study committees. The Board is provided with regular updates of the self study progress, including participation in the campus-wide briefing through assemblies and group meetings. The final report is reviewed and adopted by the governing board. All the plans of the college, including the self study planning agenda, the institutional master plan, and the budget undergo board review and approval. The necessary improvements contained in the self study planning agenda are incorporated in the new institutional master plan. All the institutional plans, including the budget, include resource allocations and require board approval. Such a policy ensures that institutional improvements identified through accreditation standards are consistent with student learning outcomes and in full support of institutional goals.

During the regular meetings of the board, the President of the college shares relevant accreditation matters with the Board, including accreditation status, required reports and Commission-issued recommendations and requirements.

Through the institutional self study process, the Board evaluates its performance using accreditation standards. In addition, the Board members have undergone numerous commission-sanctioned trainings to educate themselves on the accreditation requirements and the board’s role in the accreditation process. Moreover, board members are regularly informed about the commission actions and requirements and are involved in the institutional self study process.

Self Evaluation

Given that the college is mandated to maintain its accreditation, the governing board’s commitment to accreditation standards and involvement in the self-study process has been substantial for a policy-making body. In order to stay current with accreditation standards and to effectively contribute to the college’s accreditation process, the Board will continue to participate in both the ACCJC and ACCT seminars and workshops.

Planning Agenda

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

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

Descriptive Summary

The Board appoints, supports, evaluates the performance, and terminates the services of the President of the college. The Board also delegates full responsibility to the President to implement and administer Board policies.

The 1998 search and selection of the President of the College began with a vacancy announcement through local radio stations, standard bulletins, and newspaper advertisements. A nation-wide search was also conducted through the Association of Community College Trustees Presidential Search Service and through paid advertisement in the Chronicle of Higher Education. A Board established search committee screened the applications and short-listed the top five applicants for consideration by the full board. A representative of the full board conducted interviews and made recommendations for the Board’s final decision.

While this process resulted in successful selection of the current president, the Board is aware of the need to have a written selection process duly published. The Board is currently reviewing and refining the process for adoption and publication in the Board Protocol Manual.

In January 1999, the Board of Trustees completed its selection process with the selection of the current President of the college for an initial term of three years according to the contract between the Board of Trustees and the new President. Based on his performance evaluations, his contract was extended for four years in 2002 and again in 2006. The President’s current contract expires in January 2010. The President’s contract clearly states that the President has full charge and control of the administration and business affairs of the college. The President’s employment contract and the college’s enabling legislation, as well as the Board Protocol Manual, clearly delegate administrative authority to the president of the college.

Members of the Board conduct an annual formal evaluation of the President in executive sessions of the Board meetings. The 2009 Board retreat was limited to Board members and the President so that they could focus on performance assessment, including that of the President. In addition to the annual President’s Performance Evaluation, the Board also reviewed the results of the campus-wide performance assessment of the President, commissioned by himself in late 2008.

Self Evaluation

Since the establishment of the Board in 1994, the college has undergone one presidential search. While the process followed in that search satisfactorily culminated in the selection of the current...
president, the Board sees a need for a clearly described search and selection process for the president of the college.

Clear definition of Board roles and responsibilities in its Protocol Manual, coupled with regular trainings, has kept the Board focused on its governance role. To date, there has not been any instance of conflict with respect to policy responsibility of the Board and the management responsibility of the President.

Planning Agenda

1. The college will develop and publish a comprehensive search and selection process for the president of the college.

The development of the search and selection process is outlined in the 15-Year Institutional Master Plan under Direction 2, Goal 2.1. The process will specify the roles and responsibilities as well as the steps necessary to carry out a successful search and selection of the president of the college. It will include the assessment and determination of the desired leadership in order for the board to have clear idea of the type of leadership being sought. Without this, search committee members are at a loss as to who would be the best choice for the college given the established goals of the college. The adopted search and selection process will be published in the board Protocol Manual.

4B.2 The President has primary responsibility for the quality of the institution he/she leads. He/She provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

4B.2a. The President plans, oversees, and evaluates and administrative structure organized and staffed to reflect the institution’s purposes, size, and complexity. He/she delegates authority to administrators and other constituents with their responsibilities.

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

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

Descriptive Summary

The President of the college serves as the chief executive officer of the college and is appointed and evaluated on an annual basis by the Board. He has full charge and control over the administration and affairs of the college. He is supported by his management team, the Executive Committee, consisting of representatives from key functional areas as dictated by the college’s organizational structure and the current direction of the college. Currently, the membership of the Executive Committee consists of the Vice
President for Administration and Finance, the Vice President for Cooperative Research & Extension, the Dean of Academic Affairs, the Dean of Students, the Dean of Continuing Education, the Director of Upward Bound, the Director of Upward Bound Math & Science, the Director of Development, the Director of Physical Plant, the Faculty Senate Association President, the Associated Students of PCC President, the Classified Staff Organization President, and the Executive Assistant to the President.

The college has a policy of hiring the most qualified and experienced personnel. The majority of the college management team, faculty, and staff possess degrees from U.S. accredited institutions. The college encourages and supports continuous education and training of its staff. In addition to workshops and seminars, staff members attend regular PCC classes as well as non-traditional community college programs such as bachelor and master degree programs. On an annual basis, the college sends a team made up of administrators, faculty, and staff to the Community College Leadership Development Institute.

The college operates according to its current master plan. The college is currently in the process of developing a new institutional master plan. The president of the college is not only involved but facilitates the institutional master plan development. The institutional master plan being developed includes resource planning to be integrated with the budget process to ensure proper resource distribution toward achievement of student learning outcomes. The institutional master plan will also include its own evaluation system culminating in management information used for decision-making to allow for continuous improvement.

The president of the college communicates the value of culture of evidence and the focus of student learning through board meetings, management team meetings, assemblies, and through the master plan development process. The college’s recognition of the importance of the culture of evidence and student learning is substantiated by both Student Success and Culture of Evidence directions, as these are two of the four priority directions of the college’s new long range plan. Recognizing the importance of data-driven research and assessment, the college’s new institutional master plan calls for the creation of a stand-alone research office to report directly to the President. The research and assessment results will provide reliable management information necessary to properly plan and allocate resources to support student learning.

The recently published Fact Book familiarizes the President, college staff, and constituents with data and analyses of the institutional performance. In addition, the Fact Book contains information used in decision-making.

Self Evaluation

The college is appropriately organized and staffed to meet the needs of its students and constituents. In response to the new focus of the accreditation standards, and to advance institutional effectiveness by providing linkages to research, institutional planning, resource allocation, and student learning, the college has created a research office with direct access to the president. The office will be headed by a highly qualified research person and will be appropriately staffed. The Fact Book, which is a data and analyses report, will continue to be published on an annual basis as a
performance report to the college and its constituents, and as a basis for planning and decision-making.

**Planning Agenda**

The president of the college will continue to provide effective leadership necessary to sustain continuous institutional effectiveness to support effective student learning.

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

**4B.2d** The president effectively controls budget and expenditure.

**4B.2e** The president works and communicates effectively with the communities served by the institution.

**Descriptive Summary**

The President’s employment contract clearly states the Board’s expectations, which includes implementation of status, regulations, and Board policies. Working with and through the Executive Committee, other committees and task forces, the President of the college implements, publicizes and assesses the effectiveness and consistency of statutes, regulations, and policies. In 2007, through a task force, the college reviewed and revised the Personnel Rules and Regulations Manual. In 2009, the college’s Administrative Procedures Manual was reviewed and revised. Beginning in mid 2008, the college began the development of its new master plan as means of assuring that institutional practices and priorities are consistent with the mission of the institution.

The President works closely with the Vice President for Administration and Finance as well as the Secretary/Treasurer of the Board to effectively control the budget and expenditures. Under his leadership, the college has aggressively and successfully pursued other sources of funding, including grants from both public and private sources, to supplement its limited budget. While the college has received level funding from local appropriations for the past five years, it has undertaken major facility improvements necessary to support student learning. It has also added new programs in response to community needs, such as the Library & Information Services, the Information Technology and the Business Administration programs.

The Administrative Procedures Manual contains policies and procedures designed to effectively control budget and expenditures, including, (1) the automated funds control system which compares expenditures against operating budget and rejects excess or unauthorized spending, (2) expenditure limits for departments, and (3) the requirement that all expenditures are justified in terms of their contributions to student learning outcomes (SLO). Other examples of effective control of budget and expenditures include discontinuation of petty cash funds, use of Preferred Vendors, and the controlled use of the Petroleum and Oil Lubrication (POL) form.

Through the Executive Committee, group meetings, and direct communications to staff
and students through bulletins, memoranda and newsletters, the President communicates policies and practices to the college community. When necessary, the President calls special assemblies to share information with the college community. Annual audit reports, the self-study reports, annual reports, and the Fact Book are outcome and assessment reports published and made available to the college constituents. The creation of the institutional research function of the college will provide additional data-driven outcome reports, such as the Fact Book, to the constituents. The President of the college, on a regular basis, communicates with the outside community through radio and television programs, and community meetings, as well as print media.

Self Evaluation

The President of the college has effectively implemented statutes, regulations, and Board policies. The Annual Financial Audit Reports show that the college has been successful in meeting the requirements and addressing the findings. The college considers the accreditation process as another way of assessing the college’s effectiveness in meeting its mission. As such, appropriate plans derived from the process will be considered and integrated into the new institutional master plan.

The President has effectively controlled the budget and expenditures, ending each year with excess revenue. Given the constant level of appropriations from the local government, and the ever increasing demand from the students and community for services, effective control of budget and expenditures and other austerity measure, including a freeze on salary increase and creation of new positions, and implementation of energy saving measures have enabled the college to end each year with a budget surplus. Audit reports show that the college has ended each year with a surplus since the fiscal year 1999.

The president of the college has worked effectively with the college’s constituents and has kept the community abreast of the college’s programs, activities, and future plans. This has resulted in an increased demand for services, as well as increased support for the college.

While the college has worked effectively under the current governance and administration structure, it realizes the need to have more predictable schedule of meeting of the Executive Committee.

Planning Agenda

1. The college will immediately establish the schedule of the regular meetings of the Executive Committee. Establishment of the regular meetings schedule will provide for greater participation in the process. Interested individuals will know when to make known their issues and concerns to their representatives or other members of the committee. The schedule will also take into consideration of everyone’s schedule and improved attendance, especially the teaching faculty members.
4B.3 In Multi-college district or systems, the district/system provides primary leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support of the effective operation of the colleges. It establishes clearly defined roles of authority and responsibility between the colleges and the district/system and acts as the liaison between the colleges and the governing board.

4B.3a The district/system clearly delineates and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice.

4B.3b The district/system provides effective services that support the colleges in their missions and functions.

4B.3c The district/system provides fair distribution of resources that are adequate to support the effective operations of the colleges.

4B.3d The district/system effectively controls its expenditures.

4B.3e The chancellor gives full responsibility and authority to the presidents of the colleges to implement and administer delegated district/system policies without his/her interference and holds them accountable for the operations of the colleges.

4B.3f The district/system acts as the liaison between the colleges and the governing board. The district/system and the college use effective methods of communication, and they exchange information in a timely manner.

4B.3g The district/system regularly evaluates district/system role delineation and governance and decision-making structures and processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.

Descriptive Summary

Palau Community College is not a multi-campus system. After the decentralization of the College of Micronesia (COM) system in 1993, Palau Community College became an autonomous institution with its own governing board.

The College of Micronesia still exists for the sole purpose of administering the Land Grant programs to the three regional colleges. The College of Micronesia land grant consists of the College of the Marshall Islands (CMI), which is the national college of the Republic of the Marshall Islands, the College of Micronesia-FSM (COM-FSM) which is the national college of the Federated States of Micronesia, and the Palau Community College (PCC) which is the national college for the Republic of Palau.

During the annual organizational meeting of the Palau Community College Board of Trustees, a member is selected to represent the Republic of Palau and the college in the COM Board of Regents.
List of Evidence for Standard 4

Referenced:

| 4-1 | Mission Statement               |
| 4-2 | Vision Statement               |
| 4-3 | Institutional Goals            |
| 4-4 | Unifying Principles            |
| 0-02| 15-Year Institutional Master Plan (2009-2024) |
| 0-08| 2008-2009 Fact Book            |
| 4-5 | Executive Committee Appointment (Certified Staff Organization Representative) |
| 0-06| Annual Reports (2004-2009)     |
| 0-01| Republic of Palau law (RPPL) 4-2 |
| 4-6 | Republic of Palau law (RPPL) 4-45 |
| 4-7 | Republic of Palau law (RPPL) 6-16 |
| 4-8 | Board of Trustees Minutes      |
| 0-12| Administrative Procedures Manual |
| 0-10| Curriculum Handbook 2008-2012   |
| 0-07| Mesekiu’s News Binder          |
| 4-9 | Board Protocol Manual          |
| 4-10| Presidential Performance Assessment |
| 4-11| Presidents Evaluation          |
| 4-12| Board Evaluation               |
| 4-13| Boardmanship Packet            |
| 4-14| President’s Contract           |
| 4-15| Presidential Search and Selection Process |