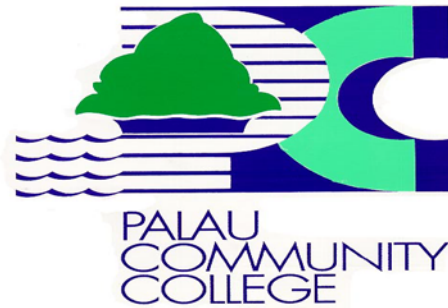


Palau Community College (PCC)

Follow-Up Report



Submitted by:

**Palau Community College (PCC)
P. O. Box 0009
Koror, Palau 96940**

TO:

**Accrediting Commission for Community and Junior Colleges (ACCJC)
Western Association of Schools and Colleges (WASC)**

October 15, 2017

Follow-Up Report Certification Page

This Follow-Up Report is submitted to the Accrediting Commission for Community and Junior Colleges (ACCJC), Western Association of Schools and Colleges (WASC) for the purpose of assisting in the determination of the institution's accreditation status.

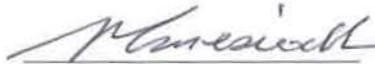
We certify that there was broad participation by the campus community and believe that this report accurately reflects that nature and substance of this institution.

Signed:



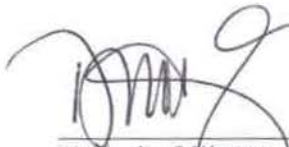
Date 10-9-17

Patrick U. Tellei, EdD
President
Palau Community College



Date: 10-9-17

Masa-Aki N. Emesioch
Chair, Board of Trustees
Palau Community College



Date: 10/9/17

Deikola Olikong
Accreditation Liaison Officer
Director, Institutional Research & Evaluation
Palau Community College

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Introduction

On July 8, 2016, the Accrediting Commission for Community and Junior Colleges (ACCJC), Western Association of Schools and Colleges (WASC) informed Palau Community College (PCC) of its decision to reaffirm the college's accreditation for eighteen months. After PCC's Institutional Self-Evaluation Report in December 2015, a campus visit in spring 2016, a Supplemental Report in May 2016, and other written and oral materials submitted by the college, the Commission determined that the institution was in substantial compliance with the Accreditation Standards. Therefore, the Commission reaffirmed PCC's accreditation for eighteen months and required the college to submit a Follow-Up Report by October 15, 2017.

According to the July 8, 2016 letter from the Commission, Palau Community College should resolve all deficiencies to meet Accreditation Standards. Originally, there were five Recommendations to Meet the Standards and seven Recommendations to Improve Quality. The July 8, 2016 letter indicated only three Recommendations to Meet the Standards, specifically the original Recommendations #2, #4 and #5. The letter also indicated that the original Recommendation #3 is more appropriate under Recommendations to Improve Quality and will be addressed as such. Palau Community College will address Recommendations #2, #4 and #5 under Recommendations to Meet the Standards and will address Recommendations #3 and #6 to #12 under Recommendations to Improve Quality in this Follow-Up Report 2017.

Since the External Evaluation Team's visit on February 29 – March 3, 2016, the college has worked diligently to resolve the recommendations defined as deficiencies to meet Accreditation Standards. In July 2016, the college President informed the college constituents through public media of the college accreditation reaffirmation for eighteen months with a required Follow-Up Report in October 2017. Through the Fall 2016 college general assembly, the college Accreditation Liaison Officer provided a copy of the July 8, 2016 Commission's letter to all college employees with deeper details of each recommendation. Also during the college general assembly, plans and steps to take to ensure completion of the Follow-Up Report were discussed. The college also informed the President of the Republic of Palau and the National Congress of its accreditation status in August 2016. In November 2016 during the college Endowment Fundraiser, the college again informed the community through the public radio station of its accreditation status and provided the public what actions the college is taking to address its deficiencies. Palau Community College reorganized its Accreditation Steering Committee in October 2016 where members work closely with everyone in the institution to continue addressing the recommendations.

Palau Community College continued to work to ensure that it is addressing the twelve recommendations and will also continue to ensure that it meets all Accreditation Standards. PCC takes this opportunity to inform the Commission of what it has accomplished since the campus visit in spring 2016. College accomplishments subsequent to the campus visit on February 29 – March 3, 2016 are defined under each of the Recommendations.

The College 2017 Follow-Up Report was organized by the following members of the Accreditation Steering Committee.

1. Deikola Olikong
Accreditation Liaison Officer
Director, Institutional Research & Evaluation
2. Marianne Temaungil
Associate Dean of Academic Affairs
Assistant Accreditation Liaison Officer
Standard II Chair
3. Johvanna Yaoch
Associate Professor, Information Technology Program
Standard III Co-Chair
4. Jay Olegeriil
Vice President of Administration & Finance Department
Standard III Chair
5. Larry Wakakoro
President, Classified Staff Organization
Standard I Co-Chair
6. Todd Ngiramengior
Executive Assistant to the President
Standard IV Chair
7. Ligaya Sara
Institutional Researcher
Standard I.B

Recommendations to Meet the Standards

Recommendation 2:

In order to meet the Standards, the team recommends the College complete its planned schedule of assessment for the institution-set standards and publish the results. (I.B.3, ER11)

PCC's Response:

Palau Community College developed its institutional-set standards in March 2015. The institutional-set standards were implemented in the fall of 2015. The first year cycle of implementation covered academic year 2015-2016 which consisted of fall 2015, spring 2016 and summer 2016. The college has completed the first year implementation. Results of the three terms, as well as the entire academic year of 2015-2016 have been published on the college website at <http://pcc.palau.edu/institutional-set-standards/>, in the PCC 2015-2016 Fact Book, and in the IREO 2016 Report. Results of the institutional-set standards for AY 2015-2016 were also shared with faculty at the fall 2016 faculty training in August 2016 [2.1]. The year two implementation began in fall 2016 including spring 2017 and summer 2017. Results of SY 2016-2017 have been shared college wide and are also available on the college website [2.2]. The Institutional Research and Evaluation Office continues to inform the college of the results of the Institutional-Set Standards for Student Achievement (ISSA) through the college Executive Committee meetings, annual trainings, college general assembly, as well as on the college website. The ISSA implementation and evaluation is an institutional responsibility where faculty and support services staff continue to discuss ways to improve student learning and success, and when need arises, changes will be made and implemented for improvement [2.3]

Recommendation 4:

In order to meet the Standards, the team recommends the College provide opportunity for third party comments prior to site visits in accordance with the Commission's policy on Rights and Responsibility of Commission and Member Institutions. (I.C.12)

PCC's Response:

Palau Community College has had several publications of the Third Party Comments in its college newsletter *Mesekiu* with the first publication dated March 4, 2016. The college

continued to publish the Third Party Comments throughout the months of March through May 2016. The Mesekiu Newsletters are available at www.pcc.edu/news/mesekiu [4.1].

To ensure that the college does not forget to provide the opportunity for the Third Party Comments in its college publications, the college has provided the information on its college website at www.pcc.palau/third_party_comment/, as well as in its general catalog 2016-2020 page 12 [4.2].

Palau Community College will inform its constituents and the public of the ACCJC Third Party Comments policy through other avenues on the same day it submits its next Institutional Self-Evaluation Report at the end of the next cycle. Other avenues may include Palau public media and the next college general catalog 2020-2024.

Recommendation 5:

In order to meet the Standard, the team recommends that the Governing Board implement a mechanism to make public the results of its performance evaluation. (IV.C.10)

PCC's Response:

The Palau Community College Governing Board's performance evaluation results have been made available on the college website at <http://pcc.palau.edu/about/accreditation/>. The college Governing Board will continue to use the college website to publish its performance evaluation results. The Board will continue to publish its performance evaluation results on the college website, as well as in the college newsletter for future publications. The Governing Board's performance evaluation results are also available upon request at the college Administration office [5.1].

Recommendations to Improve Quality

Recommendation 3:

In order to meet the Standards, the team recommends the College disaggregate and analyze learning outcomes and student achievement data for subpopulations of its students and implement strategies to mitigate any performance gaps that may be identified. (I.B.2, I.B.4, I.B.6, ER11)

PCC's Response:

Palau Community College has been analyzing the data results of student learning outcomes and using the assessment results to make improvement of its courses and programs [3.1]. However, the college had to attend several trainings to be able to disaggregate the learning outcomes for subpopulations to really find out performance gaps where strategies will be implemented to help improve student learning and ensure success. In fall 2016 and spring 2017, the college attended different meetings and trainings outside of Palau to learn how to disaggregate and analyze student learning outcomes to help support student learning. In fall 2016, the college attended the Federal Student Aid (FSA) annual conference where specific sessions in regards to disaggregation and analysis of learning outcomes for subpopulations provided the very regulation of higher education that is being supported by ACCJC Standards I.B.2, I.B.4, I.B.6 and Eligibility Requirements #11. In spring 2017, a team of six members from the college including the college President attended the initial ACCJC Annual Conference that was held in California, USA to learn more and get ideas from other institutions on how to disaggregate and analyze learning outcomes to ensure student learning and success. The college continued during the summer of 2017 to attend the AIR Forum annual conference in Washington, DC, as well as the Nuventive 2017 annual conference in Pittsburgh, PA to help finalize its data collection template and to begin disaggregation and analysis of specific courses during summer 2017 with full implementation of all offered courses in fall 2017 [3.2]. The college has revised its course assessment template to include data collection for disaggregation and analysis of student learning outcomes with full implementation this fall 2017 [3.3]. All courses scheduled for assessment this fall 2017 will be disaggregating and analyzing learning outcome data for subpopulations [3.4].

The college has for several years now and continues to disaggregate student achievement data and uses the results to implement strategies to mitigate performance gaps. Disaggregation of student achievement data are made available to college constituents through the Federal IPEDs reports, college annual reports required by the Government of Palau, annual fact books, and department/division meetings [3.5]. Since fall 2014, the Institutional Research and Evaluation office of the college has provided to all faculty student achievement disaggregation and analysis of sub-population groups during faculty trainings where faculty discuss new strategies to be implemented to ensure student success, as well as what practices will remain as they seem to support student learning and success [3.6].

In fall 2016, the college discontinued the offering of the two remaining developmental courses, specifically EN 95 Basic Grammar and Writing Skills and MA 95 Basic Algebra. Disaggregation of student achievement showed that many students who were placed in developmental courses took more than one semester to succeed in those courses. Students were not attending these courses on a regular basis for a variety of reasons, among them being a feeling of shame and low self-esteem, a feeling that the courses were not important since they were not “really college” courses, and boredom because they actually had these skills and had been misplaced having not taken the placement test seriously. In fall 2016, when the college discontinued developmental courses, the college created a MA 103 course, Basic Mathematics and an EN 100 course, English Reading and Writing to provide the needed support to students who are required to take EN 112 Freshman Composition and MA 105 Intermediate Algebra under their degree programs. The two new courses were implemented in spring 2017 with required lab hours to ensure that students receive the necessary knowledge and skills to be ready for higher level English and math courses. The college will continue to disaggregate and analyze student achievement by subpopulation groups at the end of each semester, including the two new courses, and will make available to all its constituents a three year report at the end of summer 2018 [3.7].

Recommendation 6:

In order to increase effectiveness, the team recommends the College complete its scheduled assessment of recently developed and implemented service area outcomes. (I.B.2, I.B.5, ER 11)

PCC's Response:

The Human Resources Division, Development Office and College Book Store were scheduled to complete their Program Review Reports for the cycle period of 2012, 2013 & 2014 according to the established and approved Institutional Assessment Calendar. However, the three service areas of the college were not able to complete their program reviews due changes in management, as well as the need to revisit and revise service area outcomes.

In May 2016, the Human Resources Division submitted its program review report to the Institutional Research and Evaluation office of the college, where the program review was sent to the Institutional Assessment Committee for review and recommendations to the college President. The Human Resources Division program review indicated its developed and implemented service area outcomes, implementation, and results. The Institutional Assessment Committee reviewed the HR division program review and found that this service area is conducting its services accordingly, as well as providing quality services to ensure the success of its service area outcomes [6.1].

In August 2016, the Development Office submitted its program review report to the Institutional Research and Evaluation Office of the college. The program review indicated that the Development Office reached the college goal of \$50,000.00 annually in its Endowment Fundraiser for the cycle of 2012-2014. The Development Office review also showed that the college accomplished the goal of informing its constituents through local and regional publications and media of college programs and services. The Development Office uses the different publications and Endowment fundraiser to assess the level of its accomplishments against its established goals and objectives [6.2].

The program review for the Bookstore was also submitted in August 2016. The program review indicated that all three goals of the Bookstore were accomplished. The Bookstore inventories for

the cycle of 2012 to 2014 were used as an assessment tool to evaluate whether the college Bookstore has sufficient number of text books, academic tools and supplies, and educational merchandize to support student learning and success [6.3].

Recommendation 7:

In order to increase effectiveness, the team recommends the College improve its use of data to better determine how effectively it is achieving its mission. Further, the team recommends the College ensure the broad distribution of this data. (I.A.2, I.A.3)

PCC's Response:

Towards the end of 2016, the Institutional Research and Evaluation office of the college distributed college wide the results of Institutional-Set Standards for SY 2015-2016 and the results of Program Reviews that were scheduled for January and March 2016. The ISSA report for SY 2016-2017 was also distributed college wide at the end of July this year. The information was distributed at the college Executive Committee meetings, email attachments to department and division heads, as well as put on the college website. The wide distribution also includes department/division meetings, as well as during the college general assembly, and semester trainings and workshops [7.1].

Data results made available through program reviews from different areas of the college every three years are used by every department/division to better determine how effectively it is achieving the mission of the institution. For example, degree programs' program reviews indicate action plans that need to be taken to improve learning and teaching services to ensure student success [7.2]. Course assessment data indicates action plans that are required to be implemented the next time the same course is offered to improve student learning and ensure student success [7.3]. Other service areas of the college also use data from their scheduled assessments as well as their program reviews to better determine the effectiveness of their service areas and how they are achieving the mission of the institution. The Financial Aid (FA) Office holds work shop sessions on financial aid issues every semester which are then assessed to see how effective the sessions were in distributing financial aid information to students. Data from these sessions is used to evaluate how effectively the FA Office is achieving its mission and

whether any changes need to be made for the next semester's sessions to ensure student success [7.4].

During the Executive Committee meetings, all department/division/organization heads are highly recommended to help distribute their department/division data and how each department and division is effectively meeting the mission of the institution. From the college President's report to the college Student Housing unit to the Accreditation office to Academic programs and departments, information is shared widely during the Executive Committee meetings where department/division heads are expected to bring the information back to their programs and service areas.

Recommendation 8:

In order to increase its effectiveness, the team recommends the College develop and publish a Guide to Assessment that defines and communicates its assessment schedule, policies, and processes; details with whom data should be shared; and explains the role of data in planning and decision-making. (I.B.2)

PCC's Response:

The Institutional Assessment Guide was developed in fall 2016 and finalized in the spring of 2017. The manual has been distributed college wide and is also available on the college website [8.1]. The Institutional Assessment Guide includes the course assessment schedule, the course assessment template and the service area assessment template according to the college FAMED process, the institutional assessment calendar and academic assessment calendar, program review templates for the different departments and divisions, and to whom should the data be shared with, as well as the role of data in planning and decision making according to the institutional assessment process, FAMED. The college FAMED process stands for Formulate, Assess, Measure, Evaluation and Develop. It is an institutional wide assessment process that was revised in 2010 to meet the overall institutional assessment needs rather than being just an academic courses and programs assessment process when established in 2006 [8.2].

Recommendation 9:

In order to improve effectiveness, the team recommends the College assure its infrastructure provides sufficient transfer counseling and support services to students. (II.C.6, ER 16)

PCC's Response:

The college employs three counselors at the Student Life Unit. The existing counselors provide academic advising services to all students including transfer counseling. The Director of Student Life Unit helps provide sufficient transfer counseling and support services to all students. Other Student Services areas of the college, such as the Admissions and Records Unit, Financial Aid Office, and Learning Resource Center also provide sufficient transfer counseling, as well as other support services to all students.

The Learning Resource Center (LRC) under the Student Services Division continues to provide transfer counseling services and other support services, such as tutoring and a computer lab to help students succeed their educational goals. LRC provides sufficient transfer counseling where students are given opportunities to visit four-year colleges and university campuses in Guam and in Hawaii to tour the campuses and learn more about degree programs available in those institutions before making decisions as to which institution to transfer to in the future [9.1].

In addition, a recent articulation agreement with the University of Guam (UOG) allows for a part time advisor to assist students transferring specifically to UOG. The college has identified this individual from the Learning Resource Center. She will be receiving training at UOG in November 2017 to better provide counseling to potential UOG students transferring from PCC [9.2].

Sufficient transfer counselors and other support services to students are in place; without the federally supported Student Support Services Project Beacon and AANAPISI grant, transfer counselors and support services of the college continue to be provided for all students. Student Services and Academic Affairs divisions of the college maintain sufficient numbers of staff that provide both transfer counseling and other support services to all its students [9.3].

Recommendation 10:

In order to increase effectiveness, the team recommends the College formally define and implement a Part-Time faculty performance evaluation process and cycle. (III.A.5, III.A.6, III.A.8)

PCC's Response:

Palau Community College took the Visiting Team's recommendation in spring 2016 and defined a Part-Time faculty performance evaluation and implemented it in the same semester. The Part-Time faculty performance evaluation has continued since spring 2016 and the college will continue to use the evaluation tool to evaluate its part-time faculty. Part-Time faculty are made aware of such required evaluation and are expected to be evaluated during the semester they are given a contract to teach. The results of performance evaluation help the college with its decision whether it continues to utilize the services of an individual part time faculty or not

[\[10.1\]](#).

Recommendation 11:

In order to increase effectiveness, the team recommends the College ensure responsible use of technology by publishing the electronic resources use agreement in the student planner as well as other campus publications. (III.C.5)

PCC's Response:

The responsible use of technology was published on the college website in spring 2016 and will continue to be publicized through the college website to all college constituents including current and potential students. The responsible use of technology has also been publicized through the Semester Course Offering Schedule, Student Handbook, and Student Planner and will continue to be part of these publications in the future. The Student Wi-Fi also contains technology use information [\[11.1\]](#).

Recommendation 12:

In order to increase effectiveness, the team recommends the Distance Education Committee publish a comprehensive Best Practices Manual for online faculty training and campus-wide reference. (III.A.14 and Commission Policy on Distance Education on Correspondence Education)

PCC's Response:

The Distance Education Manual was established in spring of 2016 by the Distance Education Committee and was distributed to those faculty teaching online courses. The manual was also distributed college wide for information and also to provide guidelines to those faculty who may be planning to establish online courses in the future for their degree programs or academic departments. The manual has been revised since its implementation in spring 2016 to ensure that new approaches and any changes the college has made are being reflected in the manual. The Distance Education Manual is also available on the college website at <http://pcc.palau.edu/wp-content/uploads/2013/07/Distance-Education-manual.pdf> [12.1].

Follow-Up Report (October 15, 2017)

List of Evidence

Evidence of Recommendations to Meet the Standards

Recommendation 2

- 2.1.a - SY 2015-16 ISSA Report
- 2.1.b - 2015-2016 Fact Book
- 2.1.c - IREO 2016 Report
- 2.1.d - 2015-2016 ISSA Report website link
- 2.1.e - Fall 2016 faculty training agenda
- 2.2.a - SY 2016-17 ISSA Report
- 2.2.b - 2016-2017 ISSA Report website link
- 2.3.a - 2017 General Assembly agenda
- 2.3.b - Fall 2017 Institutional Effectiveness training agenda

Recommendation 4

- 4.1 - Samples Mesekiu Newsletters, March – May 2016
- 4.2 - ACCJC Third Party Comment, page 12, Catalog 2016-2020

Recommendation 5

- 5.1 - BOT's Performance Evaluation Results link

Evidence of Recommendations to Improve Quality

Recommendation 3

- 3.1 - Samples of Course Assessments & Program Assessments
- 3.2 - Travel Documents and Trip Reports
- 3.3 - Revised Course Assessment Template (FAMED Grid)
- 3.4 - Fall 2017 Course Assessment Schedule
- 3.5.a - IPEDs Screenshot
- 3.5.b - Fact Books
- 3.5.c - Annual Reports
- 3.6 - Fall 2016 Assessment Training & Fall 2017 Institutional Effectiveness Training agendas
- 3.7.a - EN 100 & MA 103 CPC Approvals
- 3.7.b - Course Offerings

Recommendation 6

- 6.1 - Human Resources Division Program Review (2012-2014)
- 6.2 - Development Office Program Review (2012-2014)
- 6.3 - Bookstore Program Review (2012-2014)

Recommendation 7

- 7.1 - IREO 2016 Report
- 7.2.a - Admissions Program Review
- 7.2.b - Financial Aid Program Review
- 7.2.c - Registrar & Records Program Review
- 7.2.d - Student Life Program Review
- 7.2.e - Student Housing Program Review
- 7.2.f - Recreation Program Review
- 7.2.g - Learning Resource Center Program Review
- 7.2.h - Air Conditioning & Refrigeration Program Review
- 7.2.i - Auto Mechanic Technology Program Review
- 7.2.j - Construction Technology Program Review
- 7.2.k - Electrical Technology Program Review
- 7.2.l - General Electronics Program Review
- 7.2.m - Small Engine & Marine Outboard Technology Program Review
- 7.3 - Samples of Course Assessment from fall 2016 and spring 2017
- 7.4 - Samples of Financial Aid Sessions' Evaluations

Recommendation 8

- 8.1 - Institutional Assessment Guide 2016-2018
- 8.2 - FAMED Process

Recommendation 9

- 9.1 - Travel Documents of students visiting UOG and UH Systems
- 9.2.a - Articulation Agreement between PCC & UOG
- 9.2.b - Contract between PCC & UOG
- 9.3 - Contracts and Listing of Duties & Responsibilities of Student Services

Recommendation 10

- 10.1 - Part-Time Faculty Performance Evaluations

Recommendation 11

- 11.1.a - Responsible Use of Technology website link
- 11.1.b - Semester Course Offering Schedule / page 7
- 11.1.c - Student Handbook / pages 8-9
- 11.1.d - Screenshot of Student Wi-Fi
- 11.1.e - Student Planner / pages 10-11

Recommendation 12

- 12.1.a - Distance Education Manual (DEM)
- 12.1.b - College Website link to the DEM