



**Palau Community College  
Accreditation is Reaffirmed by  
Accrediting Commission for Community  
& Junior Colleges (ACCJC),  
Western Association of Schools  
& Colleges (WASC)  
January 2018**

**41 Years of Accreditation**

## Content

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**January 26, 2018 Letter to the  
President of Palau Community  
College, Dr. Patrick U. Tellei from the  
President of the Accrediting  
Commission for Community and  
Junior Colleges (ACCJC),  
Dr. Richard Winn**

January 26, 2018

Dr. Patrick Tellei, President  
Palau Community College  
P. O. Box 0009  
Koror, Republic of Palau 96940

Dear President Tellei:

The Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges, at its meeting January 10-12, 2018, reviewed the Follow-Up Report and related evidentiary materials submitted by Palau Community College. The purpose of this review was to determine whether the College has appropriately responded to the issues as identified by the peer review team at the time of the last visit and as expressed in the Commission's Action Letter of July 8, 2016, and whether the College has demonstrated compliance with the related Standards.

Upon consideration of the information noted above, the Commission acted to **find compliance and Reaffirm Accreditation for the remainder of the cycle**. The Commission finds that Palau Community College has addressed the compliance recommendations 2, 4, 5, corrected deficiencies, and meets Standards. The next report from the College will be the Midterm Report<sup>1</sup> due on March 15, 2020. The institution's next comprehensive review will occur in the spring term of 2023.

The Commission requires the College to disseminate the Follow-Up Report and this letter within the institution, including by posting them on the College's website.

On behalf of the Commission, I wish to express appreciation for the diligent work and thoughtful reflection that Palau Community College undertook to respond to these requirements. These efforts confirm that peer review can well serve the multiple constituencies of higher education by both ensuring and encouraging institutional quality and effectiveness.

If you have any questions about this letter or the Commission's action, please feel free to contact me or the vice president that has been assigned as liaison to your institution.

Sincerely,



Richard Winn, Ed.D.  
President

cc: Ms. Deikola Olikong, Accreditation Liaison Officer

<sup>1</sup> Institutions preparing and submitting Midterm Reports, Follow-up Reports, and Special Reports to the Commission should review *Guidelines for the Preparing Institutional Reports to the Commission*, found on the ACCJC website at <https://accjc.org/publications/>.

**Palau Community College  
Follow-Up Report, October 2017**

**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:



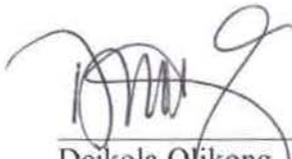
Date 10-9-17

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](http://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/](http://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

**July 8, 2016 Letter to the President of Palau  
Community College, Dr. Patrick U. Tellei from  
the President of the Accrediting Commission for  
Community and Junior Colleges (ACCJC),  
Dr. Barbara A. Beno**



**ACCREDITING COMMISSION for COMMUNITY and JUNIOR COLLEGES**  
*Western Association of Schools and Colleges*

Barbara A. Beno, President  
Susan S. Kazama, Chair

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July 8, 2016

Dr. Patrick Tellei  
President  
Palau Community College  
P.O. Box 9  
Koror, Republic of Palau 96940

Dear President Tellei:

The Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges, at its meeting June 8-10, 2016, reviewed the Institutional Self Evaluation Report (ISER) submitted by Palau Community College, evidentiary materials also submitted, and the Report prepared by the evaluation team that visited on February 29 to March 3, 2016. College leadership, including the chairperson of the governing board and the College president, certified the Report, which was submitted in application for reaffirmation of accreditation. The purpose of the Commission's review was to determine whether the College continues to meet Eligibility Requirements, Accreditation Standards, and Commission policies (hereafter called Standards).

The Commission also considered the written response to the evaluation team report that the College submitted prior to the Commission meeting. The Commission listened to testimony that President Tellei and the team chair, Dr. Melinda Nish, provided in closed session. The Commission found the written response and the testimony helpful for its deliberations.

After considering all of the written and oral material noted above, the Commission acted to **reaffirm accreditation for eighteen months** and to require a Follow-Up Report.<sup>1</sup> Reaffirmation for eighteen months indicates that the Commission has determined that the institution is in substantial compliance with the Accreditation Standards. Palau Community College is required to submit its Follow-Up Report by **October 15, 2017**. The report should demonstrate that the College has resolved all deficiencies and meets accreditation Standards.

The Commission finds Palau Community College out of compliance with the following: Standard I.B.3 (Recommendation 2); I.C.12 (Recommendation 4); and IV.C.10 (Recommendation 5).

Dr. Patrick Tellei  
Palau Community College  
July 8, 2016

### Need to Resolve Deficiencies

Accreditation Standards represent practices that lead to academic quality and institutional effectiveness and sustainability. Deficiencies in institutional policies, practices, procedures, and outcomes which lead to non-compliance with any Standard will impact institutional quality and, ultimately, the educational environment and experience of students. The evaluation team has provided recommendations that give guidance for how the institution may come into compliance with 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)

### **Recommendation 4**

In order to meet the Standard, 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)

### **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)

### Improving Institutional Effectiveness

The team report identified Recommendations 6-12 for improving institutional effectiveness (improvement recommendations). In addition, the Commission determined that Recommendation 3 was more appropriately a recommendation for improvement. These recommendations do not identify current areas of deficiency in institutional practice, but highlight areas of practice for which College attention is needed. Consistent with its policy to foster continuous improvement through the peer accreditation process, the Commission expects that institutions will consider the advice for improvement offered during the peer evaluation process and report on actions taken in response to the team's recommendations, if any. Failure of an institution to act on these recommendations will not itself constitute a deficiency in meeting standards or requirements of the Commission. However, in the Commission's experience, failure to take note of areas of practice pointed out in improvement recommendations may lead to future conditions which limit the college's ability to meet standards. As such, we highly recommend the team's improvement recommendations for your attention.

Dr. Patrick Tellei  
Palau Community College  
July 8, 2016

Additional Information:

Under U.S. Department of Education enforcement regulations, the Commission is required to take immediate action to terminate the accreditation of an institution which is out of compliance with any standards, or, alternatively, may provide an institution with additional notice and a deadline for coming into compliance that is no later than two years from when the institution was first informed of the non-compliance. With this letter, Palau Community College is being provided with notice of the Standards for which it is out of compliance, and is being provided time to meet the Standards.

The External Evaluation Report provides details of the team's findings with regard to the College's work to meet the Eligibility Requirements, Accreditation Standards, and Commission policies. I advise you to read the Report carefully to understand the team's findings and recommendations.

The guidance and recommendations contained in the External Evaluation Report represent the best advice of the peer evaluation team at the time of the visit but may not describe all that is necessary for the College to come into compliance (or to improve). While an institution may concur or disagree with any part of the Report, Palau Community College is expected to use the Report to improve educational programs and services. In addition, the College has the responsibility to accept the Commission's action and to uphold the integrity of the accreditation process by accurately portraying it and helping institutional constituencies to understand the Eligibility Requirements, Accreditation Standards, and Commission policies pertinent to this Commission action.

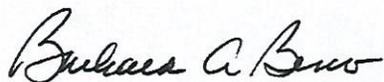
A **final** copy of the External Evaluation Report is attached. Commission changes to the Report are noted on a separate page for inclusion with the team report. The College may now duplicate and post copies of the enclosed team report, with this added page. The Commission requires that you give the ISER, the External Evaluation Team Report, and this letter appropriate dissemination to those who were signatories of the ISER and to make these documents available to all campus constituencies and the public by placing copies on the College website. Please note that in response to public interest in accreditation, the Commission requires institutions to post accreditation information on a page no more than one click from the institution's home page.

Dr. Patrick Tellei  
Palau Community College  
July 8, 2016

On behalf of the Commission, I wish to express appreciation for the work that Palau Community College undertook to prepare for institutional self-evaluation, and to support the work of the external evaluation team. The Commission encourages the College's continued work to ensure educational quality and to support student success. Accreditation and peer review are most effective when institutions and the ACCJC work together to encourage continuous quality improvement in higher education. Thank you for sharing the values and the work of accreditation.

If you should have any questions concerning this letter or the Commission action, please don't hesitate to contact me or one of the ACCJC Vice Presidents. We would be glad to help you.

Sincerely,



Barbara A. Beno, Ph.D.  
President

BAB/tl

Attachment

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<sup>1</sup> Institutions preparing and submitting Midterm Reports, Follow-Up Reports and Special Reports to the Commission should review, *Guidelines for the Preparation of Reports to the Commission*, found on the ACCJC website at: <http://www.accjc.org/college-reports-accjc>.

**External Evaluation Team Report of  
Campus Visit on  
February 29 – March 3, 2016**

# **EXTERNAL EVALUATION REPORT**

**PALAU COMMUNITY COLLEGE**

**P.O. Box 9  
Koror, Republic of Palau PW**

A confidential report prepared for  
The Accrediting Commission for Community and Junior Colleges  
Western Association of Schools and Colleges

This report represents the findings of the External Evaluation Team that visited  
PALAU COMMUNITY COLLEGE on February 29 – March 3, 2016

Melinda Nish, Ed.D., Chair

**NOTE: this page shall be added to the team report noted below, immediately behind the cover page, and shall become part of the final evaluation report associated with the review.**

DATE: July 8, 2016

INSTITUTION: Palau Community College  
P.O. Box 9  
Koror, Republic of Palau 96940

TEAM REPORT: Comprehensive Evaluation Report

This report represents the findings of the evaluation team that visited Palau Community College February 29 – March 3, 2016.

SUBJECT: Commission Revisions to the Team Report

The comprehensive External Evaluation Report provides details of the team’s findings with regard to the Eligibility Requirements, Accreditation Standards, and Commission policies, and should be read carefully and used to understand the team’s findings. Upon a review of the External Evaluation Report sent to the College, the Palau Community College Self-Evaluation Report, and supplemental information and evidence provided by the College, the following changes or corrections are noted for the Team Report:

1. The Commission finds that the College has addressed Recommendation 1 and meets Standards I.B.2, II.A.1, II.A.3.
2. The Commission has changed Recommendation 3 to a recommendation for improvement.

## **Roster of Site Visit Evaluation Team February 29 – March 3, 2016**

Dr. Melinda Nish (Chair)  
Superintendent/President  
Southwestern College

Ms. Lillian Leopold (Team Assistant)  
Chief Public Information & Government Relations Officer, Southwestern College

Dr. Mary Therese Perez Hattori  
Outreach Director, Center for Pacific Island Studies, University of Hawaii at Manoa

Ms. Bernadette Howard  
State Director of CTE, University of Hawaii

Dr. Laurie Huffman  
Professor, Chair World Languages Department, Lead, Calif. State Online Education Initiative  
Los Medanos College

Mr. Tim Karas  
Vice President of Instruction/ALO, College of Alameda

Dr. Theresa Koroivulaono  
President, College of the Marshall Islands

Dr. Sarah McLemore  
Assistant Professor of English, English Division Assistant Chair, Glendale Community  
College

Dr. Arvid Spor  
Vice President of Academic Affairs, Citrus College

Mr. Ken Stoppenbrink  
Deputy Chancellor, West Hills Community College District

Dr. Duncan Sutton  
Coordinator of Research and Institutional Effectiveness, Salvation Army College for  
Officer Training at Crestmont

## Summary of Evaluation Report

INSTITUTION: Palau Community College

DATE OF VISIT: February 29 – March 3, 2016

TEAM CHAIR: Dr. Melinda Nish, Superintendent/President  
Southwestern College

### Introduction

An 11-member accreditation team visited Palau Community College (PCC) February 29 – March 3, 2016, for the purpose of determining whether the College continues to meet Accreditation Standards, Eligibility Requirements, Commission Policies and USDE regulations. The team evaluated how well the College is achieving its stated mission, providing recommendations for quality assurance and institutional improvement, and submitting recommendations to the Accrediting Commission for the Community and Junior Colleges (ACCJC) regarding the accredited status of the College.

In preparation for the visit, the team chair attended a team chair training session on December 2, 2015. Given the international distance, the chair and the team assistant and conducted a pre-visit phone call with the College President and Accreditation Liaison Officer on Thursday, January 14, 2016. All members, but one, of the evaluation team received team training provided by the ACCJC staff in Los Angeles on January 27, 2016. The sole member not in attendance on January 27, 2016 had served on five previous visits and worked directly with ACCJC staff to prepare prior to the current visit.

The evaluation team received the College's Institutional Self Evaluation Report (ISER) and related evidence on December 27, 2015, well in advance of the team training and the visit. Team members found the ISER to be well-written and comprehensive. The ISER appropriately addressed the Eligibility Requirements, Commission Standards and Policies. The team confirmed that the ISER was created through a broad process of participation and was well vetted prior to submission to the Commission. The team found the ISER to be a thoughtful and largely accurate reflection of the state of the College with the inclusion of an Institutional Quality Focus Essay outlining three overarching plans of institutional improvement in the areas of Institution-Set Standards for Student Achievement, Academic Building and Student Center, and finally a four-year Degree Program.

The team chair and assistant arrived in Palau the night of February 25, 2016 and conducted their first tour and review of the College facilities and meeting rooms designated for the visit on February 29, 2016. All team members arrived in Palau by February 28, 2016 and the first team meeting was held that same day at noon. The team arrived on campus the morning of February 29, 2016. They were invited to a "meet and greet" morning meeting that included the attendance of Speaker Sabino Anastacio of the House of Representatives, Palau National Congress, and Ambassador Amy J. Hyatt, US Ambassador to the Republic of Palau.

Approximately 40 members of the College were in attendance as well. The team had the opportunity to introduce themselves as well as be greeted by the College President. The President included in his address a brief history of PCC which grew out of a trade school begun in 1927 by the Japanese administration prior to World War II. The first building on the current campus was in fact a Japanese hospital which is still standing and houses a myriad of administrative offices. PCC, as currently constituted, was established in March 1993, through the enactment of RPPL No. 4-2 of the Republic of Palau. The President also explained the tradition of the betel nut and set the stage for a warm and welcoming visit.

Following the formal “meet and greet,” the team participated in a campus tour. The team members not only were able to familiarize themselves with the campus lay out, facilities, and basic physical functionality, but they were also able to learn about international research funded by the European Community analyzing air quality, which is reputed to be amongst the “cleanest in the world,” as well as viewing the entrance to the Japanese tunnel which connected the former hospital building to the ocean. The campus grounds are noteworthy for their local flora, which includes numerous tropical fruit and flowering trees and plants.

During the visit, the team members originally scheduled over 40 meetings, but conducted 34 scheduled meetings, interviews, and observations. Given the small size of the college, the team was able to combine nine scheduled meetings into others which made the visit more efficient for both the team and the college. Of the 34 scheduled meetings, these included visiting four regular on-site classes. Additionally, all three of the online classes were observed. There were numerous informal exchanges with students, faculty, and staff. Students were particularly gregarious when approached informally while on the campus grounds. Five open forums were conducted: classified staff and directors; students; faculty; administrators; and the open exit report forum. Both the opening “meet and greet” and the open exit report forum provided the PCC community at large the opportunity to meet with the team members.

The team reviewed numerous items of evidence. Given the relatively limited access of reliable internet access, the team room was extremely well appointed and organized with hard copies of all evidence provided originally with the ISER via a separate USB drive. Additional requests for evidence were promptly addressed and the team was very easily able to confirm assertions within the ISER as well as address questions arising from the ISER and other materials.

The College included many “actionable improvement plans” throughout the ISER. The majority of these plans stated that “the College will continue to ...” The team understands the College’s desire to be comprehensive, but the team found that nearly all of these plans were redundant and did not need to be stated, which is consistent with current ACCJC training and practice.

The team appreciated the prompt support from the College staff when information or additional meetings were requested. All requests were not only promptly addressed but were done so with an authentic appreciation of the value of peer review and the accreditation

process. At numerous occasions, staff expressed their genuine regard for the team and its work.

The team found the College to be exemplary in fulfilling its mission and in a number of practices, issuing five commendations. The team found the College to be largely in compliance with Eligibility Requirements, Standards, Policies and USDE regulations, but issued some recommendations for improvement and compliance.

## **Major Findings, Commendations, and Recommendations of the 2016 External Evaluation Team**

### **Team Commendations**

During the visit the team recognized several aspects of the College worthy of commendation.

#### **Commendation 1**

Team commends the college for exhibiting authentic fulfillment of its missions, as demonstrated by the development of programs that meet the traditional and emerging needs of this community exemplified by development of stem and Palauan studies programs. (ER 9, 15, 16)

#### **Commendation 2**

The team commends the college for the Close collaborative working relationship between instructional faculty and counselors to improve student achievement as exemplified by the development of the course schedule and use of student progress reports. (I.B.2, II.C.5)

#### **Commendation 3**

The team commends the college's library and learning center for providing dynamic partnerships to enrich the lives of students and the people of the Palauan community. (II.B.4)

#### **Commendation 4**

The team commends the college for the effective use of scarce resources to provide a robust professional development program for all staff. (III.A.14)

#### **Commendation 5**

The College Board of Trustees is to be commended for their Protocol Manual and their direct commitment to upholding the strongest ethical position in requiring Board members to take the Board Services Commitment Pledge. The College is encouraged to broadly disseminate the Protocol Manual. (IV.C.4)

## **Team Recommendations**

As a result of the external evaluation, the team makes the following recommendations.

### **Recommendations to Meet the Standards**

#### **Recommendation 1**

In order to meet the Standards, the team recommends the College define and publish all program level outcomes, including certificates, and integrate their assessment into the ongoing assessment activities of the college. (I.B.2, II.A.1, II.A.3, ER11)

#### **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)

#### **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)

#### **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)

#### **Recommendation 5**

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

### **Recommendations to Improve Quality**

#### **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, ER11)

#### **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 assure the broad distribution of this data. (I.A.2, I.A.3)

#### **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)

**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)

**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)

**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)

**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 and on Correspondence Education)

## **Recent Accreditation History of Palau Community College**

Palau Community College is the only institution of higher learning in the Republic of Palau. Palau is the western most islands in Micronesia, a region of remote small islands and atolls in the western Pacific Ocean. Palau is approximately 2,200 kilometers north of Darwin, Australia, 3,000 kilometers south of Tokyo, Japan, 1,200 kilometers east of Manila, Philippines, and 12,800 kilometers west of Los Angeles, California. It is, therefore, geographically closer to the Asian Pacific Rim nations than to the United States. The Republic of Palau 2015 population is 21,054. About 70% of the population is Palauans with 30% foreigners and other Micronesians.

Palau Community College (PCC) was founded in 1966 as a two-year post-secondary vocational/technical institution. It grew out of a trade school that had its beginning in 1927 during the Japanese administration prior to World War II. PCC began with a small group of students enrolled in one vocational program on a campus with limited physical facilities. It was known at the time as Micronesian Occupational Center.

Until 1977, the Micronesian Occupational Center and the Community College of Micronesia were two autonomous post-secondary institutions servicing Micronesia. On March 29, 1977, Trust Territory Public Law No. 7-29, amended later by Public Law No. 7-130, created the College of Micronesia as a public corporation under its own Board of Regents. The law, which took effect on October 1, 1977, joined into a single post-secondary educational system the Micronesian Occupational Center and the Community College of Micronesia (which included the CCM affiliated School of Nursing). In May 1978, Micronesian Occupational Center officially became Micronesian Occupation College, a distinct and complementary part of the College of Micronesia. In September 1987, a treaty among the Republic of the Marshall Islands, the Federated States of Micronesia, and the Republic of Palau regarding the College of Micronesia was executed establishing complete autonomy of each college in the COM system to local governments. The treaty was terminated on March 31, 1993, which laid the foundation for Palau Community College.

On March 19, 1993, The Republic of Palau President, Kuniwo Nakamura, signed into law Republic of Palau Public Law (RPPL) No. 4-2, establishing Palau Community College. On April 2, 1993, Micronesian Occupational College officially became Palau Community College.

In 1977, the College was granted its first accreditation status, and to date, the College has been accredited for 38 years. Palau Community College serves mainly students from the Republic of Palau, the Federated States of Micronesia, and the Republic of the Marshall Islands.

The College offers 21 accredited degree programs and 12 accredited certificate programs. There were 627 students enrolled in fall 2015. In 2005, Palau Community College's substantive change proposal to offer its Nursing degree program in the State of Yap, Federated States of Micronesia (FSM) was approved by the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges (ACCJC-

WASC). The program offered is for the in-service nurses who are employed by the Department of Health (DOH), Yap State.

The most recent comprehensive site visit was in 2010. On June 30, 2010, the college was placed on warning and required to submit a follow up report with visit in 2011. On June 30, 2011, the warning sanction was removed and the college accreditation was reaffirmed with a follow up report due on March 15, 2012. The college has submitted all required reports and, as stated above, maintained accredited status since 1977.

## **Eligibility Requirements**

### **1. Authority**

Palau Community College was created by the Republic of Palau Public Law (RPPL) No. 4-2 in March 1993, which gives the college and its Board the authority to operate, develop, and provide education and training programs in the Republic of Palau, (RPPL 4-2). Palau Community College is authorized by to operate as a post-secondary educational institution and to award two-year degrees.

The College meets the Eligibility Requirement.

### **2. Operational Status**

Palau Community College is operational with 627 students pursuing degree/certificate programs in fall 2015. The college fact book contains data about student achievement, demographics, degrees, certificates and transfer information. Enrollment information is also available at the college Registrar & Records Office and at the IPEDS data system under NCES of the U.S. Department of Education.

The College meets the Eligibility Requirement.

### **3. Degrees**

All degrees offered at Palau Community College are at least two academic years in length. Most of the credit courses are integral to degree offerings. The majority of students take credit courses that lead to degrees.

The College meets the Eligibility Requirement.

### **4. Chief Executive Officer**

Palau Community College has a chief executive officer, the College President, who is appointed by the College Board of Trustees, whose full-time responsibility is to the institution. The College President possesses the requisite authority to administer the College Board of Trustees policies. Palau Community College will inform the Accrediting Commission for Community and Junior Colleges immediately should there be a change in the institutional chief executive officer. The current College President was hired by the College Board of Trustees on January 4, 1999. January 4, 2016 will mark the 17<sup>th</sup> year of his employment with Palau Community College as the college President.

The College meets the Eligibility Requirement.

### **5. Financial Responsibility**

The audit reports for the organization have been completed in a timely fashion, and there have been no findings. There were not any responses that left any unanswered questions for the auditors. The fund balances are all in line with the required reserved requirements. There were more than adequate reserves for the organization to sustain its fiscal integrity. The last Actuarial Study was done last in 2011 with a liability of \$140 million and an investment balance of \$36 million for a net liability of \$104 million. The College has a funding plan to

meet these obligations. While this is a large liability for a small institution, there is a plan in place to address these liabilities. Vacation time is booked at the time it is accrued. This is a common practice and provides for an immediate funding of this liability when it is accrued. Insurance coverage work comp and Health is provided by the college. There is more than adequate insurance coverage for the staff and faculty on work comp as well as health insurance coverage. There are no union contracts for the organization to be concerned about as the policies cover what is necessary to handle the needs of the employees. There is no foundation. Procurement policies serve the organization very well and provide fiscal stability when obtaining quotes for projects. The facility master plan has been done and covers 15 years. As is common, the facilities plan covers a 15-year period of time that allows for planning to occur and the ability to look for funding sources and also solicit the needs of the stakeholders to achieve that necessary demands of students, faculty, and staff. The financial aid annual report was completed, and there is a Zero percent default rate. There is no default rate as the organization provides financial aid on a reimbursement basis thus no need for any potential of defaulting on loans. Internal documents support the purchasing and auditing protocol necessary for sound fiscal compliance. These policies are more than adequate to provide a well-rounded purchasing protocol to ensure the best possible prices for services and products are obtained.

The College meets Eligibility Requirements 1 – 5.

## **Checklist for Evaluating Compliance with Federal Regulations and Related Commission Policies**

The evaluation items detailed in this Checklist are those which fall specifically under federal regulations and related Commission policies, beyond what is articulated in the Accreditation Standards; there may be other evaluation items under ACCJC standards which address the same or similar subject matter. Evaluation teams will evaluate the institution's compliance with standards as well as the specific Checklist elements from federal regulations and related Commission policies noted here.

This Checklist will become part of the evaluation team report. Institutions may also use this form as a guide for preparing documentation for team review. It is found as an appendix in the team and institutional self-evaluation manuals.

### **Public Notification of an Evaluation Team Visit and Third Party Comment**

#### **Evaluation Items:**

- The institution has made an appropriate and timely effort to solicit third party comment in advance of a comprehensive evaluation visit.
- The institution cooperates with the evaluation team in any necessary follow-up related to the third party comment.
- The institution demonstrates compliance with the Commission *Policy on Rights and Responsibilities of the Commission and Member Institutions* as to third party comment.

[Regulation citation: 602.23(b).]

#### **Conclusion Check-Off (mark one):**

- The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
- The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
- The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

#### **Narrative (add space as needed):**

The College provided notification of the evaluation team visit by posting notifications on buildings, running a news story in Mesekiu's News, and alerting leaders of all constituent groups of the visit. All open forums were well attended by students, faculty, classified staff, managers, and a few public officials.

The College is not in compliance with the Commission Policy on Rights and Responsibilities of the Commission and Member Institutions as to third party comment as the College did not

solicit third party comments prior to the visit or inform interested individuals how to submit such comments. See Recommendation 4.

**Standards and Performance with Respect to Student Achievement**

**Evaluation Items:**

The institution has defined elements of student achievement performance across the institution, and has identified the expected measure of performance within each defined element. Course completion is included as one of these elements of student achievement. Other elements of student achievement performance for measurement have been determined as appropriate to the institution’s mission.

The institution has defined elements of student achievement performance within each instructional program, and has identified the expected measure of performance within each defined element. The defined elements include, but are not limited to, job placement rates for program completers, and for programs in fields where licensure is required, the licensure examination passage rates for program completers.

The institution-set standards for programs and across the institution are relevant to guide self-evaluation and institutional improvement; the defined elements and expected performance levels are appropriate within higher education; the results are reported regularly across the campus; and the definition of elements and results are used in program-level and institution-wide planning to evaluate how well the institution fulfills its mission, to determine needed changes, to allocating resources, and to make improvements.

The institution analyzes its performance as to the institution-set standards and as to student achievement, and takes appropriate measures in areas where its performance is not at the expected level.

[Regulation citations: 602.16(a)(1)(i); 602.17(f); 602.19 (a-e).]

**Conclusion Check-Off (mark one):**

The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.

The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.

The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.

**Narrative (add space as needed):**

In 2015, the college implemented its institution-set standards for student achievement (ISSA) which were developed by the Institutional-Set Standards for Student Achievement committee through a year-long process of dialogue, involving all constituents of the college. The ISSAs are based on longitudinal data, and through review of relevant documents and dialogue with

the committee, the team was able to verify the reasonableness of these standards. The ISSAs are tied directly to the College's mission statement and include a measurement of course completion and job placement. ISSAs 1- 9 appear to be based upon data collected by the College whereas ISSAs 10 and 11 do not seem to be based on data.

The ISSAs do not indicate licensure requirements or licensure examination pass rates.

The ISSAs are printed on poster-size documents which are posted throughout the campus and on the College's website. The ISSAs are relatively new with the first round of reporting out due in the summer of 2016.

The team has reviewed the elements and found the College is not in compliance with the Commission's requirements. See Recommendation 2.

### **Credits, Program Length, and Tuition**

#### **Evaluation Items:**

**X** Credit hour assignments and degree program lengths are within the range of good practice in higher education (in policy and procedure).

**X** The assignment of credit hours and degree program lengths is verified by the institution, and is reliable and accurate across classroom based courses, laboratory classes, distance education classes, and for courses that involve clinical practice (if applicable to the institution).

**X** Tuition is consistent across degree programs (or there is a rational basis for any program-specific tuition).

Any clock hour conversions to credit hours adhere to the Department of Education's conversion formula, both in policy and procedure, and in practice.

**X** The institution demonstrates compliance with the Commission *Policy on Institutional Degrees and Credits*.

[Regulation citations: 600.2 (definition of credit hour); 602.16(a)(1)(viii); 602.24(e), (f); 668.2; 668.9.]

#### **Conclusion Check-Off (mark one):**

**X** The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.

The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.

The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

#### **Narrative (add space as needed):**

Course credit hours are consistent with courses offered at colleges throughout the United States. Degrees are at least 60 credit hours in length. Laboratories classes are appropriately structured. Distance education is virtually non-existent as there tends to be few offerings (on average two courses per semester).

The institution demonstrates compliance with the Commission Policy on Institutional Degrees and Certificates.

### **Transfer Policies**

#### **Evaluation Items:**

- Transfer policies are appropriately disclosed to students and to the public.
- Policies contain information about the criteria the institution uses to accept credits for transfer.
- The institution complies with the Commission *Policy on Transfer of Credit*.

[Regulation citations: 602.16(a)(1)(viii); 602.17(a)(3); 602.24(e); 668.43(a)(ii).]

#### **Conclusion Check-Off (mark one):**

- The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
- The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
- The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

#### **Narrative (add space as needed):**

Information regarding transfers to another college are made available to the public through the Counseling Office. The College catalog contains information: regarding articulation to other colleges and universities (page 14); transfer applicants to Palau Community College (page 32); and pertaining to transfer credits (page 35).

The College complies with the Commission Policy on Transfer of Credit.

### **Distance Education and Correspondence Education**

#### **Evaluation Items:**

- The institution has policies and procedures for defining and classifying a course as offered by distance education or correspondence education, in alignment with USDE definitions.
- There is an accurate and consistent application of the policies and procedures for

determining if a course is offered by distance education (with regular and substantive interaction with the instructor, initiated by the instructor, and online activities are included as part of a student's grade) or correspondence education (online activities are primarily "paperwork related," including reading posted materials, posting homework and completing examinations, and interaction with the instructor is initiated by the student as needed).

The institution has appropriate means and consistently applies those means for verifying the identity of a student who participates in a distance education or correspondence education course or program, and for ensuring that student information is protected.

The technology infrastructure is sufficient to maintain and sustain the distance education and correspondence education offerings.

The institution demonstrates compliance with the Commission *Policy on Distance Education and Correspondence Education*.

[Regulation citations: 602.16(a)(1)(iv), (vi); 602.17(g); 668.38.]

**Conclusion Check-Off (mark one):**

The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.

The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.

The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

**Narrative (add space as needed):**

The College prints information listing the few distance education courses that are offered. The College refers to distance education courses as online courses. The courses are not fully online as tests for these classes can only be taken on campus making the courses hybrid offerings. Interaction with the students initiated by the instructors is regular and substantive.

The College complies with the Commission Policy on Distance Education and Correspondence Education.

**Student Complaints**

**Evaluation Items:**

The institution has clear policies and procedures for handling student complaints, and the current policies and procedures are accessible to students in the college catalog and online.

The student complaint files for the previous six years (since the last comprehensive evaluation) are available; the files demonstrate accurate implementation of the

complaint policies and procedures.

- The team analysis of the student complaint files identifies any issues that may be indicative of the institution's noncompliance with any Accreditation Standards.
- The institution posts on its website the names of associations, agencies and governmental bodies that accredit, approve, or license the institution and any of its programs, and provides contact information for filing complaints with such entities.
- The institution demonstrates compliance with the Commission *Policy on Representation of Accredited Status* and the *Policy on Student and Public Complaints Against Institutions*.

[Regulation citations: 602.16(a)(1)(ix); 668.43.]

**Conclusion Check-Off (mark one):**

- The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
- The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
- The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

**Narrative (add space as needed):**

The College has written documentation in the College catalog (page 26) and step-by-step information in the student planner (page 22) informing public of the student complaint process. The student handbook is provided to all students and faculty. There have not been any student complaints filed with the College in the past six years.

The College posts the address of ACCJC in the College catalog, unfortunately with the wrong address.

The College is in compliance with the Commission Policy on Representation of Accredited Status but is not in compliance with the Policy on Student and Public Complaints Against Institutions as it relates to Third Party Comment.

**Institutional Disclosure and Advertising and Recruitment Materials**

**Evaluation Items:**

- The institution provides accurate, timely (current), and appropriately detailed information to students and the public about its programs, locations, and policies.
- The institution complies with the Commission *Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status*.
- The institution provides required information concerning its accredited status as

described above in the section on Student Complaints.

[Regulation citations: 602.16(a)(1)(vii); 668.6.]

**Conclusion Check-Off (mark one):**

- The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
- The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
- The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

**Narrative (add space as needed):**

Palau Community College provides accurate, timely, and appropriately detailed information to students and the public regarding its programs, locations, and policies

The College is in compliance with the Commission Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status.

**Title IV Compliance**

**Evaluation Items:**

- The institution has presented evidence on the required components of the Title IV Program, including findings from any audits and program or other review activities by the USDE.
- The institution has addressed any issues raised by the USDE as to financial responsibility requirements, program record-keeping, etc. If issues were not timely addressed, the institution demonstrates it has the fiscal and administrative capacity to timely address issues in the future and to retain compliance with Title IV program requirements.
- The institution's student loan default rates are within the acceptable range defined by the USDE. Remedial efforts have been undertaken when default rates near or meet a level outside the acceptable range.
- Contractual relationships of the institution to offer or receive educational, library, and support services meet the Accreditation Standards and have been approved by the Commission through substantive change if required.
- The institution demonstrates compliance with the Commission *Policy on Contractual Relationships with Non-Regionally Accredited Organizations* and the *Policy on Institutional Compliance with Title IV*.

[Regulation citations: 602.16(a)(1)(v); 602.16(a)(1)(x); 602.19(b); 668.5; 668.15;

668.16; 668.71 et seq.]

**Conclusion Check-Off:**

- The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.
- The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.
- The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.

**Narrative (add space as needed):**

The College does not have audit findings from the USDE or other entities regarding the Title IV program. The College does not have a loan default rate as it does not provide loans. The College does not have contractual relations to offer or receive educational, library, or support services for meeting accreditation standards.

The College is in compliance with the Commission Policy on Contractual Relationships with Non-Regionally Accredited Organizations and the Policy on Institutional Compliance with Title IV.

# STANDARD I MISSION, ACADEMIC QUALITY AND INSTITUTIONAL EFFECTIVENESS

## Standard I.A – Mission

### **I. General Observations**

The College mission statement clearly defines and reflects programs and services offered throughout the institution. The College’s mission, “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” was approved by the governing board. PCC’s mission identifies goals and objectives that are focused on the functions and purposes of each service area. Each department and division of the College exists to support the institutional mission. The institutional self evaluation report incorporates and defines student populations, degree and credential offerings. These are supported by a strong commitment to student learning and achievement at PCC as well as regions within Micronesia. PCC’s STEM degree offerings are an example of a program central to the mission of the College that supports the needs of the community. Students graduate and are prepared to work and/or transfer to mainland Colleges with degrees that are in demand and reflect current emerging trends in professional preparation. (IA.1, I.A.3, ER 15, ER 6, ER 9)

The vision statement reflects the College efforts in striving to guarantee quality and excellence. The College’s academic, student support programs and services align with both the mission and vision. The College uses an institutional process labeled FAMED (Formulate, Assess, Measure, Evaluate, and Develop) campus wide to assess and evaluate all programs and services. Additionally, the College has identified goals and objectives for its program and services that aligned with its mission. Further, course, program, and institutional learning outcomes support the mission of the College. (IA.2, ER6, ER9)

### **II. Findings and Evidence**

The College ensures the success of its mission through the use of data and will continue to assure that the College priorities meet the education needs of the students. After fall 2015, the College will assess the institution-set standards and use the results to ensure that it is effectively accomplishing its mission and supporting educational needs of its students. PCC shares campus progress and updates with the community at large through its website, attachments to payroll stubs, radio broadcasts, the general catalog, management meetings, campus-wide dialogues and other mediums. Palau Community College regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure effectiveness in supporting academic quality and accomplishment of mission. College policies and practices include those related to the College Board of Trustees, College administration, personnel and students. (I.A.2, I.A.4ER 11, ER9)

PCC's degree and certificate programs support the College mission in offering academic and technical programs to students from the Republic of Palau and the Micronesian region. In 2013, the college created a Community and Public Health (CPH) degree at the request of the Palau Ministry of Health. The team found limited evidence, however, that the decision to develop this program was based on the analysis of quantitative and qualitative data and that the efficacy of the program to meet the needs of the community has been assessed. In 2012, an Academic Tutoring Center was opened to address concerns about completion of developmental courses. Though this decision was based on data, the team found no evidence that the effectiveness of this center has been evaluated. (I.A.2, I.A.3)

These examples are not sufficient evidence that the College uses data to assure itself of its effectiveness in accomplishing its mission or that the mission is central to determining institutional priorities. Additionally, though the College provided evidence of the alignment of program and service goals and objectives with its mission, the team found insufficient evidence of the direct role of the mission in decision-making, planning and resource allocation on a systematic, institution-wide basis. (I.A.3)

College publications containing policies, practices, data, and other accurate institutional information are shared within the College community as well as with the general public and beyond the Republic. An example of Palau's extension and sharing of campus information in 2014 was exemplary. The College invited the members of the Palau National Congress to the campus. The President and administrators provided to Palau elected leaders the status of the College including accreditation status, academic programs, and other vital matters, such as facilities, in support of student learning and achievement (I.A.3, I.A.4, ER9)

### **III. Conclusions**

The mission of Palau Community College aligns and supports programs and services. It has been approved by the governing board and published throughout the College and community. The College regularly reviews and revisits the mission statement. Each department and division of the College exists to support the institutional mission. The Institutional Self Evaluation Report (ISER) incorporates and defines student populations, degree and credential offerings. The mission of PCC is threaded throughout the ISER and is central to the success of the College. (I.A.4, ER6)

The College's program and services and the corresponding outcomes and objectives are aligned with and central to its mission. Implementation mechanisms are in place that ensures that the mission is being realized. (ER 9, ER15, ER16)

The College meets all the Standards and related Eligibility Requirements. A recommendation to improve institutional effectiveness is provided to ensure continued compliance with Standard I.A.2 and I.A.3.

### **IV. Recommendations**

#### **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 assure the broad distribution of this data. (I.A.2, I.A.3)

## **Standard I.B – Assuring Academic Quality and Institutional Effectiveness**

### **I. General Observations:**

Palau Community College engages in college-wide, ongoing and systematic dialogue about student achievement and learning. The College focuses on its students and their learning and to this end has defined and assessed appropriate instructional and non-instructional learning outcomes. Further, the College engaged in broad-based, data-driven dialogue to develop and implement institution-set standards by which it can assess the learning and achievement of its students in pursuit of continuous improvement. Additionally, the College has demonstrated the incorporation of data into planning and the development and use of institutional policies that facilitate and support student learning. The degree to which this achieved is assessed through regular program reviews that feed into planning and resource allocation and the ongoing evaluation of these policies and procedures.

### **II. Findings and Evidence:**

The team found evidence of dialogue about student achievement and learning occurring on a College-wide basis. This dialogue occurs informally between fellow faculty members (who demonstrate a high level of collaboration and support for each other), in department and faculty meetings, through program review, in the Retention Committee, and in the Committee for Programs and Curricula. Dialogue on Distance Education/Continuing Education specifically also occurs in the Distance Education Committee and the Technology Resource Committee. Further, through review of the evidence and interviews onsite, the team was able to verify that this dialogue occurs on an ongoing and systematic basis and leads to improvement. This dialogue demonstrates an understanding of the role of data and research in decision-making even as the College makes efforts to further develop the culture of evidence and its reliance on data for decision-making. That said, though the team found evidence of changes resulting in dialogue on student learning, it found limited examples of the efficacy of resulting changes being assessed and the loop being closed. (I.B.1)

The College has defined learning outcomes for all active courses and degree programs, and its Institutional Learning Outcomes serve as outcomes for the General Education program. However, the catalog contains 28 certificates that do not currently have program level outcomes. Additionally, PCC has defined outcomes for all service areas; however, those most recently developed have not been assessed which, in turn, has delayed the completion of the associated non-instructional program reviews. Faculty are involved in the development and assessment of all applicable instructional and non-instructional outcomes.

Course-level learning outcomes are assessed in the semester in which they are offered using the institution wide process, FAMED (Formulate, Assess, Measure, Evaluate, Develop) and through TracDat. Through a review of FAMED assessments for courses taught in the fall and spring 2015 semesters, the team was able to confirm that course level assessment is occurring on a systematic and ongoing basis. Further, there is ongoing, College-wide dialogue on course learning outcome data and these data are reviewed and used for improvement in the

instructional program review process. Additionally, data on student learning (often course outcome data, specifically) are used by the Colleges counselor's to monitor students who may be struggling. The team found much evidence of this in the College's Student Progress Reports.

Course-level learning outcomes have been mapped by faculty to program and institutional level outcomes. Based on this mapping, course outcome data have been aggregated to enable assessment at the program outcome level. Again, these assessments are reviewed and used to make improvements through the program review process. However, the team could not verify that course or program outcome data have been aggregated to directly assess student achievement of the College's published Institutional Learning Outcomes in an attempt to determine whether these outcomes have been attained.

Though the College has analyzed and used learning assessment data specifically related to developmental courses, the team did not find evidence of the systematic analysis of disaggregated data on student learning at the course, program, or institutional level. (I.B.2, ER 11)

In 2015, the College implemented its institution-set standards for student achievement (ISSA) which were developed by the Institutional-Set Standards for Student Achievement Committee through a year-long process of broad-based dialogue involving all constituents of the College. The ISSAs are based on longitudinal data and through review of relevant documents and dialogue with the committee, the team was able to verify the reasonableness of these standards. The College has assessed some of the ISSAs based on data from the fall 2015 semester. The remainder will not be assessed until July 2016 once academic-yearly data have been collected. As such, the College is not yet able to make a full determination on the extent to which it has achieved its institution-set standards. (I.B.3, ER 11)

The College's instructional and non-instructional assessment activities culminate in program reviews and this process is facilitated by the Institutional Assessment Committee. Through review of program review documents and interviews with relevant personnel, the team was able to verify that program review recommendations are used in planning, with those that require resources being prioritized and funded based on available finances. (I.B.4)

The College provided documentation that was verified through interviews with administrators, faculty, and staff that PCC has a program review process in place which has become integrated into the culture of the campus and is aligned with its mission. It is broad-based and cyclical, beginning and ending with the Executive Committee and aligned with the mission. Through it, there is ongoing, collegial, and self-reflective dialogue about continuous improvement in student learning and achievement, and institutional processes. It implements systematic, regular evaluation and re-evaluation of programs and services, and uses data to improve student learning and student achievement, planning, and budgeting. After review of the non-instructional program review cycle, however, the team found nine program reviews have been delayed until data on the recently defined related service area outcomes can be collected and analyzed. (I.B.5)

The team found that the College conducts regular assessment and evaluation of instructional and student support programs at the course and program levels. There is documented evidence, confirmed through interviews, that it uses data to drive program improvement—despite limited access to technology resources that are readily available to campuses in the United States. However, the team found no evidence that the College systematically disaggregates and analyzes data by subpopulations of the student body. That said, the team confirmed through interviews that through the ongoing dialogue that occurs, faculty are able to identify performance gaps, specifically with its developmental students, and provided evidence that strategies are implemented to meet student need and address these gaps. (I.B.6)

Interviews with staff and verification of documentation confirmed that the College has implemented a plan for regular assessment of policies and practices across all segments of the institution: instructional programs, student services, learning resources, resource management, and governance procedures. It is embedded in the program review process of the College and part of the College’s dialogue. Interviews confirmed and meeting minutes reflected that the College mission is part of the discussion when creating, implementing, and evaluating the plan. (I.B.7)

The team verified the College’s documentation of its communication with its internal and external stakeholders. There is institution-wide dialogue about SLOs and about the evaluation of course, programs, and services provided by units of the College. Information is provided to students, staff, and the community online, in College publications, over local radio and television stations, and through visits to outlying villages. (I.B.8)

Documentation provided by the College and interviews with staff and faculty confirmed that the College engages in continuous, broad-based, systematic evaluation and planning. This is evidenced in particular by the institutional planning process which results in regular updates and improvements to the Colleges Master Plan. These are communicated through the College’s 15-Year Institutional Master Plan Report Card document. The planning process is comprehensive, integrated, aligned to its mission, and has as its focus student learning and achievement. There is dialogue across all campus units: students, classified staff, faculty, and administration. Interviews confirmed that the constituents feel included and valued and that they are committed to the mission and goals of the campus.

The team identified that the College planning addresses both short- and long-term needs for their instructional, human resources, facilities, technology, and financial resources. The dialogue has led to improvements in courses, programs, services, data-collection and analysis, and resource allocations. (I.B.9, ER 19)

### **III. Conclusions**

The College engages in broad-based dialogue that is ongoing and systematic. This dialogue is based on the assessment of course and program level data. However, the College does not systematically disaggregate and analyze data. Additionally, though the College has defined outcomes for its courses, degree programs and service areas, it has not defined outcomes for the certificates that are currently the College catalog.

The team was impressed with the level of thought and reflection evidenced by the ISSA development process. That said, the College does need to complete its planned schedule of evaluation. Additionally, it will benefit from increased clarity regarding the data sources on which ISSAs 10 and 11 were developed and on which their achievement will be assessed.

The College engages in ongoing and systematic assessment activities aimed at improving student learning. These activities culminate in program review, and the resulting recommendations for improvement and for needed resources contribute to the planning and resource allocation processes of the College. Additionally however, though the College demonstrates efforts to further develop a culture of evidence and data based decision-making, the College would benefit from the documentation of its current policies and processes on the assessment of its courses, programs, certificates, degrees, and services and how the resulting data can and should be used for continuous improvement.

Though the College has demonstrated a commitment to academic quality and institutional effectiveness and has provided evidence of its efforts in this regard, based on the deficiencies described above the College does not meet all the requirements for this standard.

#### **IV. Recommendations:**

##### **Recommendation 1**

In order to meet the Standards, the team recommends the College define and publish all program level outcomes, including certificates, and integrate their assessment into the ongoing assessment activities of the college. (I.B.2, II.A.1, II.A.3, ER11)

##### **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)

##### **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)

##### **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, ER11)

##### **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)

## **Standard I.C – Institutional Integrity**

### **I. General Observations**

The College maintains processes and procedures that ensure that clear and accurate information is given to campus community members and the general public. The College provided information on the total cost of education, including tuition, fees, textbooks, and other instructional materials information in the general catalog, other College publications, and on the College website. The total cost information includes the resident tuition, non-resident tuition, room & board for student housing, and other required fees, such as application, admission, instructional support, and graduation fees. The College has a board-approved policy on academic freedom, which is published in its Personnel Rules and Regulations Manual (PRRM), general catalog, and student handbook. The principle of academic freedom is guaranteed to all faculty members acting within the scope and terms of their employment.

Policies on academic freedom regarding faculty teaching and student learning also apply to instructors of online courses. The College has established and published for all its constituents' policies and procedures that promote honesty, responsibility, and academic integrity. The policies include discipline and grievance procedures for non-compliance and are communicated to students through numerous publications.

The College requires, through a published policy, that faculty must always distinguish between their personal conviction and professionally accepted views in a discipline. Compliance to specific codes of staff, faculty, administrators, and students are also communicated to College constituents through the College website, campus bulletin boards, committee meetings, and through constituent group meetings, including the Faculty Senate Association (FSA) and Classified Staff Organization (CSO).

The College advocates and demonstrates honesty and integrity in its relationship with external agencies. It complies with Commission policies and discloses all reasonable information to the public in order to carry out its accrediting responsibilities.

### **II. Findings and Evidence**

The College utilizes processes which ensure that accurate and clear information is given to campus community members and the general public regarding College offerings, services, mission, and learning outcomes. The College has publications including its General Catalog, Administrative Procedures Manual, Fact Books, and Personnel Rules and Regulations Manual. These items evidence that the College presents accurate and current information to all parties. Evidence provided by the College and interviews with the College president and the Director of Development also evidence that it uses media, including a television and radio talk show, its website, and its annual fundraising event. These media communicate information to the community. Likewise, the College provides accurate information to all stakeholders regarding its accreditation status with the ACCJC. The College does not have any programs which are accredited by outside accreditors.

When changes are made to College policies, the College uses its website, attachments to payroll checks, and campus meetings to inform constituent groups of changes. Furthermore, evidence provided by the College and verified in person by the team showed that the campus has bulletin boards in which it also posts updates to the catalog, policies, and procedures. Interviews conducted by the team with the Director of Human Resources, the SLO Coordinator, the Committee on Programs and Curricula (CPC) and members of the Faculty Senate Association (FSA) indicated that policies, publications, and procedures are regularly reviewed. One example of this is the Curriculum Handbook which evidences the requirement that a course outline of record be reviewed once every five years. Previously, the courses were required to be reviewed every three years. The handbook was recently updated and reflects this change. Another example indicating the regular review of policies would be the minutes of the Policy Review Committee (PRC) and the culmination of their work. Since 2010 the PRC has revised board policies connected to personnel policies. Subsequently, they have created a revised version of the Personnel Rules and Regulations Manual (PRRM) which is currently being reviewed by the College president. As the PRRM had not been updated since 2005, the timeframe in which the PRC has updated the PRRM—including a line-by-line review of the handbook, seems reasonable. Interviews conducted by the team and comments during College forums suggested that campus community members were aware of where to find policies, procedures, and manuals associated with their jobs.

Additionally, constituent groups indicated that if an individual or group had a concern regarding a current policy or noticed that something may be in need of updating, they would be able to bring forward this concern to their constituent group leadership, who in turn would be able to address it via committee participation.

The College publishes a four-year catalog and an addendum of catalog changes is maintained by the College's Associate Dean of Academic Affairs. Furthermore, all catalog changes approved by the College are posted on a bulletin board on campus from the time of the change until the publication of the updated catalog. The team did find two instances in which degree programs included in the catalog had not completed their internal approval nor received approval by the ACCJC. However, the College was aware of this mistake and will remove them from the subsequent catalog. In this case, the fact that they print a four-year catalog rather than a yearly or two-year catalog explains this discrepancy. It is recommended that information regarding this mistake be included on the College's bulletin showing addenda to the catalog.

Participating in ACCJC training informed the policy making/review process starting with the Board's four year review cycle of its governance policies. For example, the Board began by reviewing its governance process policies first in 2015. "Ends Policies" are in review during 2016, "Limitations or Boundary Policies" will be reviewed in 2017, and "Board-Staff Relations Policies" will be reviewed in 2018. (I.C.1, I.C.5, ER 20)

The College's print and online catalog evidence that the catalog requirements are mostly met. The team did find evidence that the College has not adopted Program Learning Outcomes (PLOs) for its certificates or its STEM Associate of Arts degree program. (I.C.2, I.C.4, ER 20)

The College uses documented assessments of student learning and student achievement data to communicate matters of academic quality to campus groups, including faculty and administrators. The College maintains a culture in which student learning assessment data and student achievement data are shared with and by College community members. Evidence provided by the College included FAMED documents, evidence in TracDat, Program Review Reports, and committee meeting minutes from committees including the Committee on Programs and Curricula (CPC), the Executive Committee, and documents from campus training sessions regarding ISSAs and other events confirms this finding. Student learning and student achievement data are also shared with the public although this sharing could include additional points of evidence from both student learning and student achievement data. (I.C.3, ER 19)

Based on evidence provided by the College and validated by the team including the catalog and the financial aid handbook, the College accurately informs current and prospective students the total cost of education, including tuition, required fees, textbooks, and other instructional materials through the College publications such as the general catalog, and financial aid handbook. Interviews conducted by the team evidenced that students and faculty feel that textbook costs are high and books frequently arrive late. In some cases, this may delay students' awareness of the cost of a required course textbook. Faculty discussed this issue at the faculty forum, and some discussions are occurring to brainstorm solutions to this problem. The administration, including the College president and academic deans, are also aware of this issue although it was not clear from interviews with them that administrators have developed a plan to address this issue.

The team found evidence in the general catalog, student handbook, and Personnel Rules and Regulations Manual of a Board-approved policy on academic freedom. As such, PCC demonstrates its commitment to an educational environment that supports the professional exercise of academic freedom. Further, these policies make clear the institution's commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. (I.C.6)

PCC has established and published for all its constituents policies and procedures that promote honesty, responsibility, and academic integrity. Faculty are informed of these policies through an employee orientation upon hiring and through the Personnel Rules and Regulations Manual (sections 1.34 and 1.35 in the revised, forthcoming version of the PRRM). Additionally, the policies are communicated to students through new student orientation, the student handbook, the general catalog, the student planner, the SS 100 course, and course syllabi, as well as during the first two days of instruction at the beginning of new semester/session. (I.C.7, I.C.8, ER 13)

The College's policy on faculty distinguishing between personal convictions and professionally accepted views in a discipline is found in the Personnel Rules and Regulation Manual in section 1.36. When a policy that seeks to instill specific beliefs, such as a unifying set of ethical principles (the College's Unifying Principles) they are approved via the campus

committee structure and published in the catalog. (I.C.9)

PCC's codes of conduct for faculty and staff are communicated through the Personnel Rules and Regulations Manual. The code of conduct was approved in 2010. This policy is described in BP (10-04) and is included in the revised forthcoming version of the PRRM. The College's discipline policy is included in the forthcoming, revised version of the PRRM. Based on this policy, personnel may be disciplined due to a lack of honesty (PRRM 14.3.6). Code of conduct policies for students are also included in the student handbook, student planner, and general catalog. The team did not find that these policies are on the College website. (I.C.10)

The College offers courses to students in one foreign location (Yap). Interviews with faculty and administration confirmed that the College is operating its nursing program in Yap in conformity to the Standards and applicable Commission policies, including the Commission's *Policy on Principles of Good Practice in Overseas International Educational Programs for Non- U.S. Nationals*. Interviews with the College administration indicate that there is a very small enrollment for this program. The College is working closely with the Department of Health in Yap, Federated States of Micronesia to assure that these students can complete their program. The College is currently considering best steps for the future of this program and has not recruited any new students at this time. The College does not operate any additional programs in foreign locations, and therefore does not need to maintain authorization to operate in any additional foreign locations. (I.C.11)

The history of the College's relations with the Commission verifies that the College is committed to complying with the Accreditation Standards, Eligibility Requirements, Commission policies, and guidelines. The College communicates matters of institutional quality and effectiveness through the website, catalog, Fact Book, and through radio and television presentations. When directed to act by the Commission, the College has responded and met requirements within the Commission's established deadlines. All evidence reviewed by the team—including electronic and paper records of communication with, and reports to, the Commission and the College website including reports to the Commission—indicate that the College complies with Commission reporting requirements and procedures for team visits with one exception: The team did not find evidence that it complies with the Commission's *Policy on Rights and Responsibilities of the Commission and Member Institutions* as to third party comments. However, the College published an announcement of the opportunity to provide third party comments in the March 4<sup>th</sup> issue of the College weekly newsletter, which was published and presented to the team on March 3<sup>rd</sup>.

The College has not posted on its website its substantive change reports and the Commission's approval of three substantive change reports for new degree programs in STEM, Palauan Studies, and Community and Public Health. However, in keeping with the College's effective practices for notifying the public and campus community members, the Commission's action to approve these substantive change reports was announced on the radio at the College's annual fundraiser and on campus bulletin boards at the time of the approval. (I.C.12, ER 21)

The College represents itself honestly to federal, state, and private agencies and complies with regulations and statutes. Documentation of the institution's communications with its internal and external agencies, and interviews with staff, faculty, and administration, confirm that the College acts with integrity and in compliance with external agency regulations. The team found the College is consistent in how it represents itself accurately to internal and external stakeholders, through online and printed publications, and through radio and television presentations. In general, the College excels at communicating information regarding its accreditation to the Commission, campus community members, and the public. Evidence provided by the College showed that the College responsively communicated to the public when it went on warning in 2010. The president also discussed its warning status with the community via its television program. Swift actions were taken to address the recommendations noted by the 2010 visiting team. In turn, when the College regained its accreditation status, it communicated its return to reaffirmation of accredited status post haste to the campus community and to the public. This evidences that the College describes itself in accurate terms and communicates its accreditation status to the public. (I.C.13)

The College is a public institution with no investors and no shareholders. It is an independent educational institution with no shareholders. The College does not generate financial returns for investors, contribute to a related or parent organization, or support any external interests. (I.C.14)

### **III. Conclusions**

The College regularly reviews policies and procedures related to instruction, student services, human resources, and other aspects of campus administration. It maintains clear and accurate information, including a catalog and other policies and procedures. It presents itself with integrity to campus community members and to the public. The College should be commended for its efforts to inform the campus community and the public regarding its academic offerings and accreditation status. While the College may better communicate to the public matters of academic quality vis-à-vis student learning and student data, it represents itself with accuracy and integrity.

The College meets all the Standards and related Eligibility Requirements except for Standard I.C.12 and ER 21.

### **IV. Recommendations**

#### **Recommendation 4**

In order to meet the Standard, 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, ER 21)

## **STANDARD II**

### **STUDENT LEARNING PROGRAMS AND SUPPORT SERVICES**

#### **Standard II.A. – Instructional Programs**

##### **I. General Observations**

The College offers 21 degree programs, 28 certificate programs, and 318 credit and noncredit courses, which support the College's mission to meet the technical, academic, cultural, social, and economic needs of its students. The team confirmed through documentation and interviews with faculty and administrators that the College schedules courses over a two-year period to allow students to plan their course-taking and their time to degree completion consistent with ACCJC standards. There is a Semester Course Planning Process that includes instructional faculty, student life staff, and the registrar that ensures that the various perspectives are discussed and included in the schedule. The College aligns the schedule with student needs and program sequencing. The College uses standard, generally-accepted teaching methodologies, while adapting instruction to accommodate to cultural differences of their student population and the limitations of their technology resources.

The College's Committee on Program and Curricula (CPC) courses and programs are regularly and generally systematically updated. Pre-collegiate curriculum in English and mathematics are distinguished from College-level curriculum. As appropriate, these pre-collegiate courses serve as prerequisites for collegiate courses. Review of the College's programs and degrees indicates appropriate breadth, rigor, depth, and courses sequencing. The College follows the requirements of the US Department of Education's clock-to-credit hours formula.

Courses and all academic programs have defined learning outcomes. Students' success in courses is measured through the student learning assessment process. These outcomes map to program and institutional learning outcomes. Students' attainment of program learning outcomes are measured.

Results from student learning assessments lead to evaluations and improvements in teaching and learning. The College ensures that its faculty meet commonly accepted standards in higher education via the evaluation process as well as through requirements that course outlines and syllabi include the institution's defined learning outcomes.

Based on a review of the 2012-2016 General Catalog, the 15-Year Institutional Master Plan, the College's website and publications, the College awards credits and degrees consistent with its own policies and federal regulations. Credits and degrees are awarded based on students successfully completing course, program, and institutional learning outcomes. The College follows generally accepted norms for awarding credit and federal standards for clock-hour-to-credit-hour conversions.

Using the same source documents and verified through interviews, it was confirmed that the College has policies to address transfer-of-credit both internally and externally that ensure students are able to move among institutions of higher education without penalty.

The College provides a full array of student support services—instructional and recreational. The effectiveness of these services are assessed as part of the College’s integrated program review process.

Further, the College has developed articulation agreements with Colleges in the Pacific and on the US mainland and Hawaii that are appropriate to its needs, aligned to its mission, and in compliance with federal and accreditation standards. These agreements are regularly reviewed and evaluated according to the College’s established policies.

## **II. Findings and Evidence**

The College offers 318 courses and 49 degree and certificate programs. Programs and courses support the College’s mission. All courses and degree programs include defined learning outcomes. However, the team did not find evidence that certificate programs (including certificates of completion, academic subject certificates, and certificates of competency) as well as the College’s STEM Disciplines Associate of Arts Program include defined learning outcomes. Evidence from the College, including committee meeting minutes, assessment reports, and program review indicate the College creates and revises curriculum to support the needs of its students, including those within the Republic of Palau and within the geographic region of Micronesia. Students’ completion of a program with defined learning outcomes result in the attainment of learning outcomes and the achievement of a degree. (II.A.1, ER 9, ER 11)

The College ensures that curriculum meets generally accepted standards and expectations. New courses are approved through the CPC and the vice president of education and training; new degree programs require approval by the CPC, the president, and the board of trustees. New certificates require approval by the CPC and the president. The College requires that course outlines be reviewed on a five-year cycle and that programs are reviewed via the Committee on Programs and Curricula. As discussed in meetings of members with the CPC, the timeline for course revision was recently modified from three to five years. Evidence of the timeline for curriculum review for courses and programs is included in the curriculum handbook. Furthermore, the FAMED processes requires the review of course learning outcomes (CLOs) on a yearly cycle. Review of FAMED documents indicates that courses assessed from recent semesters follows a yearly assessment process and that reasonable accommodations are made if a course is not able to be assessed. For example, if a course is canceled due to low enrollment, it will be assessed in the subsequent term it is offered. In situations in which multiple sections of a course are taught in one semester, or in which a course offered every semester, faculty may choose to assess multiple sections of a course to obtain additional CLO data.

In addition to the College’s internal processes supporting the systematic review of curriculum and instruction, faculty and staff may update their skills based on trainings and conference attendance. For example, faculty in career technical education (Small Engine and Outboard Marine Technology) have recently completed trainings in order to update their teaching methods and instructional content. Courses in other areas, including electronics (solar

energy), have recently been revised. Evidence from interviews with faculty as well as CPC minutes substantiate that these revisions are driven by faculty members' understanding of student needs and changes in industry standards. Likewise, the College's status as a public institution serving the needs of its government and its close working relationship with key public- and private-sector partners provides opportunities for public stakeholders to provide input into curriculum development and revision.

The team evidenced that instruction offered by the College is of a high quality and meets generally accepted academic and professional expectations. The team participated in seven in-person classroom visits and also observed all of the College's courses which are offered on line. Face to face classes included traditional lecture courses, lecture and discussion courses, and interactive, problem-based lab work in a career and technical education course. Students and instructors were engaged. Classes were generally full despite the fact that it was midterm's week and many students mentioned they were trying to find as much time to study as possible. Students were generally well prepared for courses and brought appropriate materials, including writing utensils, notebooks, and books.

Online courses observed evidenced regular effective contact between instructors and students with a variety of regular opportunities for students to learn via direct contact with their instructors and through group assignments. (II.A.2)

The team did not find evidence that the College has developed learning outcomes for certificates of completion, academic subject certificates, and certificates of competency. Interviews with the College's SLO coordinator, department chairs/coordinators, and members of the Faculty Senate Association (FSA) substantiate that faculty have primary authority for the development of, and revision to, curriculum including CLOs.

Syllabi provided by the College as evidenced in the Institutional Self-Evaluation Report include the learning outcomes on the correlative course outlines of record (CORs). The team also reviewed a random sample of approved CORs to correlate the CLOs included on current syllabi from the fall 2015 and spring 2015 semesters. The majority of CLOs included on CORs matched those on the syllabi. In a few cases there were some minor differences. In a minority of syllabi, there were substantial differences between CLOs on the syllabus and on the COR. There were some instances where syllabi the team reviewed included CLOs which were different from the approved course outlines of record. As evidenced by program learning outcome assessments included in academic program review documents, PLOs for degrees are generally assessed within a three-year cycle based on CLO results. Ultimately, the team did find that two academic programs had not been completed as indicated on the College's program review cycle. However, as evidenced in interviews with the College's ALO and Associate Dean, it appears that unexpected staffing changes resulted in these lapses. The team also found that two programs included in the catalog (Architectural Drafting and Auto Body Repair) have not completed program assessments or program review. Interviews with the ALO and the Associate Dean indicated that these programs should not be included in the catalog as they had not yet been approved by the ACCJC. (II.A.3)

Pre-collegiate curriculum offered by the College prepares students for success in College-

level courses. Pre-collegiate English and mathematics courses are linked to College-level courses in these and other disciplines. Based on course content, the College distinguishes between collegiate and pre-collegiate coursework. The College supports students in their learning process and advancement to College-level curriculum through learning center resource support, and a robust academic advising system. Degree program admission requirements indicate that pre-collegiate and collegiate-level curriculum are identified in the catalog. (II.A.4)

Course sequencing and scheduling allow students to complete a degree program within approximately two years assuming that students take at least 30 credit units each year. The College catalog explains the policy on cancelled classes including those which meet general education requirements and for occupational courses (page 37). The College's administration, counselors, and faculty work together to ensure that students strive to complete necessary coursework within a timely manner.

Moreover, the College has clearly identified the scope of curriculum that should be included in its different program categories including Associate of Applied Science, Associate of Science, and Certificate programs. Review of degree and certificate programs along with course sequencing provide evidence that the College has appropriate breadth, depth, and rigor of course offerings. Programs are developed based on faculty expertise and partnerships with public stakeholders and the Palauan government. Evidence from the College suggests that these partnerships serve as methods for program content to be evaluated, revised, and when needed, improved. (II.A.5, ER 12)

The College should be commended for its responsiveness to community needs in terms of course and program offerings, such as its development of a Palauan Studies Program.

The team confirmed through review of the College schedules and interviews with faculty and administrators that the College schedules and offers courses that allow students to complete a program of study in a two-year period provided students complete a minimum of 30 credit units each year. (II.A.6, ER 9)

The College uses standard, generally-accepted teaching methodologies, including regular input from counselors, while adapting instruction to accommodate to cultural differences of their student population and the limitations of their technology resources. (II.A.7)

The team confirmed through documentation and interviews that the College validates the effectiveness of English and math placement tests to ensure they are unbiased and a valid measure of student learning. The reading and writing placement tests are reviewed and revised every three years. Formal changes are introduced by the departments, approved by the Committee on Programs and Curricula and the Dean of Academic Affairs. The College has a process in place for students to challenge developmental English and math courses to account for prior learning. Students can receive credit through the challenge test. These challenges tests are also reviewed regularly to ensure they are aligned with the course SLOs and to ensure validity and reduce bias. As the College has created more alignment through the program review process, there are more department-wide course and program

examinations being used. The College is using the same review and approval process: department, CPC, and Dean for these tests. (II.A.8)

All courses and degree programs have defined learning outcomes. Students' success in courses is measured through the student learning assessment process. These outcomes map to program and institutional learning outcomes. Credit for courses is based upon a College-wide standard of 70 percent achievement of course-level learning outcomes. Course credits are awarded following the generally accepted Carnegie credit hour units. The College follows generally accepted norms for awarding credit and federal standards for clock-hour-to-credit-hour conversions. (II.A.9, ER 10)

Transfer policies at the College can be found in the College catalog, student handbook, and in the counselors' offices. The College accepts credit courses from accredited Colleges toward the requirements of degrees offered at the College. Articulation agreements are in place with San Diego State University, California and Eastern Oregon University and Western Oregon University. (II.A.10, ER 10)

The Institutional Self Evaluation Report (ISER) provides evidence (course outlines, FAMED documents, and the Institutional Learning Outcomes (ILOs) course matrix) to show that the College has integrated learning outcomes and information competencies into courses and programs which are linked to the ILOs. The College provided documentation showing that the College assesses and modifies learning outcomes, and that students are achieving those desired outcomes. The ISER mentioned that the curriculum does provide for diverse opinions within the course. The catalog lists the College's statement of academic freedom indicating that diverse opinions within the course are permissible.

The FAMED document and the ILO course matrix provide the impression that there is a culture of evidence within the organization.

The ISER did not provide sufficient narrative or evidence regarding the criteria used to determine the "breadth, depth, rigor, sequencing, or time to completion" for each program it offers. (II.A.11)

General education courses are a component of the College's Associate of Science, Associate of Applied Science, Associate of Arts, and Associate of Technical Studies degrees. The catalog clearly lists the degree-specific and general education course requirements for each degree. The courses are created and modified by discipline faculty. The faculty creates the structure of the degrees and the SLOs for courses and programs. Industry partners do provide input which is used to modify courses and SLOs as needed. (II.A.12, ER 12)

All degree programs in the College catalog list courses that are focused on an area of inquiry specific to the degree. Learning outcomes for the courses and programs are listed in the course outline with assessment information shown on FAMED documents. Mastery of many degree programs are assessed through passing grades and by a degree-specific internship course. Nursing majors are required to complete field work, complete all coursework with passing grades, and apply for Republic of Palau licensure. (II.A.13)

CTE programs work closely with local industry to tailor the programs to the needs of the industries. Internships are required of all CTE students. The College reports that many of its students are hired upon completion of their programs. The College verifies the currency of the former student's employment when faculty visits the worksites for new student internships. CTE faculty develops SLOs that are specific to the subject matter, but are also informed by input from their advisory committee members. (II.A.14)

Students are allowed one semester to choose a new program of study if the College decides to discontinue or significantly alter a program of study. The College provides career counseling to the students if desired. Students that have completed 50% or more of a program of study will be allowed to continue the discontinued or significantly altered program of study. (II.A.15)

The College requires all programs to undergo a program review every three years to assess the currency of the program, update or change course and program SLOs, request resources including professional development, list the program's strengths and weaknesses, and create an action plan to address identified changes for improvement.

The instructional program review requires faculty to use data to assess the following: Student enrollment; pass/credit rates; fail/no credit rates; percentage of students auditing a course; percentage of students withdrawing from a course; the number of students graduating from the program; class size; percentages of students in lecture and laboratory settings; full-time to part-time faculty ratio; faculty to student ratio; and the number of sections offered in the program.

The Maintenance Assistance Program (MAP) is on a one-year program review cycle as required by law to produce annual reports of their services.

Results from instructional program reviews and FAMED have resulted in changes to the curriculum, facilities upgrades and room changes, the addition of personnel, and new equipment. (II.A.16)

The College offers a limited number of online courses. Online course proposal and development follow the Distance Education Committee (DEC) procedure. Web Enhanced, Hybrid and fully online courses follow an approved course online proposal process. The course needs to be ready for review at least six weeks prior to the semester being offered and fully developed at least four weeks prior to the semester in which the course is offered. This proposal must receive the signature of the dean of academic affairs prior to the start of course design and implementation. A course-building checklist is presented to each instructor interested in designing an online course. It is recommended that the Distance Education Committee expand the existing checklist to incorporate more specific best practices related to current pedagogy in online course design. There is an accurate and consistent compliance with regular and substantive interaction between the instructor and students as well as students to students. Forums require students to interact in an asynchronous format in the discussion boards within Moodle.

Assessments are infused in PCC's online courses within each module. Students are given a self-assessment prior to the orientation of the course to ensure that they are prepared for their online experience. Students also meet with the instructor in the Online Lab for orientation and midterm and final assessments that are administered in a traditional format. Faculty training is in place for the use of the course management system. The College is meeting current policy on distance education, and has a comprehensive assessment process in place. (II.A.1, II.A.2 II.A.3, II.A5, II.A7, II.A.9)

### **III. Conclusion**

Palau Community College offers courses and programs that are consistent with its mission, in demand by the community it serves, and of sufficient length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The College ensures that all curriculum meet a rigorous standard from course creation to the Committee on Program and Curricula approval and on to review and approval by the president of the College. Learning outcomes are assessed at the course, program, and institutional levels. Curriculum is clearly noted at the pre-collegiate and collegiate level. Courses are offered in a manner that enables students to complete in a timely manner. Courses are exclusively offered in person with the exception of two or three online courses per semester. The online courses require testing on campus which makes the courses seem more like hybrid courses than true online courses. The awarding of course credits is based upon student completion of at least 70 percent of course learning outcomes. All course learning outcomes are linked to program learning outcomes and institutional learning outcomes. Credits are accepted from accredited transfer institutions and are applied to degree and certificate completion. There is institution-wide dialogue about SLOs and about the evaluation of course, programs, and services provided by units of the College. General education requirements are a core component of degree programs at the College. Degree programs are built upon an established core set of discipline specific courses. Students completing technical programs complete an internship which helps to verify their competency of the discipline subject master. Eliminated programs are taught out if students have completed at least 50 percent of the degree requirements. Lastly, the College strives to update all courses and programs to maintain relevance.

The College meets all the Standards and related Eligibility Requirements except for Standard II.A.1, II.A.3 and ER11.

### **IV. Recommendations**

See Recommendation 1.

See Recommendation 2.

#### **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 campuswide reference. (III.A.14 and Commission Policy on Distance Education and on Correspondence Education)

## **Standard II.B – Library and Learning Support Services**

### **I. General Observations**

The College provides library and learning support services to students and staff through a variety of programs and services, including the Tan Siu Lin PCC Library, Learning Resource Center (LRC), the Western Curriculum Coordinating Center (WCCC), Education USA Advising Center, and the PCC Computer Labs. An array of print and digital resources are available to students, including remote access to electronic periodical databases and research guides. Facilities are staffed to ensure students receive services and access to resources. The largest library in the Republic of Palau, the college library serves as a community resource, open to everyone in Palau, with 10,030 active patrons, which represents approximately half of the total population. The Palau Community College Library hosts the Palau Union Catalog (PUC). The Palau Union Catalog, hosted by the College library, makes available the information of other libraries in Palau. The other libraries in Palau include the Palau Public Library, the Olbiil era Kelulau (Palau National Congress) library, the Palau National Museum library and the libraries from the public elementary schools. (II.B1, ER17)

The learning services is comprised of tutoring services, career exposure and career/transfer counseling provided by the Learning Resource Center (LRC); academic tutoring provided by the Academic Tutoring Center (ATC); and computer technology services by computer lab. The College assesses the effectiveness of learning support services through service users' satisfaction surveys and assessment of service area outcomes. (II.B1)

PCC relies on appropriate expertise of faculty, library staff, and other learning support services professionals to select and maintain educational equipment and materials to support student learning and enhance the achievement of its mission. (II.B.2, ER 17)

Student learning outcomes at the course, program, and service area levels at PCC are mapped to the institutional level learning outcomes. PCC systematically evaluates the library and other support services through the overall institutional process entitled FAMED (Formulate, Assess, Measure, Evaluate, and Develop). FAMED is threaded throughout campus programs and service areas. It forms, defines, and evaluates individual defined learning outcomes within the campus library and learning support services. The student learning outcomes are assessed every six months or once a year (depending upon the need) through various activities. The library uses a customer satisfaction survey as well as a computer lab evaluation to measure the accessibility and quality of the services provided. (II.B.3)

PCC uses program review, service area and course level assessments, and evaluations to make needed changes to the library and learning support services areas. Discussions that generate changes and enhancements to the evaluation process are held at the Library Staff meetings at PCC. Once the evaluations have been collected, the results are shared and discussed at the Library Staff meetings. The collected evidence provides a basis for discussion and a decision-making process on how best to improve the particular program or service. (II.B.3)

The library's collection directly supports the Institutional Learning Outcomes (ILOs). In order to meet student learning needs, the library focuses on accessibility of materials and services for students and community members. Priorities and selection criteria have been assessed and are listed in the Library Policy Manual. The quality of the collection is defined, determined, and maintained by how well it supports the academic programs as well as usefulness to the students. (II.B.3)

## **II. Finding and Evidence**

Palau Community College provides library and learning support services to students and staff through a variety of programs and services, including the Tan Siu Lin PCC Library, Learning Resource Center (LRC), the Western Curriculum Coordinating Center (WCCC), Education USA Advising Center, and the PCC Computer Labs. The PCC Library serves students, faculty, staff, and the general community. The Learning Resource Center and the PCC Computer Labs exist to serve students and support the College curriculum. The Western Curriculum Coordinating Center houses a special library collection that provides information resources to the community, instructors, and PCC technical programs. (II.B.1, ER 17)

The mission of the Tan Siu Lin PCC Library is to support the academic programs at the College and to promote lifelong learning in the wider community with high-quality, accessible resources, information literacy training, and public outreach activities. It is the largest library in the Republic of Palau, with collections totaling 43,000 plus. While most of the materials are in English, the collection does include materials in Palauan, Japanese, Mandarin, and other languages. (II.B.1, ER 17)

The PCC library is the Republic of Palau's official depository library for all publications issued by the United Nations, the Secretariat of the Pacific Community, World Health Organization, the Food and Agriculture Organization of the United Nations, the Environmental Resource Center, and the South Pacific Regional Environment Program. The library also maintains an extensive Micronesia-Pacific Collection, a unique collection of materials on the Pacific region and Micronesia, with particular emphasis on Palau. (II.B.1, ER 17)

The Western Curriculum Coordinating Center (WCCC) collection, 15,000 plus volumes of printed material and A/V resources on vocational and technical programs, is housed in a separate building in close proximity to the PCC Library. The collection was relocated from the University of Hawaii at Manoa in 2008 as a way to assist in the research and development of vocational and technical curricula and activities. (II.B.1, ER 17)

The Teen Space and the Kids' Korner were updated in 2015 with new furniture designed for children and young adults. In addition, the library also houses a conference room that is utilized by faculty, staff, student groups, and community users. In 2015, the second floor was turned into a commons area for group study. Quiet conversation is allowed, and long tables help facilitate group work. (II.B.1, ER 17)

The PCC Library has established outreach programs to include underserved community

members and to provide the best service possible. Library staff conduct read-aloud sessions to students from the pre-school located on PCC campus. Library staff travel to elementary classrooms on a weekly basis through the book mobile program that is a program established between Palau Community College and the Palau Ministry of Education. (II.B.1, ER 17)

Student surveys indicate positive levels of satisfaction with library services. Patron satisfaction surveys are also conducted on a regular basis to assess services. The library has a customer satisfaction survey and also a library computer lab evaluation that measure the accessibility and quality of services. Patron satisfaction with the library computer lab reached 82 percent in fall 2014. In a spring 2015 survey on New Services and Patron Satisfaction, results showed 91 percent of patrons were satisfied with the library services and resources. (II.B.1, ER 17)

The library provides services to students to develop skills in information competency through instructional sessions and one-on-one reference interactions. The primary tool for assessing the attainment of information competency skills in instructional sessions is the use of student satisfaction surveys. During 2011-2012, the goals and learning outcomes were developed. In spring 2012, the Library User Satisfaction Survey and Library Computer Lab Survey were first administered in fall 2012. When the Library User Satisfaction Survey was again assessed in fall 2014, results showed that 80 percent of the students were at the proficiency level for the student learning outcomes aligned with this assessment tool. (II.B.1, ER 17)

Every semester, new students at PCC are required to enroll in SS100, Introduction to College course; in which a section is devoted to a library bibliographic instruction session. In SS100, a Library Scavenger Hunt was used to assess student information competency skills. The survey activities are distributed after each SS100 course orientation to measure student learning. The assessment of student learning relating to informational competency could be strengthened through evaluation tools beyond satisfaction surveys. (II.B.1, ER 17)

The library's collection supports the Institutional Learning Outcomes (ILOs) by access to resources from a diversity of viewpoints and perspectives, cultures, and behaviors of the greater world, role models of moral and civic duty, and a wide breadth of disciplines and schools of thought. The assessment of the effectiveness of the library's collection impact on the institutional learning outcomes is not explicitly measured. (II.B.1, ER 17)

There are three computer labs available for student use on campus. What is referred to as the Online Lab, is used for online courses and the students enrolled in online courses. It contains 20 student computers, running Windows Vista. There are always at least two lab assistants in this room whenever it is open. Free printing is available for students in this lab. The lab has its own DSL line and server to ensure that students learning in an online format have access to their course materials and can participate in class activities. The courses offered to PCC students are taught in an asynchronous online format, where the student can work on their own time when available.

The second computer lab is an open lab containing 19 Windows XP computers with MS Office 2010 and offers free printing for students. The third student computer lab is located in the library, and contains 20 PCs, 5 iMacs, and a separate scanning station. In addition, the

library has five laptops available to patrons for in-library use. The computers are equipped with the Microsoft Office Suite and Internet connections for online database research, email, and general Internet searches.

The Online Lab is evaluated by a survey designed by the Institutional Research Office. The results from all computer lab surveys are reviewed by the Technology Resources Committee to determine the priority areas for allocating College resources to improve computer lab services in conjunction with the Technology Resources Plan that has been developed. At the end of summer 2011, the lab underwent its first assessment using an assessment tool similar to the Online Lab's tool. All areas of assessment reached a satisfaction rate of 90 percent or better with the exception of the hours of operation, which received an 87 percent satisfaction rating. The College assesses the effectiveness of learning support services through service users' satisfaction surveys and assessment of learning outcomes. (II.B.1)

Palau Community College offers a nursing degree program in the state of Yap, Federated States of Micronesia (FSM). Library and learning support services provided to students in the nursing degree program at Yap State Department of Health are provided by the department's medical library. Tutoring services, technology services, and other support services for students in the nursing degree program at Yap State are available through contracted facilitators by Palau Community College and Yap State Department of Health support staff which includes the department's chief nurse, who is currently the nursing program coordinator and staff from the Area Health Education Center (AHEC) in Yap State, FSM. (II.B.1)

The learning support services of the College include three primary components: Learning Resource Center (LRC); academic tutoring provided by the Academic Tutoring Center (ATC); and computer technology services. The Learning Resource Center (LRC) administers the Asian American and Native American Pacific Islander-Serving Institutions Program (AANAPISI); Placement Testing and the institutional Test of English as a Foreign Language (TOEFL). (II.B.2)

The library's collection development policy defines the scope of material and equipment selection. There is a mechanism for faculty to request purchases for the library. The library utilizes reports generated through the integrated library system to access the collection for usage, depth, currency, and variety. Priorities and selection criteria have been assessed and are listed in the Library Policy Manual. Evaluation of the library collection and library services is a priority for Palau Community College Library staff. Collection maintenance is an integral role in the library's overall collection development strategy. (II.B.2)

Collection maintenance is accomplished through weeding, replacement, and duplication of titles and is guided by general criteria outlined in the Library Policy Manual. Weeding is done on a regular basis to keep the collection in good repair and up-to-date. The Library Director has the overall responsibility for the development of the library collection, 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 library assesses this through customer satisfaction surveys. Another means of assessing this is through the electronic statistical data provided through the Follett Software system. This library software system

provides user information for books lent by the library. (II.B.2)

The Learning Resource Center provides tutoring services, academic advising and counseling, career exposure, and career/transfer counseling. Academic tutoring is provided by the Academic Tutoring Center (ATC); and computer technology services are provided by computer lab. All offer an array of quality services to improve student learning. These services include comprehensive tutorial services, computer lab, large study room, and many partnerships with academic departments. (II.B.2)

The Learning Resource Center provides instructional software supporting programs such as English, nursing, and chemistry, textbooks, lab manuals and solution manuals from a variety of disciplines. Peer- and instructor-led tutoring is available to students in English and mathematics. Students requiring tutorials in other disciplines receive ad hoc peer tutoring. The learning support services faculty and staff meet regularly to review software, instructional materials, and equipment to support student learning. Instructional and resource materials are in accordance with classroom materials designated in faculty course outlines and based on student needs. (II.B.2)

The library and Learning Resource Center have completed multiple cycles as part of the College's FAMED resource allocation and planning processes. The library and learning services have developed program-level outcomes for services and assesses outcomes through annual surveys and questionnaires. Dialogue of outcomes, objectives, and resource requests occurs at several levels from department, division, to College. Results from annual student surveys are used in planning, assessment, and decision-making processes. There is evidence through documentation and interviews that outcomes are assessed and improvements made based on the assessment of survey results. The library and learning center are adaptive and continuously improve to provide quality programs and services. (II.B.2)

The collection clearly supports the Institutional Learning Outcomes (ILOs) of the campus. Besides encouraging and supporting the various academic programs on campus, the library presents to the College and community an open doorway to participation in cultures and behaviors of the greater world, role models of moral and civic duty, and representations of the arts in all forms and from all eras and locales. (II.B.3, II.B.4, ER 17)

The Tan Siu Lin PCC Library clearly supports the academic programs at the College and promotes lifelong learning in the wider community evidenced by high-quality, accessible resources, information literacy training, and public outreach activities. PCC ensures that the library is maintained as a community resource, open to everyone in Palau, and serves approximately half of the total population. Students and community members have access to 19 computers that allow for use of email, word processing, and research. There are traditional student support library resources available that include access to printers, special collections, and books on reserve that offer reserved titles for College courses. It is the largest library in Palau and offers collections totaling approximately 50,000 titles. Books are available in various languages that represent the linguistic diversity of Palau's population. The PCC library is the Republic of Palau's official depository for all publications issued by the United Nations, the Secretariat of the Pacific Community, World Health Organization, the Food and Agriculture Organization of the United Nations. The library collections carry important

resources that archive valuable publications of the home culture. (II.B.4)

The library and learning center rely upon campus maintenance services and technology services for general maintenance, cleaning, security, and repair of the building and equipment. Service contracts are kept for most office equipment and for the integrated library system. Suitable security measures are taken to ensure the integrity of data, systems, and equipment. (IIB.4)

The Library and Learning Resource Center provides adequate information and learning support services for its mission and instructional programs. Resources are delivered through ownership or contractual agreements providing long-term access to support student learning and instructional programs. (ER 17)

### **III. Conclusion**

Review of library and learning support services indicates a high level of student satisfaction and success supporting student learning throughout the College's service area. Both the library and learning center are hubs of student activity and innovative programming. The library offers several special collections (United Nations; Micronesia) and program areas (Teen Space; Kids Korner) to support the diverse needs of the community. Staff are positive and dedicated to providing services to supporting student achievement and creating a welcoming environment. The library continues to focus on improving consistent ongoing assessment tools and outcomes to gauge student development of information competency skills.

The renovated and expanded facilities provide modern, open, and supportive spaces enriching teaching, learning, and discovery. Student surveys have indicated that library and learning support services have a high level of student satisfaction over multiple years.

To effectively support library services, staffing level objectives identified in College action improvement plan should be implemented.

The College meets all the Standards and related Eligibility Requirements.

### **IV. Recommendations**

None

## **Standard II.C – Student Support Services**

### **I. General Observations**

Palau Community College provides a comprehensive array of student support services to support its mission and help students learn, develop, and succeed. Services are provided by many departments and programs in many locations across the campus and at remote sites including in Yap State, FSM, where the Nursing program is co-located. Several resource centers for student learning support exist, transportation to extension campuses is provided, travel grants from other islands is available, on-campus housing accommodates up to 137 students, and plans for expansion of services are described in the Institutional Self Evaluation Report. The College communicates critical safety and security tips and guidelines for reporting crimes through its website, in student publications such as the Student Planner, and during New Student Orientation. (II.C.3, II.C.5, ER15).

Academic advising/counseling duties are the primary responsibility of the Student Life Unit and the Learning Resource Center. Program-specific academic advising is also provided by program coordinators/department heads.

Students are supported by academic faculty who communicate student progress to counselors by completing student progress reports three times a semester. Students receive academic advising throughout their time at the College through New Student Orientation, an Introduction to College course (SS100), Individual Educational Plans (IEP), and Student Progress Reports (SPR). Information is also shared through workshops, bulletin boards, student publications, and the College website (II.C.5, ER 16).

The Student Services Division uses student outcomes and service outcomes to inform operations and continuous improvement of services (II.C.1, ER 15, II.C. 2). Student feedback about various services is solicited through a variety of means and at different points in time. The College has aligned learning outcomes at the course, program, service area, and institutional levels with 100 percent of courses incorporating SLOs. There is institution-wide dialogue about SLOs and evaluation of services provided by various units in the College. Staff in those units review the data to plan improvements to services; some do so on a monthly basis. A cycle of assessment and improvement exists and involves constituents from many levels. Performance evaluations of employees directly responsible for student learning include a requirement of using assessment results of student learning to improve performance (II.C.2).

Opportunities for professional development of student services staff are provided by the institution and travel support exists for the purposes of professional development. Institutional professional development days are established and published in the Student Planner which is distributed to students and faculty. Student development is supported with a diverse program of co-curricular and other activities including governance (Associated Students of Palau Community College), recreation, intramural and national sports, College transfer, career readiness, and internships. Co-curricular and athletic activities are appropriate to the mission of the College, and student feedback is gathered and used to inform improvements in delivery of these activities. (II.C. 4)

The College adopts, articulates, and adheres to admission policies consistent with its mission. Application information is organized into six categories: first-time, transfer, international, dual enrollment, non-degree, and enrichment—which is reflected in the College’s mission. Placement tests for math, writing, and reading are reviewed periodically (II.C.6, II.C. 7).

The Admissions and Financial Aid Office, Registration and Records Office, Business Office, Academic Affairs, along with other units within the Student Service Division, are responsible for student records. Records are stored securely and confidentially and are maintained in accordance with FERPA regulations. Secure handling of the information in digital format is the responsibility of the College Computer & Data Processing office. (II.C.8) FERPA policies are made available in the General Catalog, a FERPA brochure, and on the College’s website.

## **II. Findings and Evidence**

Based on a review of the 2012-2016 General Catalog, 15-Year Institutional Master Plan 2009-2024, College website, publications, Accreditation Institutional Self Evaluation Report and attendant evidence, Palau Community College achieves its educational goals for students through comprehensive support services for students offered throughout the campus and off-site locations and by different units.

Student services are provided in spaces and by units such as the PCC Library; the Learning Resource Center (AANAPISI program services, placement and TOEFL testing, instruction, tutoring, study lab, technology resources for students, and career/transfer counseling; the Open Lab; the Online Lab); the Office of Admissions & Financial Aid; the Student Housing unit; and the Student Recreation unit. Student health services are provided through a contract between the College and the National Hospital. Academic advising/counseling duties are the primary responsibility of four counselors in the Student Life Unit and one career/transfer counselor in the Learning Resource Center. One vacancy exists in the Student Life Unit and at the time of the team visit; the position was under recruitment. The Transfer counseling position is vacant and not being recruited; students interested in transfer to other institutions may contact any of the counselors from the Student Life Unit for information on transfer institutions.

Students are well-informed of requirements for success in, and completion of, academic courses, certificates, and degree programs. Information is disseminated through multiple channels including numerous publications like the general catalog, program brochures, and the College website. Course schedules for each semester are provided on the College’s website and in hardcopy. The College defines and advises students on clear pathways to complete degrees, certificates, and transfer goals in a variety of ways, including the general catalog, new student orientation workshops, the mandatory Introduction to College course (SS100), Individual Educational Plans (IEP), and the Student Progress Reports (SPR) that academic faculty complete three times a semester. Students are active participants in shaping their academic journey, guided by academic advisors and instructors who help them map their academic plans and support and monitor those plans throughout their enrollment at the College. A Student’s Bill of Rights is published in the general catalog, student handbook, and student planner. Students are informed of complaint/grievance procedures. No complaints

have been filed by students in the period covered by the current Self Evaluation Report.

There is evidence of alignment between student learning outcomes, institutional planning, resource allocations, and institutional improvement. A General Education Philosophy is clearly articulated and connected to Institutional Learning Outcomes (ILOs) which are assessed and discussed regularly. The College has institutionalized the FAMED process of comprehensive institutional assessment that includes aspects of data collection and analysis, as well as continuous evaluation for the purposes of institutional improvement. Departmental and division goals are aligned to Institutional Learning Outcomes. There is a schedule for reviewing outcomes at all levels and there is stated awareness that changes to an outcome at one level may have implications for outcomes at other levels. Institution-Set Standards for Student Achievement are made public via the College's website (<http://pcc.palau.edu/wp-content/uploads/2013/07/ISS-document.pdf>).

The College uses tools such as evaluation forms, surveys, and ILO matrices to regularly assess services. Student feedback is solicited for courses, workshops, events such as New Student Orientation, and co-curricular activities. The College purchased the TracDat system in 2013 and plans to use it to support assessment and improvement efforts in the area of student services. As noted elsewhere in this report, the College uses TracDat to support regular assessment and improvement of instructional services. Student usage of services is tracked through sign-in sheets. Palau Community College is committed to evidence-based continuous improvement to support achievement of its mission and vision of educational excellence. Student Support Services delivery exemplify the institution's values/unifying principles.

Student diversity is valued and supported at PCC. Diversity is an ILO and is achieved in numerous ways, including offering a diverse range of educational options and courses; using course teaching methods and delivery modes that reflect the diverse learning styles of students; encouraging expression of diverse perspectives; providing programs to support a diverse student population; and recruiting, hiring, promoting, and retaining a diverse workforce.

Though the College does not have any distance education programs, distance delivery is used by the College to meet the needs of its students and to expand educational opportunities to those it serves. Campus-based, face-to-face and hybrid courses are supplemented by online sections, and an Online Lab is dedicated to students enrolled in online courses. It is equipped with a dedicated Internet Digital Subscriber Line (DSL). During the site visit, the team learned that one method of accommodating the needs of students was by the College traveling to remote villages of the country, surveying their needs, developing training to address those needs, and then returning to the village to deliver the training.

Admission requirements support the College's commitment to an open-door policy. Placement tests for reading, writing, and mathematics are regularly reviewed by the institution.

Student records are maintained digitally in a secure and confidential manner in the Office of Admissions and Financial Aid with secure backup occurring regularly by the Computer Systems Department. Backup files are housed in multiple locations by the Computer Systems Department and the Director of Admissions and Financial Aid also maintains a separate

backup of all admission and financial aids student records. Policies for release of student records are published in the general catalog, student handbook, student planner, and campus website.

The quality of student support service programs is evident in the ongoing collaboration with instruction, learning outcomes, and in the program review process which occurs every three years. The collaboration with faculty begins during the schedule development process where the Office of Academic Affairs builds a schedule and then provides it to counselors to assess if it will meet the needs of students for the upcoming semester. The collaboration continues as faculty provide Student Progress Reports during the fourth, ninth, and 13<sup>th</sup> weeks of the semester to counselors for follow-up with students who are not succeeding. The quality of student support service programs is also evident in the results from the learning outcomes assessments, program reviews, and through FAMED documentation. The program review document explores goals, objectives, SLO assessments, the status of previous program review action plans, and the need for personnel, facilities, equipment which inform the current action plans. (II.C.1)

Student support services identify and assess student outcomes through surveys given to students during the course of using the services, and through learning outcome assessments. Survey results have led to changes and improvements of services such as the New Student Orientation and the student housing Tuesday Night program. (II.C.2)

Services to students on campus appear to be appropriate, comprehensive, and reliable. Listings of services and contact information are listed in the catalog, student handbook, and student planner. Students utilizing services at the fish hatchery must utilize the services while on campus as services are not available in the field nor online. The College currently does not offer any online student support services due to limited internet access and bandwidth. College personnel have indicated that they expect to offer online services after fiber optics internet cabling is brought to the island and the infrastructure to support reliable connectivity to it established. (II.C.3)

The Recreation Unit of Student Life conducts surveys to determine the types of co-curricular activities to offer. The College reports that the activities are tied to the College's mission and that the activities are culturally- and socially-based. The College evaluates the quality and effectiveness of their co-curricular activities through SLOs, surveys, and the program review process. (II.C.4)

The College provides counseling to all students early in the student's educational journey through the development of an Individual Educational Plan that is created in SS100— Introduction to College. The Individual Educational Plan is a roadmap for students to follow when choosing the courses that are required for their program of study (degree or certificate). Counselor outreach to students continues throughout any given semester if student behavior or substandard grades become an issue in a class. Instructional faculty complete Student Progress Reports for each student after the fourth, ninth, and 13<sup>th</sup> weeks of the semester indicating issues that are impeding the student's success within the class. The counselors reach out to the students in an attempt to address the issues and make referrals to other services, such as tutoring when appropriate; these follow-up efforts are documented by

counselors. SPRs submitted by instructors and Counselor follow up records are summarized into reports that are sent to the Dean of Student Services who then transmits them to the College President. The President may meet with faculty and students to discuss issues arising from the SPR summary and counselor follow-up reports.

Counseling services are assessed throughout the year using learning outcomes with assessments of the outcomes analyzed and built into action plans which are listed in FAMED and program review documents. The most recent program review for counseling explains how they identified and changed the New Student Orientation and the group counseling process to help students to more fully understand the College process. (II.C.5)

The admission policy of the College is a component of the College's mission statement which begins with "Palau Community College is an accessible public educational institution." The College accepts all high school graduates and transfer students providing that the prospective student has a minimum TOEFL (Test of English as a Foreign Language) score of at least 500 if they are English language learners. Counselors assist students to create and, when needed, modify the student's Individualized Educational Plan (IEP). Counseling staff and students rely upon the College catalog to determine course requirements for a degree or certificate from the College. Transfer advising was previously provided by a dedicated counselor in the Learning Resource Center; that position was vacated, and transfer advising responsibilities were assumed by the Student Life Unit. The Student Life Unit currently has one of four positions vacant and under recruitment. These circumstances may have led to a gap in services for transfer students. (II.C.6, ER16)

The College is open to all students who have graduated from high school or are at least 18 years old. There is a requirement for students to have a minimum TOEFL score of 500. Placement tests for math and English were assessed for validity by College personnel in 2013. In addition to placement results, the College counselors will also use high school transcripts and other College transcripts to determine the math and English class placement levels. (II.C.7)

College personnel report that all student records are updated and locked in a secure place within the Office of Admissions and Financial Aid. Student records are backed up regularly and stored by Computer Systems staff and the Director of Admissions and Financial Aid. (II.C.8)

### **III. Conclusion**

Assessment and improvement of services are based on learning and service outcomes identified by various units and programs within the Student Services Division. Evaluations are incorporated into the praxis of these units and a culture of continuous improvement based on student feedback and other measures is sustained by the College. The institution expresses a commitment to equitable access to services regardless of delivery method. A comprehensive suite of activities that complement instruction are provided with opportunities for holistic development of students. Student life activities include opportunities for leadership development, recreation, competitive sports at the College and national levels,

cultural and other activities based on the needs of students. Counseling and academic advising services are provided that adequately meet the needs of the student body. The team encourages the College to fill its current counseling vacancy. Admissions policies are consistent with the open door mission of the College. Students are oriented and regularly advised of program requirements and monitored closely by advisors and instructional faculty through the use of progress reports. Services such as tutoring by peers and professionals, personal counseling, skills development, and career preparation are also provided. Student records are maintained digitally in the Office of Admissions and Financial Aid with secure backup occurring regularly and in a secure and confidential manner. Policies for release of student records are published in the General Catalog, Student Handbook, Student Planner, and campus website.

The College meets all the Standards and related Eligibility Requirements. A recommendation to improve institutional effectiveness is provided to ensure continued compliance with Standard II.C.6 and ER 16.

#### **IV. Recommendations**

##### **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)

## **STANDARD III RESOURCES**

### **Standard III.A – Human Resources**

#### **I. General Observations**

The College assures the success of the institution by employing qualified faculty, administrators, and staff. College employees support the College's mission, programs, and services. Employees possess appropriate training, experiences, and education to serve the needs of the College. In particular, job descriptions for faculty make explicit the role that instructors play in the development and review of curriculum and assessment of learning. Full-time faculty and administrator evaluations also include a consideration of the employee's role with respect to assessment of student learning. The managerial evaluation considers how managers understand the mission and ILOs and display competency as these relate to specific aspects of their job functions. The College uses World Education Service to verify equivalencies for those employees who have received their degrees from non-U.S. institutions. Personnel are evaluated at stated intervals and are geared towards improving the quality of the institution. When needed, actions taken following evaluations are formal, documenting requirements for performance improvement as needed. Based on the evidence presented, the College appears to maintain a sufficient number of faculty, staff, and administrators who are evaluated on a regular basis. The institution makes provisions for all records' confidentiality including evaluations and other personnel actions. Employees are able to access their records although it's not clear exactly what the law is in Palau regarding public records.

College employees have access to published policies governing personnel practices to which the College adheres. This appears to include a written code of ethics as well as the College's Unifying Principles which are widely published in the catalog and on the website. The College also supports its personnel through programs, services, and professional development opportunities. Because the Republic of Palau does not mandate employment with regards to diversity, the College supports and encourages, but does not mandate specific criteria in terms of diversity.

#### **II. Findings and Evidence**

The College assures the success and high quality of its institution through the hiring of the appropriate administrators, faculty, and staff who have received the necessary training and qualifications in their respective fields. Job descriptions for faculty show a direct connection to the institution's goals and include the required and expected duties.

Minimum qualifications are reviewed at the time a position comes open, and the information is communicated to HR for inclusion in the recruiting process. Vacancy announcements publicly state what the minimum qualifications are; however, these are not stated in a standing list of job descriptions.

Service from previous employment on faculty are given one step for each year of work up to 30 steps. There is a significant amount of interest in positions, but there is often a lack of enough qualified personnel.

The hiring process is controlled by the HR Department so that consistency is assured. The hiring process includes reaching out to the international community given that there are not always qualified personnel who live in the area. A recent example is a recent hire from India of a husband and wife to teach Tourism and Hospitality program and Math, respectively.

All full-time employees are hired on two-year contracts and renewed for four years. (III.A.1)

Faculty possess the appropriate degrees and qualification to perform their job duties and contribute to the institution's mission. Faculty job descriptions for all faculty positions consulted by the team make it clear that faculty are required to review curriculum and to participate in the assessment of student learning. There are adequate faculty to support the Mission, Vision and the educational programs offered by the College (ER 14). In an interview conducted with the Director of Human Resources as well as extensive evidence of transcripts and other qualifications included in the Institutional Self-Evaluation Report, and records consulted during the site visit it was substantiated that evidence of employees' minimum qualifications are required in order for an employee to begin his/her employment at the College. (III.A.2, ER 14)

Likewise, administrators and other employees possess appropriate qualifications necessary to perform job duties. (III.A.3)

College employees are either from institutions accredited by recognized U.S. accrediting agencies or non-U.S. institutions. When equivalencies must be established for those who have received degrees from non-U.S. institutions the College uses World Education Service to validate equivalencies. (III.A.4)

Furthermore, personnel are generally evaluated on a regular basis and at stated intervals. The team reviewed a sampling of personnel evaluations and found that the College has clear and organized processes to track those personnel who require an evaluation. The work of the staff in human resources and instruction to track this is exemplary given the lack of an integrated, relational database to track hire dates and other information.

As applicable, full-time faculty, staff, and administrators are evaluated based on their work related to the results of learning outcomes and the improvement of student learning outcomes. The team substantiated via personnel files and records maintained by the Dean of Academic Affairs that full-time faculty members are generally regularly evaluated via three processes: 1) student evaluations, 2) Faculty Annual Merit Performance Evaluation and 3) the Faculty Performance Evaluation (also known at the College as the "Contract Renewal Evaluation Form.") It is on the contract renewal form which generally accords with a faculty member's contract renewal date that full-time faculty are evaluated on their work with student learning outcomes.

The expectations in the College's job description for adjunct instructors, interviews with department chairs, the Faculty Senate Association (FSA), and College administrators in instruction and human resources evidence that there is a strong expectation that all faculty *including adjunct faculty* will participate in the assessment of student learning. However, the team was not able to find evidence that adjunct faculty are being evaluated in any systematic, cyclical way based on their contributions to the assessment of student learning. However, an addendum to the employee contract for adjunct employees, the Limited Term Appointment Contract form, indicates that an employee's final paycheck will only be issued upon submission of course assessment data.

More significantly for Standard III.A.5, adjunct instructors do not receive a regular evaluation of their work via a form such as Faculty Annual Merit Performance Evaluation and the Faculty Performance Evaluation mentioned above and required for full-time faculty. Instead, as described by the College's Director of Human Resources, the Associate Dean, and in the Personnel Rules and Regulations Manual (PRRM), and Board Policy 10-08, adjunct faculty are evaluated via the student evaluation process. As mentioned in interviews with the Dean and Associate Dean of Academic Affairs, the expectation is that adjunct instructors are evaluated via classroom observations although it was not clear that there is a cyclical process in place. It was clear from interviews conducted that much training, collaborative work, and communication between College administrators, department chairs, and adjunct faculty occurs. However, formal evaluations of teaching beyond regular student evaluations do not occur regularly for adjunct faculty members. To that end, the team observed that the evaluation process in place for full-time and adjunct faculty including—for both groups—student evaluations *and* for full-time faculty annual teaching observations *as well as a* separate Faculty Performance Evaluation may go beyond what is needed to adequately and reasonably assess instructional quality. As the College considers how it may enhance and make cyclical the evaluation of adjunct faculty, it may also wish to assess whether semester student evaluations *and* a separate observation by a department chair *and* a tertiary contract review may be necessary and sustainable for full-time faculty members.

If evaluations are good, then a step raise occurs unless funding is not available, which was the case since 2001. Merit review is done for everyone except faculty. (III.A.5, III.A.6)

Because of its unique, remote location maintaining appropriate levels of staffing has at times been a problem for the institution. Nevertheless, it's clear that the College leadership is responsive to the need to maintain and recruit the highest caliber of employees available. The College recently implemented a four percent raise for faculty and has procedures in place to allow for positions to be fast tracked based on its changing personnel as well as the occasional opportunity to hire out of cycle when the appropriate candidate emerges locally. There is sufficient staff to provide administrative services necessary to support the Mission and Vision of the College (ER 8). Additionally, there are sufficient qualified faculty to support the Mission and Vision of the College (ER 14). Full-time faculty represent 72% of the faculty and adjunct faculty represent 28%. The programs offered by the College are supported by adequate faculty. (III.A.7, III.A.9, III.A.10, ER 9, ER 14)

Interviews conducted by the team evidenced that orientation and professional development

opportunities exist for adjunct instructors. Orientation is primarily provided by department chairs. Sample syllabi and expectations for participation in the assessment of student learning are shared. All evidence and interviews presented to the team suggested that full- and part-time faculty work hand and hand and that adjunct faculty are integrated into the life of the College. For example, adjunct instructors are recruited for participation in the FSA. Oversight of adjunct employees occurs via the student evaluation process as discussed above in this report. (III.A.8)

More broadly, the College supports faculty, staff, and administrators in their professional development. While there does not appear to be a general plan for professional development at the College or a human resources plan per se, the types of professional development activities and opportunities seem appropriate and balanced given the mission of the College. Personnel, especially faculty and administrators, attend trainings off island and host guest speakers and trainers in topics relevant to their needs and to help support the College's students. For example, the College's lead professor of technology/online course training lead attended a national training conference in Louisiana.

Furthermore, personnel are eligible to participate in the College's employee education assistance program. This program commendably supports personnel's achievement of bachelor's and master's degrees. Through this program faculty not only upgrade their skills but may better serve the needs of the College and community. Furthermore, interviews with College employees indicated that they take courses at the College to upgrade their skills as educators. For example, an interview with an instructor in the Small Engine and Outboard Marine Technology Program recently completed a course in the Education Department to enhance his skills as an educator. He plans to continue his education this summer by completing an additional course in the Education Department. The College also demonstrates a very strong commitment to training personnel in matters related to the accreditation process. Nearly all personnel completed the Commission's "Accreditation Basics" training. The College has also devoted a significant amount of financial resources to sending personnel to conferences and trainings related to accreditation and improving student learning such as the Strengthening Student Success Conference. (III.A.14)

The College has made good progress on updating written personnel policies since its last site visit in 2010. When policies are updated and the updates have been approved, they are posted publicly. All campus community members interviewed seemed to know that definitive statements of personnel policies may be found in the Human Resources office. The Personnel Rules and Regulations Manual (PRRM) and relevant board policies evidence that appropriate changes to policies have been made and, in some cases, policy's scopes and necessities have been affirmed. All substantial changes to the PRRM, including the board policies relevant to human resources, are included in the revised version of the PRRM which is currently awaiting approval by the College's President. During the teams visit, generally and specifically, interviews with faculty and in classified employee and faculty forums there was no indication that personnel felt policies were unfairly or inequitably administered. (III.A.11)

The Republic of Palau does not require a mandate regarding employment diversity. Nevertheless the College does make an effort to employ those of diverse nationalities to

serve its population as outlined in its mission. (III.A.12)

The College has a code of conduct which was approved in 2010. This policy is described in BP (10-04) and is included in the revised version of the PRRM. The College's discipline policy included in the forthcoming, revised version of the PRRM includes a discipline policy. Based on this policy, personnel may be disciplined due to a lack of honesty (PRRM 14.3.6). The College also maintains a grievance policy. (III.A.13)

Personnel files are kept locked up and secure from any unauthorized personnel in order to keep the confidentiality of the records. (III.A.15)

### **III. Conclusions**

Overall the College shows a strong commitment to finding, retaining and supporting qualified faculty, staff, and administrators. The College provides opportunities for professional development and guides employees towards continuous quality improvement via the evaluation process. In a challenging climate in which to staff a College, it is clear that the institution works hard to maintain its excellence in personnel.

The College meets all the Standards and related Eligibility Requirements. A recommendation to improve institutional effectiveness is provided to ensure continued compliance with Standard III.A.5, III.A.6, III.A.8.

### **IV. Recommendations**

#### **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)

## **Standard III.B – Physical Resources**

### **I. General Observations**

All the facilities located on the main campus are fully owned by the College. There is a staff of 16 who provide services of maintenance, custodial, electricians, clerical, landscaping, and carpenters all for the purpose of providing a healthy and safe learning environment.

There is sufficient square footage to accommodate all the demands of the facilities. Facilities also include dormitories and summer huts.

Facilities located outside the main campus include a research department for a multi-purpose hatchery and research. The nursing career ladder degree program facility is located on Yap, Federated State of Micronesia.

Public law requires that all facilities must be assessable to those who have special needs and by the use of ramps and doors that automatically open and parking available close to the front of buildings for those who have wheelchair requirements. There is also 24-hour security provided for the facility to provide a safe environment for students as well as staff and the public.

Training is provided under the guidelines of the Federal Emergency Management Agency, (FEMA), and the College has held disaster planning drills for compliance of those guidelines.

The College has made space available to a research company from Germany to study the phenomena of why Palau has the cleanest air on the planet. There is a structure about 10 x 10, which shoots lasers into the sky as well as releases a balloon into the atmosphere to help determine this phenomena.

### **II. Findings and Evidence**

There is a walk-around done routinely to identify areas that may create a safety concern for students and staff. As areas of concern are identified, they are addressed immediately. Also satisfaction surveys are done three times a year to ensure that any areas for safety can be addressed.

The 15-Year Institutional Master Plan defined in the strategic direction goal 3.2 and 3.2.1 provides for a safe and assessable learning environment. There are ongoing plans to expand and add new programs to the current physical plant to accommodate all the new programs and to ensure that the facilities are safe and assessable. The program review process identifies the needs of the facilities and the cost to incorporate new buildings into the overall master plan.

Evidence of new equipment identified in the 2012 program review for the cafeteria demonstrated the need to replace existing equipment as well as the purchase of new air conditioning equipment. Equipment required for providing the necessary technology required

the relocation of the IT program classroom to the lower campus. (III.B.1)

Ongoing maintenance for all buildings is done on a six-year cycle in order to keep buildings from deteriorating. There is a revenue stream to fund this with the \$110 per credit charge to the students. There is also a line item in the General Fund budget of \$2,000 which has a current balance of \$300,000.

To support the programs of the College there has been a Multi-Purpose Hatchery added as well as the purchase of vehicles, boats, saw-mill, servers, and satellite dishes to support all programs.

Through program review and satisfaction surveys, the College action plans help identify the necessary equipment, support services, and general evaluation of all facilities that are necessary to fulfill the access and safety issues that are required to provide a robust learning environment.

Painting of all buildings and roofs are done on a six-year cycle to protect the integrity of the buildings and structures. (III.B.2, III.B.3)

The total cost of ownership has been addressed by setting up the six-year cycle plan that is funded by the \$2,000 monthly budget, as well as the \$110 per credit fee charged to the student body. (III.B.4)

### **III. Conclusions**

The College regularly plans and evaluates its facilities and equipment. Results from their evaluation assure that all the physical resources are not only effective in meeting their stated objectives but are also supported by the satisfaction surveys that are conducted.

This information is then used to make the necessary changes to improve access and safety as well as the overall delivery of services throughout the College.

The College meets Standard III.B.

### **IV. Recommendations**

None

## **Standard III.C – Technology Resources**

### **I. General Observations**

The necessary services for technology are in place to support the professional, facilities, and hardware and management operational needs for the College.

The computer services division provides all the necessary maintenance and troubleshooting of the computer technology. Areas for troubleshooting are outsourced with local vendors to provide maintenance. There is a five-year technology plan that is integrated into the 15-year master plan. The Technology Resources Committee has the responsibility to oversee the plan and is represented by members from all areas of the College.

The Distance Education Committee (DEC) serves as a subcommittee of the Technology Resource Committee (TRC) and supports and ensures that all online courses offered by the College meet compliance. The chairperson of the committee oversees the current online courses and assists with the training and revision of the current online courses as necessary. Technical support for the Distance Education Committee is provided by the Information Technology Faculty member who serves on both DEC and TRC.

There have been a number of improvements made to technology at the College which include relocation of the information technology program lab classroom and a policy change for Facebook. Assessment policies have been established to review the needs of technology.

The technology plan is review and revised as necessary during the monthly meetings to ensure that the plan is kept up to date and addresses all the changing needs of the College and the service to students and staff.

Anti-virus software is kept up-to-date to avoid any intrusion from unwanted sources within the network.

The budget has an allocation that is collected from the students each semester in the amount of \$75, which supports the necessary upgrades to software as well as new equipment.

There are appropriate and adequate technology resources to support programs for all areas of operations.

### **II. Findings and Evidence**

There is a technology fee of \$75 per semester per student that is charged so that the needs for technology can be met to replace or upgrade equipment. Technology still remains a challenge for the College given the Internet concerns; however, by 2017 the fiber optics will arrive. The fiber optics and its distribution will be a government-owned organization. It is not clear yet how the fiber will make its way onto the campus or what additional infrastructure demands will be required, but the College is looking at its role in the whole process. Regardless, this is an exciting opportunity to enhance the College's educational opportunities to the community (IIIC.1)

The College continues to plan for updates and upgrades in the infrastructure to ensure that the capacity is going to meet and support the mission of the College through its five-year plan. Technology resources include student Wi-Fi DSL line, faculty laptops, student computers for classroom and online laboratories, servers, network firewalls, network switches, and surge protectors.

A new dedicated computer was set-up in the library where students could access information from all Colleges in the United States. The site is called Education USA: The US Department of State Network official source for higher education.edu. Unfortunately, the computer was not working during the time of the visit. (III.C.1)

With the five-year technology plan requiring a dedicated technology budget, the College is able to plan, update and replace technology resources for teaching and learning support. The five-year plan is reviewed and updated as necessary. Technology is an area that is changing, and the most recent upgrades are necessary in order to provide the support for the most effective learning environment. The student technology fee and online course fee provide a dedicated source of funding for technology to support student technology needs. (III.C.2)

The technology requirements for all faculty and staff are available and upgraded as necessary and accessible while on the campus. The concern for the island is that, while the College provides access to the students, faculty and staff, there may not be an opportunity for many students to use internet from home simply due to the socio-economic issues. Therefore, the ability to access the internet from the College is a huge benefit for students. There is no real back up system in place currently. This could prove to be problematic in the future. (II.C.3)

Professional development opportunities are available for technology training for faculty and staff. This responsibility rests with the Human Resources Department and is a part of the professional development plan. (III.C.4)

All the needs of the College with regards to technology is vetted in the technology committee then dispatched accordingly to the responsible parties to execute. There is a replacement plan for all software and equipment that is funded by the technology fee from the students as well as the General Fund. (III.C.5)

The policies and procedures in the College support the appropriate use of all electronic resources. Technology resources may be limited, but the internal process for identifying areas of need is followed to ensure that the maximum benefit to all stakeholders is met. (III.C.5)

### **III. Conclusions**

The College uses electronic rights and responsibilities (identified in its five-year plan) to ensure that the safety and security of all computer equipment is protected. The electronic resources use agreement between the College personnel and students defines the rights and responsibilities while using the College equipment.

The College meets Standard III.C. A recommendation to improve institutional effectiveness is provided to ensure continued compliance with Standard III.C.5.

#### **IV. Recommendations**

##### **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)

## **Standard III. D – Financial Resources**

### **I. General Observations**

Financial planning is integrated with institutional planning and supports the College's mission and goals. Planning begins with annual calls to each department for budget requests. When building the budget for the College, the resources which are distributed are based on the needs of each department in the institution. The budgets requested at the department level must line up with the needs identified in the program reviews and once submitted must go to the finance office, the VP of Finance and the president, for review and approval. The College then provides this information to the Palau National Government for approval and appropriation. Requests to expend funds must include justification related to addressing desired service and/or learning outcomes. The College's Administrative Procedures Manual (APM) includes procedures for budget planning, formulation, and expenditures. Guidelines regarding allowable expenditures and internal control measures are also included in the APM. The APM is reviewed on a regular basis (five-year cycle).

There are sufficient resources to provide for the overall operations of the College and also provide for a 5% reserve. Reports are provided monthly to the trustees that provides for a financial status of the College.

The institution created two separate fund accounts to support the growth of the College. In 2004, the College established a separate fund for infrastructure projects. In November 2012, the College began allotting \$2,000 on a monthly basis to this infrastructure account which has a balance of approximately \$321,170.53 to date.

The College has an endowment that was established in 1997 with \$100,000 and in 10 years grew to \$1 million. Currently this account has \$ 3.5 million. From fundraisers, there is about \$50,000 generated. There is also a Thanksgiving fundraiser that generates an additional \$30,000 annually.

PCC has provided evidence to support the statements and assertions made to meet the standards. In particular, the submission of evidence, which includes reports, policies, and plans provide some support of the College's assertions in relation to the standards. (III.D.4-III.D.15)

In some cases, the presentation of comprehensive reports (for example, the audit reports) without reference to specific pages, does not immediately show the relationship between the College's statements and the evidence. In yet other cases, the evidence presented under one standard is much more relevant to another. (See the comments for III.D.12).

### **II. Findings and Evidence**

The College's financial resources are used appropriately and responsibly and are sufficient for the educational programs and services of the College. Institutional policies, practices, and

controls related to financial planning and management are inclusive of, and communicated to, campus and community constituents. (III.D.1, ER 18)

Financial activities are aligned with, and supportive of, the College's mission and institutional plans. "Palau Community College's ending balance of unrestricted funds for the past three years has been sufficient for the institution's daily operation. The College has set aside \$500,000 in its reserve funds, which is an estimated 5% of the annual budget. Section 5 of RPPL 4-2 (Higher Education Act of 1993) states that supplemental appropriations can be requested from the National Government if the institution deems it necessary. This allows the College to request for additional funding from the National Government in the event of an emergency. In addition, the institution's Endowment Fund Investment Policy Statement states that in the event of an emergency, the College is able to withdraw from its endowment fund to support its operations."

Both short- and long-range plans are necessary in order to allocate resources necessary to ensure that future obligations are met and at the same time keep the fiscal stability and solvency integrity in place.

The 2013 actuarial plan that is required by the National Government of Palau is in compliance for payments towards their OPEB liability. (III.D.2)

The College provided ample supporting evidence of addressing this Standard, including budget call memos and follow up memos listing compliant departments and a reminder to non-compliant units; department and division budget requests; overall budgets; the Administrative Procedures Manual; financial status reports; audit reports; and Office of Management and Budget webpages. (III.D.3)

The primary revenue sources are as follows: 37% from U.S. Federal Grants; 30% from the Republic of Palau; 18% from other grants and 5% each from student tuition and other operating revenue.

The expenses run about \$7.6 million of which the two main areas are \$1.7 million for instructional and \$1.6 million for administrative. These two areas consume 43% of the total budget. The balance is split between student services, student aid, operations and maintenance, academic support, and depreciation.

The financial resources are sufficient to support and sustain the student learning programs. Resources are there to support improvement without placing in jeopardy the financial integrity of the College. There are adequate reserves to maintain solvency and provide for allocation to the support services when required. (III.D.1)

Additionally, financial resources provide funding that is adequate to support student learning programs and services that will increase the effectiveness of the College. (ER 18)

Financial procedures and policies support the mission and goals of the College that also support sound fiscal practices.

When looking at the audit reports, it is clear that there is support for educational resources by an allocation of 23% for direct instructional wages and benefits. There are adequate reserves in the ending fund balances that support the mission of the College with ending fund balances in excess of 5%. (III.D.2)

The budget process requires input from all departments for consideration. (III.D.3)

Evidence pieces 3.101, 3.102 & 3.103 provide some evidence of integrated institutional planning: for example, ROP appropriation checks, Title IV Grants Awards Notifications, PCC Endowment Investment Policy Statement, Financial Status Reports, Prior & Current Year Expenditure Reports & College Newsletters. The PCC 15-Year Institutional Master Plan appears to drive institutional planning with regard to the financial assessment, development, and expenditure requirements of the College. Major sources of funding are:

- The ROP's annual appropriation;
- Title IV funds; and
- The College's auxiliary services.

The College also continues to build its Endowment Fund so that in time, it too, will provide operational funding.

#### **Evidence piece 3.115**

The 5% contingency fund is covered in Evidence piece 3.115. Bank of Guam statements show that \$500,000.00 was deposited on 08/31/15 and cited in III. D. 9 as the College's 5% reserve of the total budget.

The total cash and restricted cash for fiscal years 2014 and 2013 continue to show surpluses. Furthermore, the corresponding bank balances, while showing a reduction of \$58,523 in the same time frame, continue to show a considerably healthy balance. (III.D.4)

**P 24: Cash:** Summary of PCC's total cash and restricted cash for the years ending September 30, 2014 and 2013:

- Total cash: 2014 - \$330,618; 2013 - \$944,333;
- Restricted cash: 2014: \$1,055,089; 2013 - \$806,986.
- Corresponding bank balances: 2014 - \$1,634,037; 2013: \$1,692,560

The *Administrative Procedures Manual* provides the framework and processes through which internal controls are maintained. The dissemination of timely information, however, which result in sound financial decision-making will need to be exemplified more clearly. The evidence pieces provided in this section do not clearly show a regular evaluation system which ties improvement directly to reflective practice.

More evidence is required to produce reports for evaluating budget performance at given times during the fiscal year cycle. For example, what electronic system is in place to produce these reports? Moreover, program reviews can be highlighted as a means for evaluating whether or not the institution is using the results to improve internal control systems. (III.D.5)

The budgets provided, for example FY2012 – FY2014, clearly link financial resources to the strategic goals. The process for showing the appropriate allocation and use of financial resources appears in the justification for each request/proposal. Each program and support service is clearly identified in the documentation. The credibility and accuracy of the budget process as articulated in the documents provided are affirmed by the audit reports that show no questioned costs, deficiencies or material issues with regard to compliance. (III.D.6)

Evidence is required to show how information is being communicated to the relevant stakeholders about external audit findings. The list of stakeholders in the Report includes faculty, staff, the PCC Board of Trustees and the Palau National Government, but the evidence provided does not support the assertion. Email notices to selected listserv communities, for example, would attest directly to the claims of timely and widely distributed communication of the College’s responses to the external audit findings. (III.D.7)

The evidence provided for this Standard shows a system of administrative procedures and a review of the procedure’s manual. The assertion that the College’s financial and internal control systems are evaluated and assessed is not supported by the relevant pieces of evidence. In the absence of other documents that show internal evaluation systems, it is assumed that the external audit reports are provided as the sole evaluative mechanism. (III.D.8)

The following documents attest to PCC having sufficient cash flow and reserves to maintain stability and mitigate potential risks:

- External audit reports;
- PCC Endowment Investment Policy Statement;
- The Bank of Guam reserve fund of \$500,000; and
- The Republic of Palau legislation that establishes the College. (III.D.9)

The PCC audits 2010-2014 show that there were no deficiencies in internal controls over compliance, and PCC complied in all material respects with the types of compliance requirements in relation to the major federal programs for the years ended September 30, 2014, 2013, 2012, 2011 and 2010. (III.D.10)

### ***Liabilities***

The liabilities for the College have been identified and are recorded in the annual audit reports. The resources are appropriate to fund these liabilities going forward as raises are not given in order to protect the fiscal integrity of the College. (III.D.11)

The following evidence was not provided as a part of the self-review report under Standard III.D.12, but under III.D.10 and III.D.1.

The evidence provided in 3.119, (under Standard III.D.10), reflects the Board of Trustees’ decision to limit accrued annual leave that is allowed to be carried over as no more than 360 hours. Starting in January 2016, each College employee will retain 360 hours. A policy is currently being developed to address the balance of the accrued leave.

Examples of PCC's accumulated and accrued liabilities are provided below in relation to sick leave and accrued leave. In particular, the accumulated sick leave in fiscal years 2014 and 2013 show significantly large amounts.

**Evidence piece 3.92** (provided under Standard III.D.1):

**Sick leave:** The accumulated sick leave at September 30, 2014 and 2013 was \$1,368,189 and \$1,571,863 respectively.

**Compensated absences:** The accrued leave at September 30, 2014 and 2013 was \$165,916 and \$161,341 respectively.

**P. 38: Benefits:** PCC contributes to the Palau Civil Service Pension Trust Fund (The Fund); governed by the Republic of Palau Public Law.

- Retirement, security and other benefits which are paid monthly and are 2% of each member's average monthly salary. Member contribution rates are 6% of the total payroll and matched dollar for dollar by the employer.
- For fiscal years 2014, 2013 and 2012, PCC contributed \$155,232, \$159,169 and \$160,599 respectively. (III.D.12)

The evidence provided to support this standard affirms the PCC statement that the College does assess and allocate resources for the payment of locally incurred expenses to protect against adverse financial conditions.

The submission of the TPAC checks and vouchers clearly linked the date of the bill from the vendor and PCC's preparation of the check for payment of the bills. The same format could have been used for the submission of the Palau Public Utilities Corporation evidence so that it could also show clear links between the vendors' bills and the PCC payment checks. (III.D.13)

The reports and wire transfers provided as evidence for meeting this standard support the PCC statement that all financial resources are used with integrity and in a manner consistent with the intended purpose of the funding source. (III.D.14)

The contracts and Memoranda of Understanding provided as evidence for meeting this standard support the PCC statements made in relation to revenue streams (on pp. 195 & 196 of the PCC Institutional Self Evaluation Report). Evidence of monitoring and managing student loan default rates and compliance when federal deficiencies have been identified. There are no student defaults on loans as the College only works on a reimbursement basis for the Title IV funding. (III.D.15)

The College provides and supports their mission and goals with contracts and MOUs with outside agencies such as is found with the MOU with the Department of Health, (3.129) and the MOU with the Maui Consulting and Training Firm for training for the state tour guide program, (3.130). Additionally, the MOU with Fish n Fins serve to support the educational needs and programs of the College in the area of open water dive, first aid, and teaching materials and transportation for students to the lab sites, (3.130). (III.D.16)

### **III. Conclusions**

The unfunded liability for the retirement obligation is \$140 million and a fund balance of \$36 million with the unfunded amount of \$104 million. The College has a plan and is funding this liability and is well positioned to continue to provide the necessary resources towards this liability.

The level of financial resources provides for both the long- and short-term fiscal solvency that provides for the necessary stability going forward. The 2014 audit included a cautionary statement noting “The College’s student and adult continuing education enrollments have been fluctuating, more in a decreasing trend (2014 PCC Audit Report, p. VIII).”

Priorities will always need to be considered for the execution of the 15 year master plan in order to ensure that the resources are available to execute those plans.

The College meets the Standard III.D and the related Eligibility Requirements.

### **IV. Recommendations**

None

## **STANDARD IV LEADERSHIP AND GOVERNANCE**

### **Standard IV.A – Decision-Making Roles and Processes**

#### **I. General Observations**

The Republic of Palau Public Law 4-2 RPPL4-2, commonly referred to as the Higher Education Act of 1993, established the College as a public, non-profit corporation which shall assume the role of a postsecondary educational agency for the purpose of making high quality postsecondary education available to citizens of Palau and the neighboring island nations.

The roles and responsibilities of the Governing Board and the administrator clearly delineated in the statute are designed to promote student success, sustain academic quality, and ensure integrity, fiscal stability, and continuous improvement of the College. The President of the College is the chief executive officer of the College and has the full charge and control of the administration and business affairs of the College. The President is charged with the implementation of board policies. Based on the Board-approved organizational structure, the College has established governance structures, processes, policies, and practices that allow faculty, students, administrators, and staff to work together for the good of the institution.

The College involves College staff and students in various decision-making bodies and working committees and groups in order to initiate dialogue and discussions that may result in improvement of practices, programs, and services. The College's mission and vision statements were reviewed through a participatory process culminating in Board approval in September, 2015. The College mission "Palau Community College is an accessible public educational institution helping to meet the technical, academic, cultural, social and economic needs of the students and communities by promoting learning opportunities and developing personal excellence." (IV.A.1)

All constituencies have a clearly defined role in the College governance structure, and the processes for bringing forward recommendations for review, discussion, and action through the governance structure are clearly defined. (IV.A.1)

The College President, through appointment letters, selects individuals to serve on committees and other College decision-making bodies. Selections are made to include representatives of appropriate areas of the College and those who have direct and reasonable interest in the topic. Exceptions to this process are the Committee on Programs and Curricula (CPC), the Retention Committee, the Committee on Student Financial Aid (COSFA), and Associated Students of PCC. These entities select their representatives according to their bylaws regulations or handbooks. (IV.A.2)

Administrators and faculty are represented in the governance structures, including the standing committees of the Board, the Executive Committee, Committee on Programs & Curricula (CPC) and other College committees. Administrators and faculty have a substantial

voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. (IV.A.3)

Faculty members and academic administrators, through established decision-making structures, are involved in the development and improvements of curriculum and student learning programs and services. The College has a curriculum handbook that defines the structure, responsibilities, and process for curriculum development and student learning, and educational programs. (IV.A.4)

The College's system of board and institutional governance ensures a participative decision-making process that is timely and utilizes expertise and responsibilities of appropriate College personnel. (IV.A.5)

The College maintains processes and procedures that ensure policies, curricula, and other key components of the campus are evaluated regularly. When changes are made, results are communicated to the campus community and the public through a variety of means including the College website, payroll checks, and bulletin boards to ensure that stakeholders are appropriately informed. Less clear is how leadership's role and the role of governance are evaluated, assessed, and, subsequently, how the results of these assessments are communicated to the general public. (IV.A.6, IV.A.7)

## **II. Findings and Evidence**

The College relies on administrative, faculty, staff, and student leadership in its decision-making processes in making recommendations to the College President. The organization structural chart was revised and approved at the September 2015 Palau Community College Broad of Trustees meeting. (IV.A.1)

The College's vision, mission, goals and values are displayed through posters, wallet size cards, publications, and the College website at [www.palau.edu](http://www.palau.edu). (IV.A.1)

Information is discussed and disseminated from the governing board to the College. This is primarily done through the Executive Committee, which is comprised of administrators, faculty, staff and students. Administrators thus share information with department and division personnel. (IV.A.1)

The College employs representative and participative forms of decision-making. The College President, through appointment letters, assigns committee members and states the purpose and charge of the committee. Committee recommendations are forwarded to the College President for review and approval. Upon approval, the College President brings recommendations to the Board of Trustees for adoption. The *Board of Trustees Protocol Manual* (pages 20-22) establishes a policy and procedure authorizing administrator, faculty, and staff participation in the decision-making process. Administrators, faculty, and staff are appointed to Board standing committees. (IV.A.2)

The Curriculum Handbook, revised in 2015, includes procedures for program and course development and revisions, responsibilities, duties, and roles faculty and academic

administrators have in curricular and educational matters. The Palau Community College Administrative Procedures Manual defines procedures and guidelines or College functions, such as, financial resources, internal control, property management, and messages to students. Policies and procedures that are specific to a unit are documented with department-specific plans or operating manuals. An example is the Student Financial Aid Handbook. (IV.A.2)

The Executive Committee, which includes vice presidents, deans, directors, the Faculty Senate Association (FSA) President, Classified Staff Organization (CSO) President, and the Associated Students of Palau Community College (ASPCC) President serves as the advisory body to the College President. The Executive Committee is the top governance committee at the College. Institutional planning, budget development, and governance items are the main focus areas of this committee. (IV.A.3)

The College has other standing committees related to specific College functions or requirements. The Committee on Programs and Curricula ensures relevant and quality curricula that are consistent with the mission and goals of the College. Its membership, stipulated in the curriculum handbook, includes administrators, faculty, and academic staff. (IV.A.3)

The Retention Committee's main role is to support programs and services to improve student achievement. 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 the Faculty Senate Association (FSA), Classified Staff Organization (CSO), and Associated Students of Palau Community College (ASPCC). (IV.A.3)

The Committee on Student Financial Aid ensures compliance with United States Federal Student Aid regulations. Its membership includes administrators from Academic Affairs and Student Services as well as representatives of faculty and students. (IV.A.3)

Institutional planning and budget development involves administrators and faculty. Budget development begins at the program/unit level where it is integrated into the division level/department level. Division level/department level budget plans are submitted to the Director of Finance. All College budget plans are integrated by the Finance Department. The College President submits the final College budget to the Republic of Palau Ministry of Finance. (IV.A.3)

Faculty and academic administrators, through policy and procedures, and through a well-defined structure, have responsibility for recommendations about curriculum and student learning programs and services. At the Governing Board level, Academic Programs Committee includes the Dean of Academic Affairs, Committee on Programs and Curricula (CPC) chair, President of Faculty Senate Association (FSA), Dean of Continuing Education and President of Associated Student of Palau Community College. (IV.A.4)

At the College level, faculty and academic administrators serve on the governance structures that oversee the development and improvement of curriculum and student learning programs

and services, such as Committee on Programs and Curricula (CPC), the Retention Committee and the Committee on Student Financial Aid. Recommendations from these committees are forwarded to the College President for approval. After approval, the College President submits proposals to the Board of Trustees. The Board of Trustees refers curricular items to the Academic Programs Committee for consultation. (IV.A.4)

The Board of Trustees have established standing committees, such as the Academic Program Committee, that ensures the appropriate consideration of relevant perspectives on institutional plans, policies, curricular change, and other key considerations. Committee membership includes administrators, faculty, and student representatives. Descriptions and charges of the standing committees are outlined in the *Board of Trustees Protocol Manual* in Article V (pages 20- 22) (IV.A.5)

At the College level, the Executive Committee functions as a consultation body with representatives from administration, faculty, staff, and students on College budget and planning items. The College as established standing committee on specific areas of focus for key areas, such as, curriculum, financial aid, facilities, and support services. A notice of meeting is posted bilingually in English and Palauan five days prior to a Board of Trustees meeting and notification is announced via the radio station. Board meetings are open to the public. (IV.A.5)

The College regularly evaluates and makes changes to policy and curricula. Evidence from the Institutional Evaluation Report including committee minutes and policy documents, handbooks, and revisions to course outlines and programs suggest that the campus maintains a culture of evaluation and quality improvement. When decisions are made, they are communicated through the appropriate bodies, including committees, emails, payroll checks, and on the campus website. The College also maintains a newsletter for the campus and reports on current issues, such as accreditation and course and program offerings, to the general public via Palau's newspaper, *The Island Times* and via television and radio. (IV.A.6)

The evidence provided by the College indicates that it revises policies and procedures to better serve its mission. For example, meeting minutes from the Policy Review Committee, the Executive Committee, and the Administrative Procedures Task Force Manual indicate that the College regularly reviews crucial procedural documents to improve the quality of its service to students. Likewise, the Committee on Program and Curricula's minutes indicates that curriculum is being revised regularly and with the goals of improving student success and access. (IV.A.7)

### **III. Conclusions**

The leadership team works as a tight-knit, collaborative unit to promote student success, sustain academic quality, integrity, fiscal stability and continuous improvement of the institution. The stability of having a long-serving CEO has allowed for thoughtful, systemic initiatives to be implemented across all areas of the College.

The College has a system of governance that ensures appropriate consideration of relevant

perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations. Representatives from administration, faculty, staff, and students form committee membership. From the department or service level to faculty and administration, all employees have been empowered to influence policies and day-to-day operations to improve the student learning environment. Decision-making is aligned through a process of making recommendations first to the College President then to the Board of Trustees. (IV.A.5)

Information is shared through formal College structures, College wide assemblies, the College newsletter, and bulletins. The community is apprised of College information through radio programming, the College newsletter, and the College website. (IV.A.5)

The College regularly reviews policies and procedures related to instruction, student services, human resources and other aspects of campus administration. (IV.A.6, IV.A.7)

The College meets Standard IV.A and related Eligibility Requirements.

#### **IV. Recommendations**

None

## **Standard IV.B – Chief Executive Officer**

### **I. General Observations**

The President of the College is the chief executive officer of the College and has the full charge and control of the administration and business affairs of the College (ISER, p. 204). The President is charged with the implementation of board policies of the Board of Trustees which is appointed by the President of the Republic with consent of the Senate. Board membership includes members from industrial and business sectors, the student body and the general public. The Board has the authority to appoint, support, evaluate the performance of, and terminate the services of the President of the College. The Board has authority to establish national priorities for fields of study and postsecondary training. (IV.B.1, IV.B.2, IV.B.5, ER 4)

The President provides leadership for planning, organizing, budgeting, human resources, and assessing institutional effectiveness. According to the ISER, the President led the development of the Master Plan and Unifying Principles. The President seeks input from a management team and committees, such as the Executive Committee, Associated Students of Palau Community College (ASPCC), Committee on Programs and Curricula (CPC), Retention Committee (RC) and Institutional Assessment Committee (IAC). The President appoints members to these committees, and committees are organized around specific tasks related to institutional quality. (IV.B.2, IV.B.3.)

The President oversees an administrative structure with primary oversight for three areas (Palau National Training Council, Institutional Research, and Development Office) and with primary management delegated to administrators (Vice Presidents and Deans) in three large areas: Administration & Finance, Education & Training (Academic Affairs, Student Services, and Continuing Education), and Cooperative Research & Extension. The administrative structure was reviewed and revised with approval from the Board of Trustees in 2015 to include the Institutional Research and Evaluation Office to support strategic directions related to a culture of evidence and institutional improvement. (IV.B.1, IV.B.3, IV.B.4)

The President guides institutional improvement of the teaching and learning environment through established policies and procedures detailed in campus publications such as the 15-Year Institutional Master Plan 2009-2024, Program Reviews, Annual Reports, and the College website. Institution-set standards are posted on the College website: <http://pcc.palau.edu/wp-content/uploads/2013/07/Institutional-Set-Standards.pdf>. Allocation of resources and planning of programs, services, and financial activities occurs in alignment with student success and the institution's commitment to quality and educational excellence. The CEO regularly receives summaries of the mandatory Student Progress Reports and follow up counseling reports. Any issues arising from these reports are discussed with appropriate bodies. This alignment and use of data-driven decision making for continual improvement are also evidenced by the adoption of the FAMED process for institutional assessment, planning and implementation. All governance structures and programs use this process to regularly evaluate their effectiveness. The process is communicated throughout the institution and with the general public; it is published in the General Catalog and on the College website <http://pcc.palau.edu/wp-content/uploads/2013/07/Institutional-Assessment->

[Process.pdf](#). The importance of a culture of evidence and a focus on student learning is also evident in the institution's publication and use of status reports and report cards assessing progress made on the Institutional Master Plan; these are posted on the College website: <http://pcc.palau.edu/about/accreditation/>. These reports are tools the CEO has implemented to link research on student learning with institutional planning and resource allocation processes. The process of budgeting, from request for budget allocations to requests for procurement/expenditures as noted in College documents such as the Administrative Procedures Manual, is also aligned with student learning goals. (IV.B.1, IV.B.2, IV.B.3, IV.B.4)

## **II. Findings and Evidence**

Based on the ISER and attendant documents including the Republic of Palau Public Law 4-2 RPPL4-2, commonly referred to as the Higher Education Act of 1993; Executive Committee Appointment Letter; Memoranda appointing members to various committees; excerpts from the Board of Trustees Protocol Manual; 15-Year Institutional Master Plan 2009-2024; Institutional Master Plan Report Card Updates; General Catalog; Student Handbook; Student Planner; the College website; other documents provided with the ISER; meeting minutes from campus committees, the Board of Trustees, and Board of Trustees sub-committees; and interviews conducted during the site visit, it is evident that the President provides leadership for institutional quality. The President tasks committees with various aspects of institutional quality, e.g., the Institutional Assessment Committee (IAC), Retention Committee, and the Accreditation Committee though he is actively involved in the accreditation process and communicates accreditation processes and goals to all constituents. The CEO uses data in decision making, identifying priorities, and measuring progress in building a culture of evidence and inquiry. (IV.B.1)

The President assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures. The President reviews and approves the College's overall budget request and works with the Board and National Congress on the College's annual budget. The President ensures compliance with financial policies and control measures set forth by the Board of Trustees and in the Administrative Procedures Manual. (IV.B.5, ER 4)

The President works and communicates effectively with the communities served by the College and encourages campus-wide dialogue around various issues of institutional importance. There is regular communication between the President and various groups, e.g., department heads, faculty members, students, governing bodies, the Board of Trustees, and the public. The Executive Committee is an effective representative body through which regular communication occurs and information is shared and disseminated throughout the College. The Executive Committee also monitors institutional progress towards implementation of the Strategic Plan. The President uses multiple methods of communication with campus, government, and community members such as oral and written reports, radio segments, memos, meeting minutes, messages in campus publications like newsletters and student handbook, and the College website. The President serves on local and regional boards and Commissions including Chuuk Education Reform Council, Pacific Post-

Secondary Education Council, Micronesian Voyaging Society, Asia Pacific Association of Fiduciary Studies, the Palau Chamber of Commerce, Palau International Coral Reef Center, Belau Family School Community Alliance, Civic Action Coordinating Committee, and National Emergency Council. Palau Community College is thus well-connected and has a presence in regional discussions. (IV.B.3. IV.B.4, IV.B.6)

### **III. Conclusions**

The CEO is committed to institutional quality and provides effective leadership in this regard with an active role in the planning, implementation and review processes. The College's structure is appropriately managed by the CEO to reflect the institution's culture, purposes, size, and complexity, as well as needs of the community and requirements of the government in which it operates. Policies and procedures are in place and guided by the CEO to promote continuous improvement, achievement of accreditation requirements, and effective stewardship of human, material, and financial resources. The CEO employs numerous modes and channels to support effective communication with communities served by the institution.

The College meets Standard IV.B.

### **IV. Recommendations**

None

## **Standard IV.C – Governing Board**

### **I. General Observations**

The College and its Board of Trustees were established in 1993 by the Palau Higher Education Act. Through subsequent amendments to the Palau Higher Education Act in 1996 and 2002, the Board was able to add student representation and fill a long-standing vacancy. The *Board Protocol Manual* contains the Code of Ethics, bylaws, statutory, and fiduciary responsibilities and meeting and evaluation procedures. Policies consistent with the College mission are established, managed and reviewed by the Board. Reporting the results of ISSA evaluations to the Board should facilitate clear and relevant communication for the continued support and assistance of student learning and achievement. (IV.C.1, IV.C.2, IV.C.3, IV.C.4, IV.C.5, IV.C.6 & IV.C.7) (ER 7)

The Board of Trustees adopted a revised *Board of Trustees Protocol Manual* in December, 2015 at a Board of Trustees meeting. The manual established the board's size, duties, responsibilities, structure, and operating procedures. Review of meeting minutes indicates the Board acts in a manner consistent with its policies and by-laws. (IV.C.6, IV.C.7)

The Board of Trustees regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality. In September, 2015 the Board of Trustees reviewed and adopted both the vision and mission statements of the College, which adhere to the mandates of the College's enabling legislation. The Board also reviewed and adopted the 15-Year Institutional Master Plan that is the institutional plan for improving academic quality. (IV.C.8) (ER 7)

The Governing Board has an ongoing training program for Board development, including new member orientation. Additionally, new members evaluate the orientation process with feedback used to improve the next orientation. The enabling legislation stipulates four-year appointments. The initial appointments were staggered to ensure continuity of board membership. (IV.C.9)

The Board has policies that clearly establish a process for board evaluation. The evaluation assesses the Board's effectiveness in promoting and sustaining academic quality and institutional effectiveness. The Governing Board regularly evaluates its practices and performance, including full participation in Board training. The results are used to improve Board performance, academic quality, and institutional effectiveness. (IV.C.10)

The Code of Ethics is contained in the *Board of Trustees Protocol Manual* and defines policies for Governing Board members' conduct in the performance of their duties. Sanctions for violators are also described in the manual. In addition, as appointed officials of the national government, members are required to comply with the requirements of the National Ethics Commission. (IV.C.11)

The Governing Board delegates full responsibility and authority to the CEO to implement and administer Board policies and hold the CEO accountable for the operation of the College. The Board hires, supports, evaluates the performance, and terminates the services of

the President of the College. The President of the College's employment contract and the College's enabling legislation, as well as the *Board of Trustees Protocol Manual*, clearly delegate administrative authority to the President of the College. (IV.C.12)

The Board of Trustees is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the College's accredited status. The College President and the Accreditation Liaison Officer primarily achieve this through reports to the Board. (IV.C.13)

## **II. Findings and Evidence**

The College is fully cognizant of the role and responsibilities of the Board in relation to academic quality, integrity, effectiveness of learning programs and services, and financial stability. Participating in ACCJC training informed the policy making/review process starting with the Board's four year-review cycle of its governance policies. The Policy Making/Review Process is available in the *Board of Trustees Protocol Manual* (adopted: December 1993; revised: July 2003; January 2016; pp. 29-31). (IV.C.1, IV.C.2, IV.C.5, IV.C.6 & IV.C.7)

In interviews, information was also provided on the review cycle which has been summarized below:

- Policy review cycle:
  - four years;
  - Started last year (2015) with the governance process policies;
  - Each year, the College will review the policies according to the cycle provided in the *Board of Trustees Protocol Manual* (p. 31) until all have been reviewed and then the cycle will start again;
  - Amendments and changes are also integrated in this process.

Academic quality and the effectiveness of student learning programs and services are supported by the Board's role in approving the College mission, vision, unifying principles, strategic directions, ILOs and ISSA. The vision and mission statements were reviewed and affirmed at the September, 2015 Board of Trustees meeting. Prior to approval a Vision and Mission Taskforce Report was submitted and reviewed. In the onsite interviews with the Chairman and the Vice Chairman of the Board, it remained unclear when the last change in the PCC Mission was made. Reflections by the Chairman affirmed that there had been discussions on the Mission and Vision at three points in time from 2000 – 2015; the Mission remained the same and the Vision had been changed. The two Trustees affirmed that the Board reviews policies from the College but had sought clarification rather than making any substantial changes. (IV.C.1, IV.C.2, IV.C.5, IV.C.6 & IV.C.7) (ER 7)

Board minutes provide evidence of regular updates by the President or presentations from programs and services to the Board of Trustees on program and services offered by the College. The Board is also responsible for policies to ensure the College's financial stability.

The *Board of Trustees Protocol Manual* (pages 32-34) references criterion that decisions made by the Board represent a collective decision and members uphold decisions. Article I, Section 7 of the PCC Board of Trustees By-Laws states "...acts of a majority of the voting trustees...shall constitute the acts of the Board." (Page 15) Additionally, the Code of Ethics, Standards of Conduct for Trustees, Standard 17 states "Each trustee shall recognize that the strength and effectiveness of the Board, is as a Board, not as a group of individuals." (Page 10) (IV.C.1, 2, 5, 6 & 7, ER 7) Finally, the Annual Board Evaluation asks members to assess "Once a decision is made, members cease debate and uphold decision." (Page 32) which provides evidence that the board has a regular self-assessment of themselves as a collective entity.

The Board is also responsible for policies to ensure the College's financial stability. In the onsite interview with the Executive Assistant to the President and Assistant to the Board of Trustees, the Board's role in fiscal management focused predominantly on reviewing PCC's financial status through monthly financial status reports. The areas covered also included the endowment. The student trustee also affirmed that since his election to the Board in September, 2015, the Vice President of Administration and Finance had presented three financial reports. The student trustee also confirmed that discussions by the Board on the financial reports were predominantly based on matters of clarification. Evidence of the monthly financial reports being presented at the Board of Trustees' meetings was provided in the sample Minutes made available during the onsite visit. (IV.C.1, IV.C.2, IV.C.5, IV.C.6 & IV.C.7) (ER 7)

Procedures for the evaluation of the President, the Board, and each Trustee's performance are clearly defined in the *Board of Trustees Protocol Manual*. Evidence shows that the President provides reports to the Board that covers institutional performance and financial status. These reports should also provide evidence-based information for the evaluation of the President's performance. (IV.C.3)

The College adheres to the same hiring process for all employees including the President. The College revised the process for hiring the President and the revised 'Presidential Search & Selection' process is provided in the *Board of Trustees Protocol Manual* (pp. 26-29). (IV.C.2, IV.C.3)

The appointment of Board members is designed to protect the Board's independence through the exemption from resignation when there is a change of government.

Adopted in 1993 and revised most recently in 2016, the *Board of Trustees Protocol Manual* contains the Board Services Commitment Pledge that specifically requires Board members "to defend and protect the College from undue influence and political interference." (IV.C.3)

The orientation process for each Board member that is conducted for new Trustees also provides an orientation packet which includes policies, procedures and Board operations (pp. 24 & 25). (IV.C.4) (ER 7)

The College affirms the Board's involvement in the development of new academic programs.

The Board has a standing committee, Academic Programs, which is responsible to ensure that the educational program is consistent with the mission and institutional learning outcomes. The recent review and adoption of the proposal to establish the Palauan Studies degree program provides the opportunity to exemplify Board involvement. This new program was approved through the substantive change process in May, 2015 (Evidence 1.5: ‘ACCJC approval for STEM, CPH, PW’). In one onsite interview, it was explained that a community advisory board worked with two key faculty members to develop the Palauan Studies program. The program was subsequently taken through the institutional processes for approval to the Executive Committee and then the Board. Minutes of the Board provided during the onsite visit verified that the Academic Programs Committee approved the report for the Palauan Studies program on January 20, 2015. The Board approved the program on January 26, 2015. (IV.C.5)

Procedures for the evaluation of the President, the Board and each Trustee’s performance are clearly defined in the *Board of Trustees Protocol Manual*. Evidence shows that the President provides reports to the Board that covers institutional performance and financial status. These reports provide evidence-based information for the evaluation of the President’s performance. The President is evaluated annually with the evaluation tool provided in the Manual (Appendix C, page 35). The evaluation is conducted in executive (closed) session and is considered confidential. (IV.C.1, IV.C.2, IV.C.5, IV.C.6, IV.C.7, IV.C.12) (ER 7)

The Board of Trustees publishes the *Board of Trustees Protocol Manual*, which articulates policies and procedures. The manual consists of seven articles, which include Board of Trustee meetings, officers of the Board and the President, annual evaluations, records and report, committees of the board, statement of the ethical conduct, and amendments to by-laws. (IV.C.6)

The Board of Trustees has established a four-year cycle of review for the *Board of Trustees Protocol Manual*. In December, 2015, the governance process policies were revised and adopted. The policy review process is documented in the *Board of Trustees Protocol Manual* (pages 29-31). Review of Board of Trustees agendas and minutes indicates the procedures are consistently followed. (IV.C.7)

The Board approves the College mission, vision, and values statement. Monthly financial reports are provided at Board meetings and the College President covers student achievement, enrollments, and other items related to student learning programs and services as part of the President’s report to the Board. 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. (IV.C.8)

The Board reviews the annual Fact Book. The current 2014-15 Fact Book includes information on student learning, performance and achievement data, academic programs and support services. The College produces an Annual Report reviewed by the Board. The 2014 Annual Report provided extensive information about the College, institutional learning outcomes, strategic directions, and program/department information. (IV.C.8)

There is a new Trustee orientation that includes the College’s enabling legislation and related

amendments, institutional self-study reports and other Accreditation requirements, the 15-Year Institutional Master Plan, policy manuals, the General Catalog, the Fact Book, audit reports and other financial reports, Board policies, the *Board of Trustees Protocol Manual*, and the annual evaluation. There is an evaluation given to new Trustees to improve future trainings. The last training was conducted in 2014. (IV.C.9)

In 2014, Trustees attended an investment conference, which included fiduciary essentials. Furthermore, Trustees have attended programs delivered by the Association of Community College Trustees, workshops sponsored by the Pacific Postsecondary Educational Council and other professional development activities. (IV.C.9)

Annually, the Board conducts its performance evaluations that examine individual contributions to the Board as well as its overall effectiveness. The first part of the evaluation assesses the individual member's contribution to the effectiveness of the Board. The second part assesses the overall performance of the entire Board. The evaluation process and procedure is described in the *Board of Trustees Protocol Manual* Article III (pages 13-15). The manual was reviewed and re-approved in December 2015. There is no evidence that the Board makes public its evaluation and performance (IV.C.10)

The College's enabling legislation mandates that the College maintain its accreditation status, specifically "Maintain accreditation by the Western Association of Schools and Colleges." Members of the Board serve on institutional self-evaluation processes through their membership in the accreditation standards' committees. The final report is reviewed and adopted by the Governing Board. In addition, all Board members have successfully completed the Accreditation Basics online course. (IV.C.10)

The Standards of Conduct for the trustees contained in the *Board of Trustees Protocol Manual* clearly defines a code of ethics and roles and responsibilities for Board officers. The manual outlines processes for the sanction or removal of Board members for violations. Additionally, members are required to sign a Board Service Commitment that states:

"I, recognizing the important responsibility I am undertaking in serving as a member of the PCC Board of Trustees, hereby pledge to carry out in a trustworthy and diligent manner the duties, responsibilities and obligations role as a member of the Governing Board...

I will exercise the duties and responsibilities of this office with integrity, collegiality, and care." (IV.C.11) (ER 7)

The Board delegates full responsibility and authority to the College President to implement and administer Board policies. This is codified in the *Board of Trustees Protocol Manual* Article II (page 13), which confers the College President as the Chief Executive Officer and administrative head of the College. The College President is a solitary employee of the Board and is responsible for the College's administration and business affairs on behalf of the Board. The President is fully accountable to the Board only and the Board has the power to hire and terminate the President of the College. Members of the Board conduct an annual formal evaluation of the President in executive sessions of the Board meetings. Furthermore,

the commitment pledge signed by Trustees states “My role as a Board member will focus on the development of policies that govern the implementation of institutional plans and purposes.” This role is separate and distinct from the role of the CEO, who determines the means of implementation. (IV.C.12)

All the plans of the College, including the institutional self-evaluation action plans, undergo Board review and approval. (IV.C.13)

### **III. Conclusions**

The role and responsibilities of the Board in relation to ensuring academic quality, integrity and effectiveness of the student learning programs and services and financial stability of the College are emphatically stated throughout the submissions on Standard IV.C. The Higher Education Act (1993) and the *Board of Trustees Protocol Manual* provide the legislative framework and procedures for the establishment and operations of the Board.

The College has a governing body that has authority over, and responsibility for, policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. Published material by the College (the *Board of Trustees Protocol Manual*) and the onsite visit support the process and activities of the Board in relation to policy review and program approval. Furthermore, minutes made available during the onsite visit provided evidence of discussions that included integrity and effectiveness issues, student learning programs and financial reporting. Meeting notices were also provided, which were written in both English and Palauan that were broadcast over local radio and posted on campus bulletin boards. (IV.C.1, IV.C.2, IV.C.5, IV.C.6 & IV.C.7)

The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision. The following provisions that provide evidence can be found in the *Board of Trustees Protocol Manual* Section 11 (p. 16). During their onsite interview, the Chair and the Vice Chair of the Board stated that the Board worked hard to secure unanimous decisions, or one voice. In the event that this was not possible, the Trustees upheld a majority vote as the decision of the Board. (IV.C.2)

The relevant procedures for the presidential search and selection process are provided in the *Board of Trustees Protocol Manual*. (IV.C.3)

The Governing Board is an independent, policy-making body that reflects the public interest in the institution’s educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure. (ER 7)

The Governing Board establishes policies consistent with the College/District/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The Governing Board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability. At the onsite interview with the Executive Assistant to the President and the Assistant to the Board, it was affirmed that the Board, working with the President, had overall responsibility for governance, policy and fiscal management of PCC. These responsibilities included the

approval for policies and programs. The institution, or the Governing Board, publishes the Board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures. (IV.C.6)

The Governing Board acts in a manner consistent with its policies and bylaws. The Board regularly assesses its policies and bylaws for their effectiveness in fulfilling the College/District/system mission and revises them as necessary. The policy review process is available in the *Board of Trustees Protocol Manual* (pp. 29-31). (IV.C.7)

The Governing Board of the College ensures the institution is accomplishing its goals for student success, the Governing Board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality. (IV.C.8)

The Board has ongoing training programs for Board development, including new member orientation. It has a mechanism for providing for continuity of Board membership and staggered terms of office as stipulated in the College's enabling statute. (IV.C.9)

The *Board of Trustees Protocol Manual* articulates the process and procedures for the annual evaluation of the College President and members of the Board. As part of the four-year review cycle, the governance process policies section of the *Board of Trustees Protocol Manual* was updated in December, 2015. This included the evaluation of the President and Board of Trustees. (IV.C.10)

The Board has a clearly defined code of ethics and policy for dealing with behavior that violates its code and implements it when necessary. Article III (page 9) of the *Board of Trustee Protocol Manual* formulates these codes, policy, and procedures. The manual was re-affirmed after review in December, 2015. Board members also sign a commitment letter which commits them to "pledge to carry out in a trustworthy and diligent manner the duties, responsibilities and obligations role as a member of the Governing Board." Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (IV.C.11)

As outlined in the *Board of Trustees Protocol Manual*, Article II, the Board of Trustees delegates full responsibility and authority to the College President, as Chief Executive Officer, to implement and administer board policies without board interference. Through an annual evaluation process described in *Board of Trustees Protocol Manual*, Article III (pages 18-19) holds the College President accountable for the operation of the College. (IV.C.12)

The Governing Board of the College is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the College's accredited status, and supports through policy the College's efforts to improve and excel. Review of Board meeting minutes demonstrates ongoing communication from the College to the Board of Trustees through President's reports, Board standing committee reports, and presentations. It participates in evaluation of governing board roles and functions in the accreditation process. (IV.C.13)

The College meets Standard IV.C and related Eligibility Requirement 7 except for IV.C.10.

#### **IV. Recommendations**

##### **Recommendation 5**

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

#### **IV.D Multi-College District or Systems**

Not applicable. Palau Community College is a single College System.

## The Quality Focus Essay

The College provided a three-part quality focus essay. Given that this is the first time such essays are required components of ISERs, the assessment of this component is acknowledged by the team to be as much as a first attempt as that by the College is composing the essay.

Overall, the three items identified for quality focus, namely, institutional-set standards for student achievement (ISSA), Academic Building and Student Center, and a four-year degree program, all are projects that are vital to the long-term improvement of student learning and are therefore appropriate focus areas for the College.

The team spent considerable time during the visit verifying the ISSAs and the process to develop these. The team was impressed with the level of thought and reflection evidenced by the ISSA development process. The College does need to complete its planned schedule of evaluation. Additionally, it will benefit from increased clarity regarding the data sources on which ISSAs 10 and 11 were developed and on which their achievement will be assessed.

The team was allowed to tour all of the campus facilities and plans for renovation and expansion were explained. As stated in the essay, the College has been saving \$2,000 per month since 2005 and has over \$300,000 in its infrastructure fund to use towards the new academic building and student center. The College has clearly stated the process and timeline for moving forward with these projects. The only item that was not addressed in this component of the essay is the assessment of the projects.

Finally, the last component of the essay is the plan to establish a four-year degree. The College made it clear to the team that this is in the developmental stages. A recommendation has been submitted to the President to establish a Bachelor of Science in Liberal Studies, but the research continues with other majors being considered. This plan is the least developed of the three in the essay, but it is a project that is vital to the local area and its students, the outcome—a four-year degree—is clearly defined as is the process for the initial steps. A tentative timeline has been established, but responsible parties, resources, and assessment steps have yet to be determined.

The team found that the three components of the essay were appropriate. The ISSAs are the most developed part of the essay projects and were thoroughly reviewed by the team. The team would recommend that the College continue to implement its plan for measuring and assessing the ISSAs. The team also applauds the College for forward thinking and effective use of resources to build an infrastructure fund and to move forward with new facilities that will better support student learning. Finally, the team understands the need for a four-year degree as many students are place-bound and would otherwise not have access to continued education. The team recommends the College continue its careful review of appropriate majors and that the College further review the resources necessary for four-year degrees and consider the establishment of effective assessment of the new degrees once implemented.

In conclusion, the College selected three appropriate areas for its Quality Focus Essay and wrote a relatively concise explanation of the three action plans. Assessment for the new

buildings and four-year degree plan could be improved in the essay. The College has adequately complied with this new component of the ISER.

**Palau Community College  
Institutional Self-Evaluation Report  
December 2015**

# PALAU COMMUNITY COLLEGE

"Palau Community College 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."



## Institutional Self-Evaluation Report December 2015

# **Institutional Self-Evaluation Report**

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**In Support of Reaffirmation of Accreditation**

**Submitted by**

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

**To**

**Accreditation Commission for  
Community and Junior Colleges  
of the Western Association of  
School and Colleges**

**December 2015**

## Certification of the Institutional Self-Evaluation Report

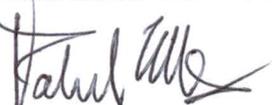
Date : December 23, 2015

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

FROM : Palau Community College  
Post Office Box 0009  
Koror, Republic of Palau 96940

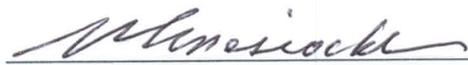
This institutional Self-Evaluation Report is submitted for the purpose of assisting in the determination of the Institution's accreditation status.

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



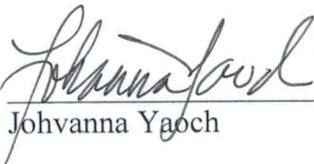
Patrick U. Tellei, EdD

President



Masa-Aki N. Emesiochl

Chairperson, Board of Trustees



Johvanna Yach

President, Faculty Senate Association



Julianne Brechtefeld

President-Elect, Associated Students of  
Palau Community College



Leslie Adachi

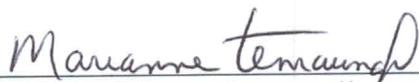
President, Classified Staff Organization



Deikola Olikong

Accreditation Liaison Officer / Chair  
Accreditation Steering Committee

Accreditation Steering Committee Certification

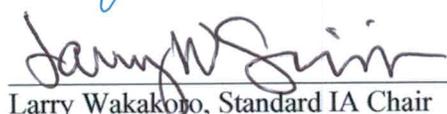
  
Marianne Temaungil

Assistant ALO / Editor

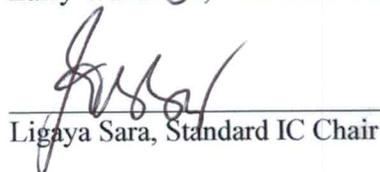
Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity

  
Kuye Beletai, Co-chair

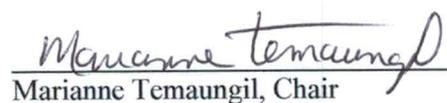
  
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C. Maile Andreas, Standard IB Chair

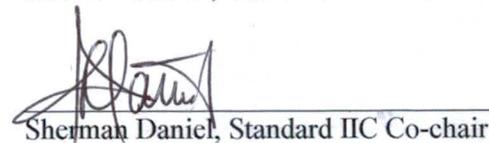
  
Ligaya Sara, Standard IC Chair

Standard II: Student Learning Programs and Support Services

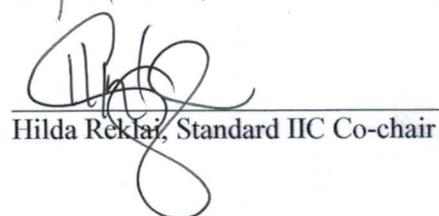
  
Marianne Temaungil, Chair

  
Robert Ramarui, Standard IIA Chair

  
Pioria Asito, Standard IIB Chair

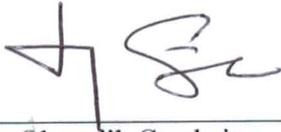
  
Sherman Daniel, Standard IIC Co-chair

  
Maurine Alexander, Standard IIC Co-chair

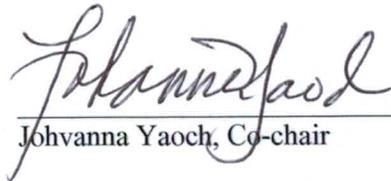
  
Hilda Reklai, Standard IIC Co-chair

Accreditation Steering Committee Certification

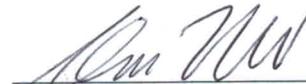
Standard III: Resources



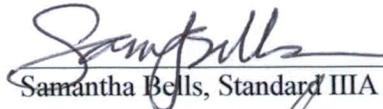
Jay Olegeriil, Co-chair



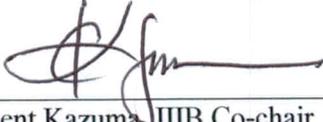
Johvanna Yaoch, Co-chair



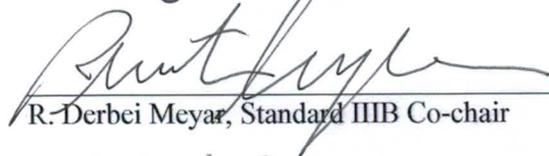
Omdasu Ueki, Standard IIIA Co-chair



Samantha Bells, Standard IIIA Co-chair



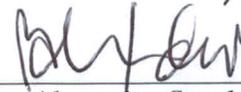
Clement Kazuma, IIIB Co-chair



R. Derbei Meyer, Standard IIIB Co-chair



Bruce Rimirch, IIIC Co-chair



Grace Alexander, Standard IIIB Co-chair



Uroi Salii, Standard IIID Co-chair



Debbie Ngiraibai, Standard IIID Co-chair

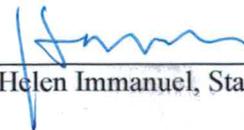
Standard IV: Leadership and Governance



Todd Ngramengior, Chair / Standard IVA & D Chair



Leslie Adachi, Standard IVB Co-chair



Helen Immanuel, Standard IVB Co-chair



Willy Wally, Standard IVC Co-chair



Keith Ignacio, Standard IVC Co-chair

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# **Introduction and General Information**

### A. Location and History of Palau Community College

Palau Community College is the only institution of higher learning in the Republic of Palau. Palau is the western most islands in Micronesia, a region of remote small islands and atolls in the western Pacific Ocean. Palau is approximately 2,200 kilometers north of Darwin, Australia, 3,000 kilometers south of Tokyo, Japan, 1,200 kilometers east of Manila, Philippines, and 12,800 kilometers west of Los Angeles, California. It is, therefore, geographically closer to the Asian Pacific Rim nations than to the United States. Because Palau is west of the International Date Line, the local time is 16 hours ahead of Eastern Standard Time and 18 hours ahead of Los Angeles time. To illustrate this time difference, Palau Community College opens for business on Monday morning while the state of California rests on Sunday evening.

Republic of Palau 2015 population is 21,054. About 70 percent of the population is Palauans with 30% foreigners and other Micronesians.

Palau Community College's campus is conveniently located in downtown Koror within walking distance to the Palau Postal Services, major government offices, business establishments, and banking institutions.

Palau Community College (PCC) was founded in 1966 as a two-year post-secondary vocational/technical institution. It grew out of a trade school that had its beginning in 1927 during the Japanese administration prior to World War II. PCC began with a small group of student enrolled in one vocational program on a campus with limited physical facilities. It was known at the time as Micronesian Occupational Center.

The expansion of vocational education resulted from such factors as a growing political awareness, articulation among the states/republic of Micronesia, and a greater commitment to educational and economic development by the United States of America. Funding permitted the addition of facilities and staff so that by 1976, training programs were provided in more than twenty specific vocational areas grouped into ten trade clusters. The goal of a post-secondary institutional for vocational education is to prepare student with necessary skills and knowledge needed in a developing and expanding economy.

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

was executed establishing complete autonomy of each college in the COM system to local governments. The treaty was terminated on March 31, 1993, which laid the foundation for Palau Community College.

On March 19, 1993, The Republic of Palau President, Kuniwo Nakamura, signed into law Republic of Palau Public Law (RPPL) No. 4-2, establishing Palau Community College. On April 2, 1993, Micronesian Occupational College officially became Palau Community College.

In 1977, the College was granted its first accreditation status and to date, the College had been accredited for thirty-eight years. Palau Community College serves mainly students from the Republic of Palau, the Federated States of Micronesia, and the Republic of the Marshall Islands. The College offers twenty-one accredited degree programs and twelve accredited certificate programs. There were 627 students enrolled in fall 2015.

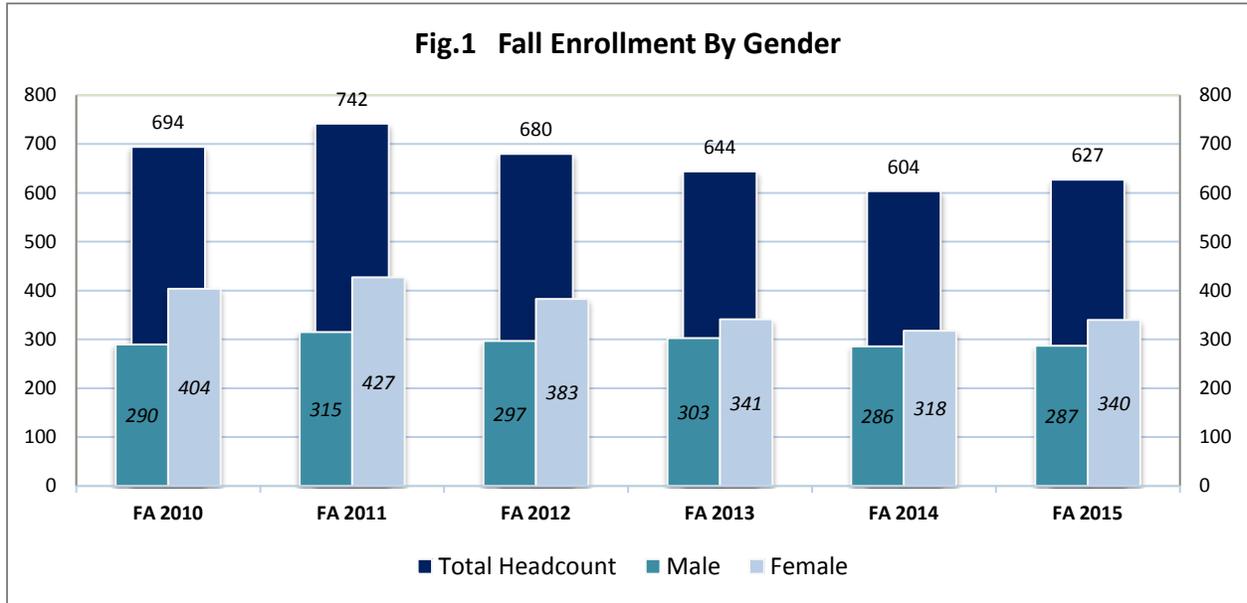
In 2005, Palau Community College's substantive change proposal to offer its Nursing degree program in the State of Yap, Federated States of Micronesia (FSM) was approved by the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges (ACCJC-WASC). The program offered is for the in-service nurses who are employed by the Department of Health (DOH), Yap State, FSM. The Yap Department of Health is located in Colonia which is the main city in Yap State. Yap State is one of the four states of the Federated States of Micronesia. Though FSM states, its geographic location is much closer to Palau than to any of the three states of FSM. Yap is about 45 minute's air travel from Palau.

## **B. Demographics**

Palau Community College is the only post-secondary institution in the Republic of Palau. There were 627 students enrolled in fall 2015 at the college. The college serves students from the Republic of Palau, the Federated States of Micronesia, and the Republic of the Marshall Islands. There were also Asian student who were enrolled at the college. The fall 2015 enrollment of 627 comprised of 76% Palauans, 19% FSM citizens, 4% RMI citizens, and 1% others. The FSM is composed of the island states of Chuuk, Kosrae, Pohnpei and Yap. The 1% of student population includes citizens of the People's Republic of China, Ghana and the Philippines.

Palau Community College also served 396 non-credit clients during fall 2015 through short-term courses/programs offered by the Continuing Education Division (CE), 48 non-credit clients through the Maintenance Assistance Program (MAP), and 1,911 clients through the Cooperative Research and Extension (CRE). The college also served 59 students through the Adult High School Program, 110 high school students through the Upward Bound Program, and 429 elementary and high school students through the Education Talent Search Program. Palau Community College served 627 credit students and 2,953 non-credit students and clients in fall 2015.

Credit Students by Gender Distribution (2010-2015 Fall Terms)

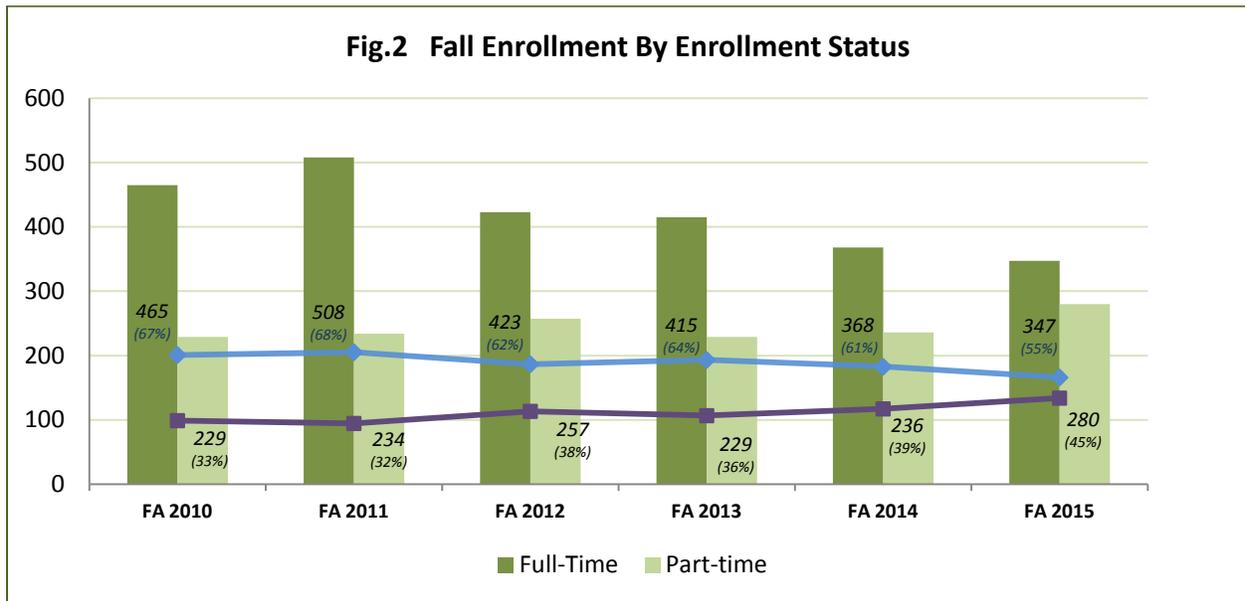


	FA 2010		FA 2011		FA 2012		FA 2013		FA 2014		FA 2015	
Total Headcount	694		742		680		644		604		627	
Male	290	42%	315	42%	297	44%	303	47%	286	47%	287	46%
Female	404	58%	427	58%	383	56%	341	53%	318	53%	340	54%

The majority of credit student enrolled is female, comprising of more than 50% of student population at Palau Community College. This trend has been consistent over the last six fall terms.

## Credit Student Demographics

### Credit Students by Enrollment Status (2010-2015 Fall Terms)



Enrollment Status	FA 2010		FA 2011		FA 2012		FA 2013		FA 2014		FA 2015	
Full Time	465	67%	508	68%	423	62%	415	64%	368	61%	347	55%
Part Time	229	33%	234	32%	257	38%	229	36%	236	39%	280	45%

Majority of Palau Community College students are enrolled full time which makes up 55% or more of the student population for the past six fall terms, 2010-2015.

**Credit Students by State / Region (2010-2015 Fall Terms)**

<b>Fig.3. Fall Enrollment by State / Region 2010 - 2015</b>												
<b>State / Region</b>	<b>FA 2010</b>		<b>FA 2011</b>		<b>FA 2012</b>		<b>FA 2013</b>		<b>FA 2014</b>		<b>FA 2015</b>	
Palau	540	78%	591	80%	540	79%	516	80%	471	78%	479	76%
Chuuk	21	3%	35	5%	33	5%	30	5%	24	4%	17	3%
Kosrae	6	1%	5	1%	15	2%	18	3%	16	3%	15	2%
Pohnpei	18	3%	12	2%	12	2%	12	2%	19	3%	31	5%
RMI	12	2%	3	0%	9	1%	12	2%	14	2%	22	4%
Yap	88	13%	87	12%	63	9%	52	8%	57	9%	59	9%
USA	0	0%	2	0%	1	0%	0	0%	0	0%	0	0%
Others	9	1%	7	1%	7	1%	4	1%	3	0%	4	1%

The proportion of Palauan students is significantly higher compared to other ethnic groups. In fall 2015, 76% of the student’s population was Palauan. The Yapese students account for 9% of the students while other groups have comparable distributions. The percentage of Palauan and Yapese students in fall 2015 are exactly the same percentages in fall 2009 during the college last Institutional Self-Study Report.

**Credit Students by Age Group (2010-2015 Fall Terms)**

<b>Fig. 4. Fall Enrollment by Age 2010 - 2015</b>												
<b>AGE</b>	<b>FA 2010</b>		<b>FA 2011</b>		<b>FA 2012</b>		<b>FA 2013</b>		<b>FA 2014</b>		<b>FA 2015</b>	
Under 18 Years	4	1%	10	1%	5	1%	3	0%	0	0%	2	0%
18-22 Years	465	67%	495	67%	453	67%	431	67%	372	62%	398	63%
23-29 Years	86	12%	88	12%	105	15%	109	17%	109	18%	105	17%
30-39 Years	77	11%	82	11%	61	9%	54	8%	64	11%	68	11%
40-49 Years	51	7%	53	7%	44	6%	38	6%	43	7%	35	6%
50-59 Years	11	2%	13	2%	11	2%	9	1%	16	3%	19	3%
60 and above	0	0%	1	0%	1	0%	0	0%	0	0%	0	0%

Credit students ages 18 – 22 dominated other age groups during 2010 to 2015 fall terms with more than 60%. This trend had been consistent for the past six fall terms with the average of 64%.

**Credit Students by Class Level (2010-2015 Fall Terms)**

<b>Fig.5. Fall Enrollment By Class Level 2010-2015</b>													
<b>Class Level</b>	<b>FA 2010</b>		<b>FA 2011</b>		<b>FA 2012</b>		<b>FA 2013</b>		<b>FA 2014</b>		<b>FA 2015</b>		
Freshmen	524	76%	526	71%	424	62%	438	68%	473	78%	373	59%	
Sophomore	111	16%	142	19%	151	22%	108	17%	59	10%	130	21%	
Unclassified	8	1%	10	1%	4	1%	7	1%	2	0%	7	1%	
Enrichment	4	1%	0	0%	2	0%	2	0%	0	0%	1	0%	
Undeclared	47	7%	56	8%	98	14%	89	14%	70	12%	116	19%	
Dual	0	0%	8	1%	1	0%	0	0%	0	0%	0	0%	

- Freshmen (30 or less credits toward degree program)
- Sophomore (31 or more credits toward degree program)
- Unclassified (non-degree seeker earning college credits)
- Enrichment (non-degree seeker; not earning college credits)
- Dual (high school student earning college credits)
- Undeclared (student intending to seek a degree but undecided)

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

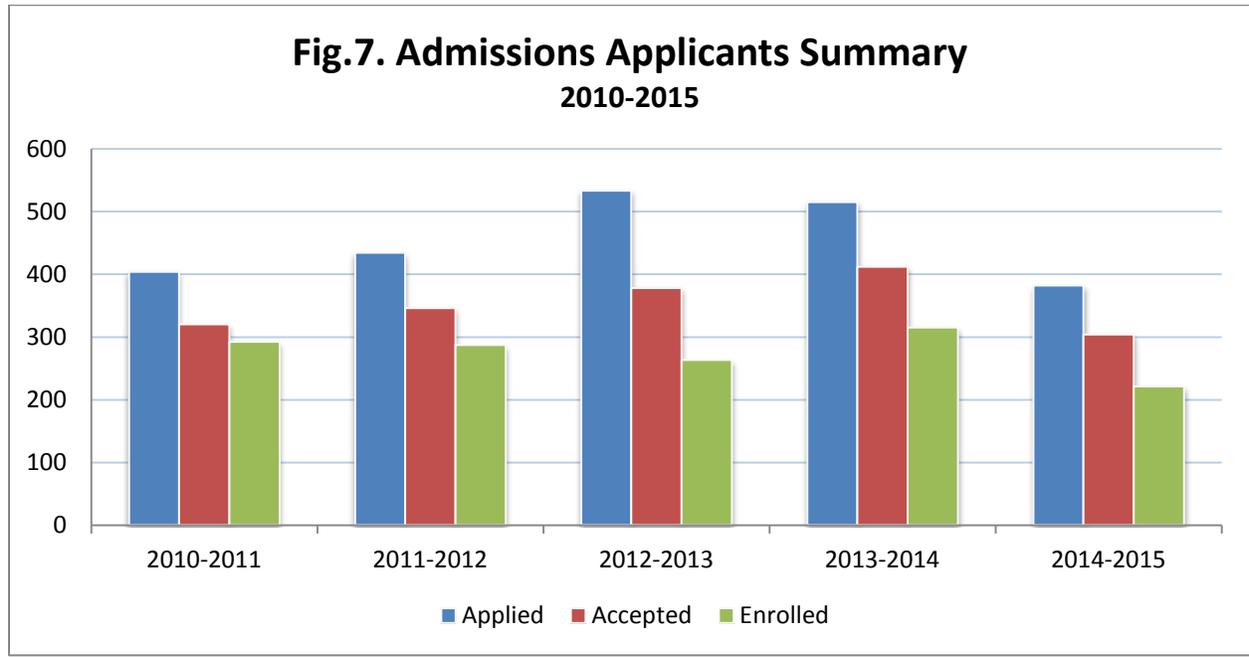
**Credit Students by Registration Status (2010-2015 Fall Terms)**

<b>Fig.6. Fall Enrollment By Registration Status 2010-2015</b>												
<b>Registration Status</b>	<b>FA 2010</b>		<b>FA 2011</b>		<b>FA 2012</b>		<b>FA 2013</b>		<b>FA 2014</b>		<b>FA 2015</b>	
Continuing	510	73%	536	72%	462	68%	388	60%	363	60%	370	59%
First-Time	115	17%	119	16%	149	22%	170	26%	140	23%	184	29%
Re-admitted	7	1%	5	1%	8	1%	6	1%	9	1%	4	1%
Returning	50	7%	70	9%	55	8%	73	11%	88	15%	66	11%
Transfer	12	2%	4	1%	5	1%	7	1%	4	1%	3	0%
Dual	0	0%	8	1%	1	0%	0	0%	0	0%	0	0%

- Continuing (student registered from previous semester and currently in attendance)
- First-Time (student who is enrolled for the first time)
- Readmitted (PCC graduate who returns to seek another degree)
- Returning (student who stops out and returns to enroll after one or more semesters)
- Transfer (student transferring from another accredited post-secondary education)
- Dual (high school student earning college credits)

Continuing students have a relatively stable trend over the last four years by an average of 65% which comprises the majority of the registration status.

**Credit Students Admissions Application Summary  
(Academic Years 2010-2011 to 2014-2015)**



	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Applied	404	434	533	515	382
Accepted	320	346	378	412	304
Enrolled	292	287	263	315	221

Academic Year 2013-2014 had the highest number of applied, accepted and enrolled students compared to any academic year from 2010 to 2015. Academic Year 2014-2015 had the lowest applied, accepted and enrolled students compared to any academic year from 2010 to 2015.

## Credit Student Demographics

### Credit Students Admissions Applicants Summary (2010 – 2015)

<b>Admissions Applicants Summary</b>																									
<b>2010-2015</b>																									
COUNTRY/ STATE	Applied					% Accepted										% Accepted and Enrolled									
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015	
China	6	4	10	3	7	4	67%	4	100%	2	20%	2	67%	2	29%	4	100%	4	100%	1	50%	2	100%	1	50%
Chuuk	21	73	84	39	26	11	52%	53	73%	37	44%	19	49%	14	54%	8	73%	36	68%	16	43%	9	47%	9	64%
Ghana	0	0	1	1	1	0	-	0	-	1	100%	1	100%	1	100%	0	-	0	-	1	100%	1	100%	1	100%
Japan	1	1	3	1	0	1	100%	1	100%	3	100%	1	100%	0	-	1	100%	1	100%	2	67%	1	100%	0	-
Korea	0	0	1	1	1	0	-	0	-	0	0%	1	100%	0	0%	0	-	0	-	0	-	1	100%	0	-
Kosrae	3	12	7	8	11	2	67%	12	100%	7	100%	8	100%	11	100%	-	-	8	67%	5	71%	6	75%	10	91%
Marshall	4	19	20	19	14	1	25%	7	37%	14	70%	14	74%	10	71%	1	100%	0	0%	8	57%	11	79%	8	80%
Philippines	0	5	4	6	6	0	-	1	20%	2	50%	5	83%	2	33%	-	-	1	100%	2	100%	2	40%	1	50%
Pohnpei	10	6	17	18	12	6	60%	0	0%	12	71%	11	61%	10	83%	4	67%	0	-	9	75%	9	82%	9	90%
Palau	276	242	294	354	239	234	85%	207	86%	233	79%	295	83%	198	83%	219	94%	190	92%	170	73%	230	78%	140	71%
Samoa	0	0	1	0	0	0	-	0	-	1	100%	0	-	0	-	0	-	0	-	0	0%	0	-	0	-
Sri Lanka	0	0	1	0	0	0	-	0	-	0	0%	0	-	0	-	0	-	0	-	0	-	0	-	0	-
Taiwan	0	1	2	3	1	0	-	1	100%	2	100%	2	67%	0	-	0	-	1	100%	2	100%	2	100%	0	-
Turkey	0	1	0	0	0	0	-	1	100%	0	-	0	-	0	-	0	-	1	100%	0	-	0	-	0	-
Yap	49	32	45	27	42	38	78%	28	88%	33	73%	21	78%	37	88%	34	89%	20	71%	26	79%	16	76%	25	68%
US*	34	38	43	35	22	23	68%	31	82%	31	72%	32	91%	19	86%	21	91%	25	81%	21	68%	25	78%	17	89%
<b>TOTAL</b>	<b>404</b>	<b>434</b>	<b>533</b>	<b>515</b>	<b>382</b>	<b>320</b>	<b>79%</b>	<b>346</b>	<b>80%</b>	<b>378</b>	<b>71%</b>	<b>412</b>	<b>80%</b>	<b>304</b>	<b>80%</b>	<b>292</b>	<b>91%</b>	<b>287</b>	<b>83%</b>	<b>263</b>	<b>70%</b>	<b>315</b>	<b>76%</b>	<b>221</b>	<b>73%</b>

Credit students' admissions applicants summary of the past five academic years showed that Palauan students who applied, accepted and enrolled dominated the number of all other ethnic groups who applied, accepted and enrolled to Palau Community College by an average of 82%.

## **A. Major Developments**

Major development of Palau Community College since the last comprehensive review includes the opening of the Palau Tourism and Hospitality School of Excellence (PTHSE), development and implementation of the Institutional-Set Standards for Student Achievement; procurement of the TracDat software from Nuventive, LLC and new articulations with two universities in Oregon.

Palau Tourism and Hospitality School of Excellence is a result of a consortium between the Palau Community College, the Republic of Palau Ministry of Education, and the Belau Tourism Association. The consortium established the school of excellence to provide more support to students and the community in regards to tourism in the Republic of Palau. The Palau Tourism and Hospitality School of Excellence support the Tourism and Hospitality degree program with the actual building, equipment and supplies. The school has provided support since 2010 to ensure that students will be able to acquire knowledge and skills to provide excellent customer services; effective communication skills to interact with customers; and to be able to demonstrate effective skills of accommodations with hoteliers, catering and hosting meetings, functions and events.

Palau Community College established its Institutional-Set Standards for Student Achievement (ISSA) in spring of 2015. The ISSA was fully implemented in August 2015 with the first evaluation scheduled for July 2016 after one academic year of implementation. The college established the ISSA through a committee that was appointed by the college with members representing different divisions and departments including faculty and student representatives. The ISSA was established after a thorough study of the committee reviewing and studying the college data from 2008 – 2013. After the committee reviewed and studies five years college data, the committee submitted its recommendations to the college President for review and approval. The ISSA was approved on March 31, 2015 and was implemented in fall 2015.

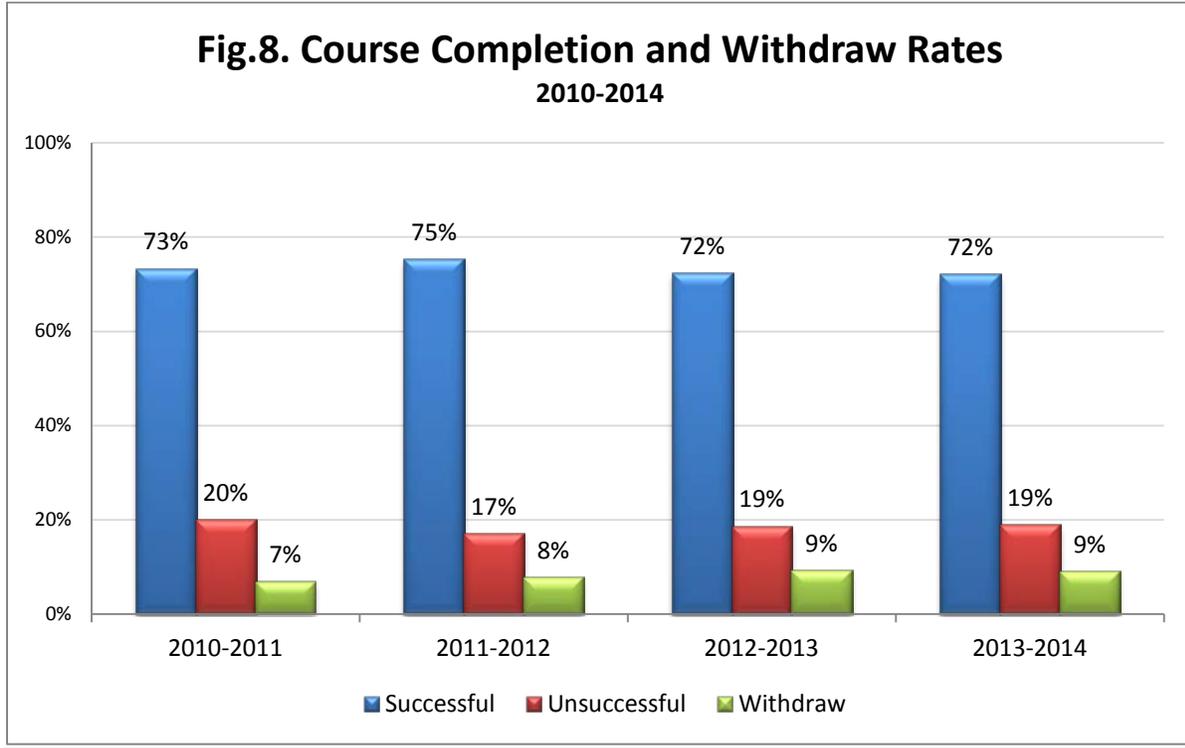
In 2013, the college purchased the TracDat software from Nuventive, LLC to assist and support college assessments and reporting efforts. In the effort to integrate evaluation results, data, planning, resource allocation and implementation, the college decided in 2013 to purchase this assessment data software to improve its assessment data collection and use the information to support planning, resource allocation and implementation at the institutional level. Academic courses and programs were the phase one of the program with Student Services and all non-academic areas as phase two with an implementation to begin in mid-2016. At present, the Institutional Research and Evaluation Office is working to embed student learning outcomes and service area outcomes with the college 15-Year Institutional Master Plan strategic directions to the ACCJC Standards and Eligibility Requirements for assessment purposes. Once this process is complete, information will be uploaded into the software and a series of trainings will be conducted to appropriate divisions and departments to begin using the software for their assessments and reporting.

Recently, Palau Community College went into articulation agreements with the Western Oregon University and Eastern Oregon University to help support students who may decide to transfer to four-year colleges and universities to further higher degrees. Both Western Oregon University and Eastern Oregon University sent representatives to Palau Community College where

articulation meetings furthered and articulation agreements for both institutions with Palau Community College have been signed and implemented.

**Student Achievement  
Data and  
Institutional-Set  
Standards**

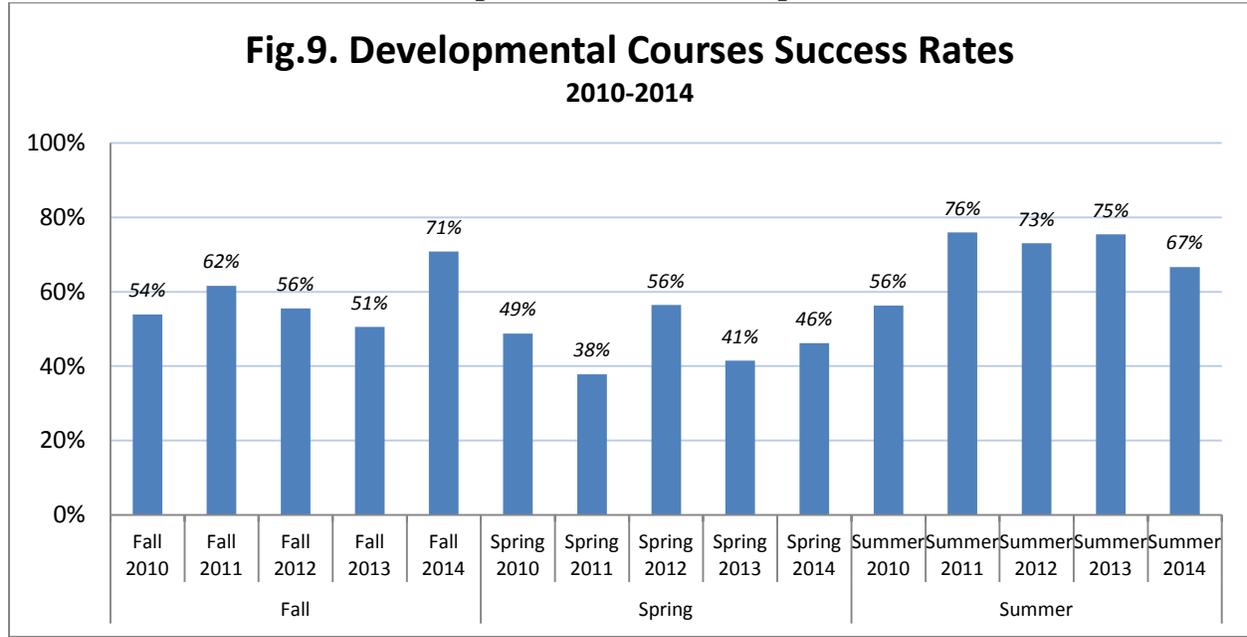
Course Completion



The percentage of successful completion rates between academic years 2010-2011 to 2013-2014 showed consistency among the academic years with an average of 73%. The college has maintained a high course completion rate over the last four academic years.

Though Institutional-set Standards were recently established and implemented, based on this four academic years' data, the college successfully met Institutional-set Standards No. 4 which states that at least 60% of registered students will complete enrolled courses (course completion) in any given semester.

Developmental Courses Completion

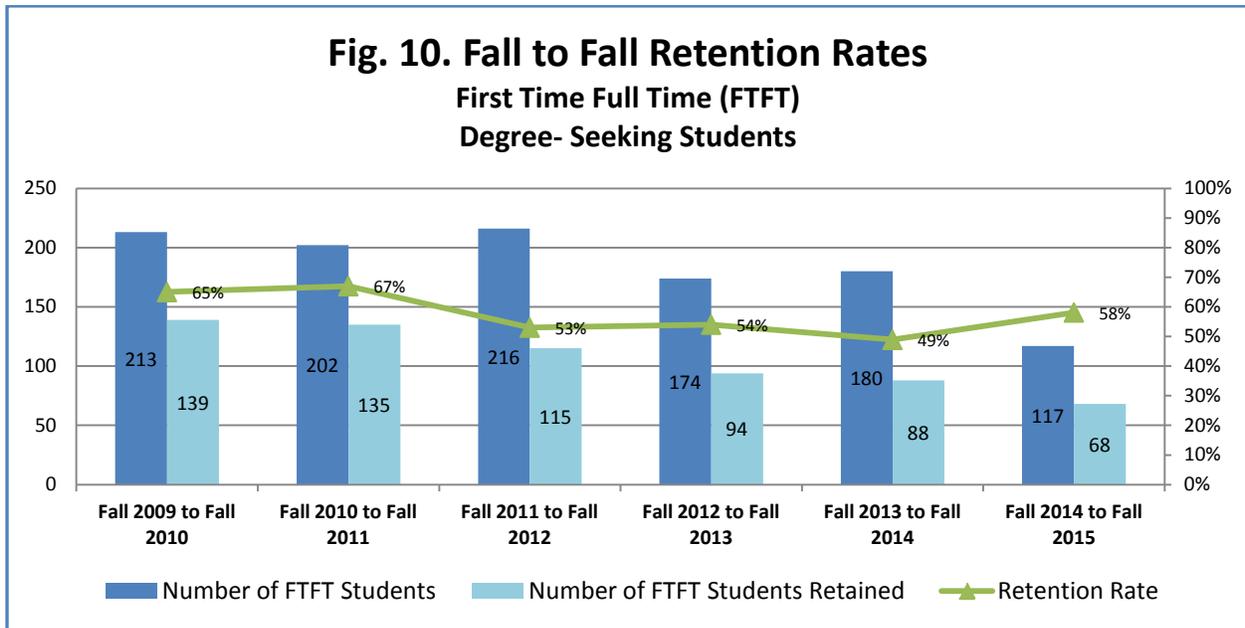


Developmental Courses Completion Rate 2010-2014			
	Total Enrollment	% Successful	% Unsuccessful
Fall 2010	293	54%	46%
Fall 2011	341	62%	38%
Fall 2012	353	56%	44%
Fall 2013	360	51%	49%
Fall 2014	257	71%	29%
Spring 2010	205	49%	51%
Spring 2011	267	38%	62%
Spring 2012	257	56%	44%
Spring 2013	282	41%	59%
Spring 2014	275	46%	54%
Summer 2010	135	56%	44%
Summer 2011	208	76%	24%
Summer 2012	152	73%	27%
Summer 2013	106	75%	25%
Summer 2014	114	67%	33%

Developmental courses completion rate for the past five academic years from fall 2010 – summer 2014 showed summer sessions with the highest completion rate compared to regular semesters of fall and spring at an average of 69%. With the recently established and implemented Institutional-set Standards No. 6 which states that at least 55% of students will complete enrolled developmental courses in any given semester, the college has not been consistent with its completion rate. The college had only met this requirement during three fall semesters, one spring semester and four summer sessions for the past five academic years.

Retention Rate

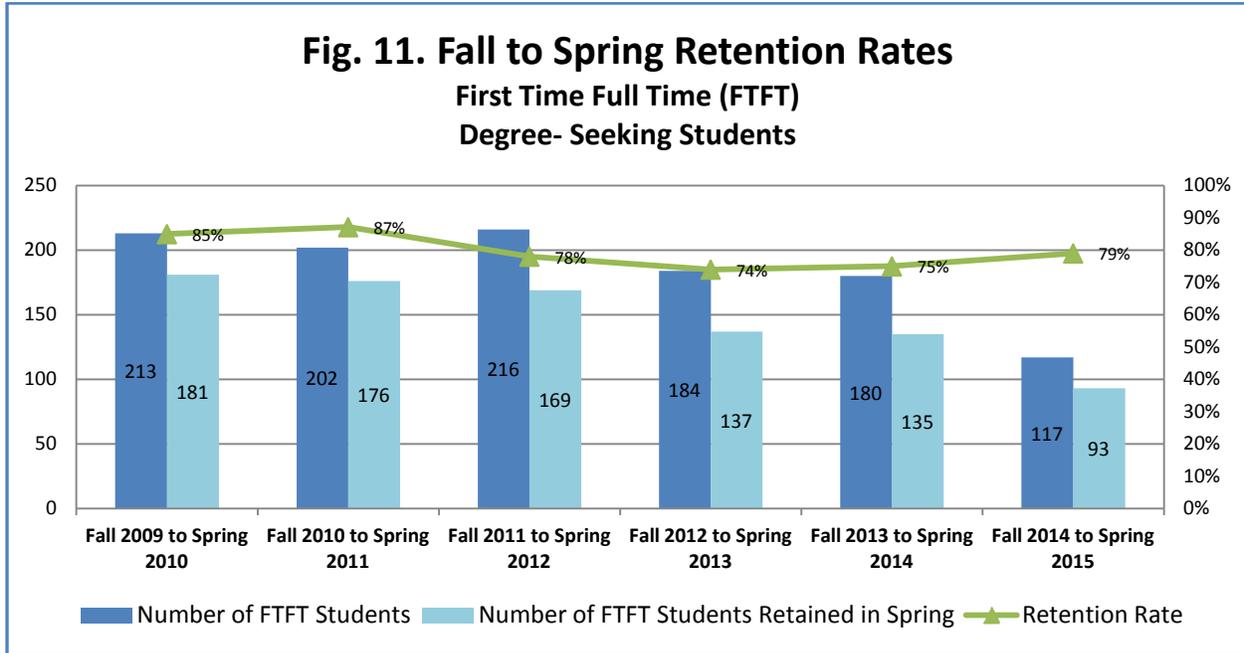
(Retention of Full-Time degree seeking students in fall semesters includes students enrolled in the fall term who enrolled as First-Time in the prior summer term.)



Fall to Fall	Fall 2009 to Fall 2010	Fall 2010 to Fall 2011	Fall 2011 to Fall 2012	Fall 2012 to Fall 2013	Fall 2013 to Fall 2014	Fall 2014 to Fall 2015
Number of FTFT Students	213	202	216	174	180	117
Number of FTFT Students Retained	139	135	115	94	88	68
<b>Retention Rate</b>	<b>65%</b>	<b>67%</b>	<b>53%</b>	<b>54%</b>	<b>49%</b>	<b>58%</b>

The college retention rate of 67% during fall 2010 to fall 2011 showed the highest retention of students for the last six academic years. The recently established and implemented Institutional-set Standards No. 5 which states that PCC retains at least 60% of registered students from term to term; fall to fall; and spring to spring has not been met for the last fall to fall terms in the past four academic years according to this data.

Retention Rate



Fall to Spring	Fall 2009 to Spring 2010	Fall 2010 to Spring 2011	Fall 2011 to Spring 2012	Fall 2012 to Spring 2013	Fall 2013 to Spring 2014	Fall 2014 to Spring 2015
Number of FTFT Students	213	202	216	184	180	117
Number of FTFT Students Retained	181	176	169	137	135	93
<b>Retention Rate</b>	<b>85%</b>	<b>87%</b>	<b>78%</b>	<b>74%</b>	<b>75%</b>	<b>79%</b>

The college retention rate of 87% during fall 2010 to spring 2011 showed the highest retention of students for the last six academic years. The recently established and implemented Institutional-set Standards No. 5 which states that PCC retains at least 60% of registered students from term to term; fall to fall; and spring to spring has been met by the college for the past six academic years.

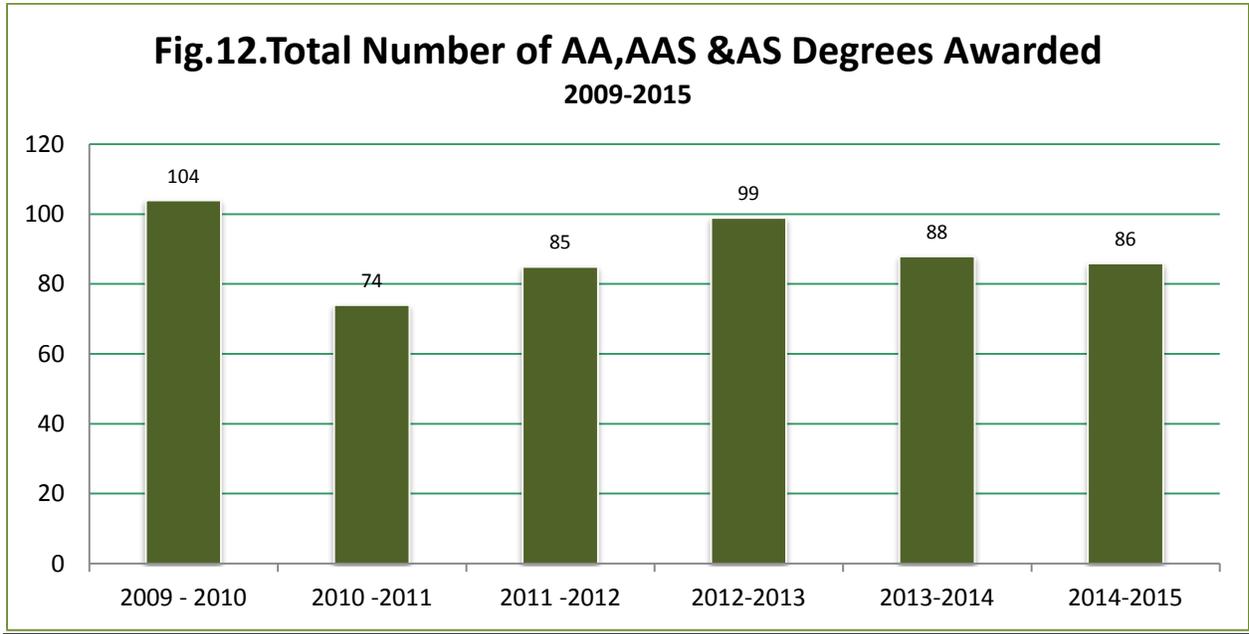
**Graduation Rate**

Graduation Rate by fall cohort Full-Time, First-Time degree seeking students in fall includes students enrolled in the fall term who enrolled as First-Time students in the prior summer term.

<b>Graduation Rate 2008-2013</b>						
	<b>Fall of Entry</b>					
	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>
<b>FIRST TIME FULL TIME STUDENTS</b>	<b>154</b>	<b>213</b>	<b>202</b>	<b>216</b>	<b>184</b>	<b>180</b>
Graduated within 2 < 3 years	15	21	18	10	13	2
Graduated within 3 < 4years	25	30	31	28	18	
<b><i>Graduation Rate</i></b>						
Graduated within 2 < 3 years	10%	10%	9%	5%	7%	1%
Graduated within 3 < 4years	16%	14%	15%	13%	10%	

Between 2008 and 2013 academic years, the college showed a higher graduation rate within 3 - 3½ years of attendance during the past six years. With the established and implemented Institutional-set Standards No. 8 and No. 9, requiring at least 10% of students enrolled will complete in 2 - 2½ years and 20% of students enrolled will complete in 3 - 3½ years was only met during 2008 and 2009 for both No. 8 and No. 9. From 2010 to 2013, the college did not meet the required Institutional-set Standard No. 8.

Total Degrees Awarded/Conferred



	2009 - 2010	2010 -2011	2011 - 2012	2012- 2013	2013- 2014	2014- 2015
<b>AA, AAS &amp; AS</b>	<b>104</b>	<b>74</b>	<b>85</b>	<b>99</b>	<b>88</b>	<b>86</b>

Academic Year 2009-2010 indicated the highest number of 104 degrees awarded compared with any academic years from 2009-2010 to 2014-2015. Academic Year 2012-2013 was second highest with 99 degrees awarded. Academic Year 2010-2011 showed the lowest of 74 degrees awarded.

## Student Achievement

### Total Degrees Awarded By Program

Degrees Awarded By Program		2009 - 2010	2010 - 2011	2011 - 2012	2012- 2013	2013- 2014	2014- 2015
<b>Total Degrees Awarded</b>		104	74	85	99	88	86
Associate of Arts (AA) Degree		14	3	12	11	7	11
	Liberal Arts (LA)	14	3	12	11	7	11
<b>Associate of Sciences (AS) Degree</b>		<b>57</b>	<b>48</b>	<b>48</b>	<b>70</b>	<b>56</b>	<b>52</b>
	Agricultural Sciences (AG)	6	5	4	10	6	5
	Air Conditioning and Refrigeration Technology (AC)	1	3	3	0	1	1
	Automotive Mechanics Technology (AM)	3	6	3	6	4	4
	Construction Technology (CT)	7	5	7	2	7	4
	Electrical Technology (ET)	6	5	2	7	3	2
	General Electronics Technology (GE)	3	3	1	5	5	4
	Library & Information Services (LS)	2	1	1	12	4	4
	Nursing (NU)	0	1	1	1	0	3
	Office Administration (OA)	18	13	12	18	19	10
	Small Engine and Outboard Marine Technology (SE)	5	3	2	2	2	5
	Tourism & Hospitality (TH)	6	3	12	7	5	10
<b>Associate of Applied Sciences (AAS) Degree</b>		<b>33</b>	<b>23</b>	<b>25</b>	<b>18</b>	<b>25</b>	<b>23</b>
	Agricultural Sciences (AG)	1	0	0	1	1	0
	Business Accounting (BA)	4	3	2	5	4	3
	Business Administration (BU)	0	5	5	0	2	2
	Criminal Justice (CJ)	2	3	2	0	3	0
	Education (ED)	5	6	3	3	5	4
	Environmental/Marine Science (ES)	6	2	3	3	2	3
	General Electronics Technology (GE)	1	1	0	0	0	0
	Information Technology (IT)	7	1	5	2	1	2
	Library & Information Services (LS)	1	0	0	0	1	1
	Nursing (NU)	5	1	0	4	6	6
	Tourism & Hospitality (TH)	1	1	5	0	0	2

2009-2010 to 2014-2015 Academic Years showed that there were more associate of sciences degrees awarded compared to associate of arts degrees and associated of applied sciences degrees for the past six years.



## Institutional-Set Standards for Student Achievement

### Required under

- U.S. Department of Education 34 Code of Federal Regulations (CFR) & USDOE Guidelines for §602.16 (a)(1)(i) and §602.16 (f)(2)
  - ACCJC Standard I.B.2; I.B.3; and II.A.1
  - ACCJC Eligibility Requirements #11
  - ACCJC Annual Report
1. PCC recruits graduating seniors from all high schools in Palau (spring term).
  2. PCC accepts 100% of graduating seniors who applied for and met admissions requirements.
  3. PCC enrolls at least 65% of graduating seniors who applied for and met admissions requirements.
  4. At least 60% of registered students will complete enrolled courses (course completion) in any given semester.
  5. PCC retains at least 60% of registered students from term to term; fall to fall; and spring to spring until completion of degree/certificate programs.
  6. At least 55% of students will complete enrolled developmental courses in any given semester.
  7. At least 70% of students will complete enrolled general education courses in any given semester.
  8. At least 10% of students enrolled will complete (graduate) in 2 - 2½ years.
  9. At least 20% of students enrolled will complete (graduate) in 3 - 3½ years.
  10. At least 20% of students who completed degree programs will transfer to 4-year colleges/universities.
  11. At least 50% of students who completed degree/certificate programs will enter the work force (job placement).

# **Organization of the Institutional Self-Evaluation Process**

## **Organization of the Institutional Self-Evaluation**

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The planning of Palau Community College (PCC) Self-Evaluation process officially began in July 2014 with the college President's appointment letter appointing the college Accreditation Steering Committee (ASC) members on July 29, 2014. The Committee was tasked with the responsibility to prepare the college Institutional Self-Evaluation Report to be submitted to the Commission at the end of 2015. Through the appointment letter, the college President with the assistance of the Accreditation Liaison Officer (ALO) appointed chairs and co-chairs to head Standards I – IV. The same appointment letter also appointed the ALO to be the chairperson of the Accreditation Steering Committee. The first organizational meeting was held on August 6<sup>th</sup>, 2014 where the ACCJC 2014 Eligibility Requirements and 2014 Standards were discussed and members were tasked to identify Standards team members to be reported in the next meeting. A tentative timetable was developed during the organizational meeting where the next meeting was scheduled for September 19, 2014. Prior to the August 06, 2014 meeting, the Accreditation Liaison Officer distributed college wide the ACCJC 2014 Eligibility Requirements and 2014 Standards through attachments of payroll #15 checks on July 23, 2014.

The ASC met once a month thereafter while continue to work in their separate teams to prepare the different parts of the report. There were four main teams responsible for each of the Standards. The four Standards teams were also divided into smaller groups to concentrate on the Sub-Standards. The first draft of the report was submitted to the ALO on December 12, 2014. Review of the first draft was completed by the ALO and the Assistant ALO. Review of the first draft was done against the dialogs under each Standards; Standards chairs and co-chairs met with the ALO and Assistant ALO on different scheduled meetings to receive recommendations and feedbacks. The ASC continued to meet monthly from December 2014 to April 2015 where Standards updates were provided by chairs of the four Standards including clarifications of matters in question and discussion of ways to improve team work and how to motivate team members to continue the work needed to complete the report.

On April 2015, the college President, Vice President for Cooperative Research and Extension Department, ALO, Assistant ALO, a faculty member and the Director of Development Office attended the ACCJC Symposium in California. The Symposium presenters were the President of the Commission, Vice Presidents and ACCJC Commissioners. The Symposium was designed to explain in details the changes and requirements of the 2014 Eligibility Requirements and 2014 Standards. PCC's team brought questions that were commonly asked by the chairs and co-chairs of the college Accreditation Steering Committee to the Symposium. However, most college questions were not answered and discussed during the two-day symposium. Participants were informed that answers will be posted on the ACCJC website within a month; the college did not receive answers to the college questions until the July 2015 Pacific Regional Training in Honolulu, Hawaii.

As determined to write the college report, the ASC members continued working without the guidance of the Guide to Evaluating Institutions based on the 2014 Eligibility Requirements and 2014 Standards that became available to Palau Community College in September 2015. Upon receiving the Guide to Evaluating Institutions, the ASC has gone over the 3<sup>rd</sup> draft of the report and each team was finalizing its final draft with a careful lining up of required evidence.

With the college President’s recommendation, the college ALO began the Journey on the Institutional Self-Evaluation Process where the journey was sent out college wide through emails on a regular basis. The journeys informed the college community of ASC events, important dates, reminders, as well as detailed explanation of how the college would be meeting specific dialogs of the Standards. The journeys also shared good practices and invited members of the college community to share their successful stories of how their divisions, departments and programs are meeting Standards and Eligibility Requirements. During the course of this process, the college community was informed of the college progress through chairs and co-chairs of individual Standards. The ALO presented the final draft of the college Institutional Self-Evaluation Report to the College Board of Trustees and the college President on December 16, 2015 and received the approval for certification.

**ACCREDITATION STEERING COMMITTEE**

Deikola Olikong	_____	ALO/Chairperson
Marianne Temaungil	_____	Asst. ALO/Editor
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Kuye Belelai	_____	Co-chairperson, Standard I
Larry Wakakoro	_____	Chairperson, Standard IA
C. Maile Andreas	_____	Chairperson, Standard IB
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Uroi Salii	_____	Co-chairperson, Standard IIID
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Todd Ngiramengior	_____	Chairperson, Standard IV /
		Chairperson, Standard IVA & D
Leslie Adachi	_____	Co-chairperson, Standard IVB
Helen Immanuel	_____	Co-chairperson, Standard IVB
William Wally	_____	Co-chairperson, Standard IVC
Keith Ignacio	_____	Co-chairperson, Standard IVC

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KEITH IGNACIO  
TESSMARIE KODEP  
GRACE MERONG  
TANYA NGIRKUTELING  
AKIKO UDUI

OLIVER UKUS TEBELAK  
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TENNYSON CASON  
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O'HARA SKEBONG  
FELIX SENGEBAU  
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DR. EMAIS ROBERTS

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ISUMCHERAARD NGIRAIRIKL

VERNICE RECHEBEI  
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MARIA TERUZI  
SHELLY UEKI

BERONICA BINGKLANG  
LEORY FRITZ  
LEONARD NGIRAMENGIOR  
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MASA-AKI N. EMESIOCHL

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SAMANTHA BELLS  
HARLINE HARUO  
LYNDON MASAMI  
R. DERBEI MEYAR

JALAVENDA OSIMA  
GRACE SALVADOR  
TODD NGIRAMENGIOR  
GRACE YALAP  
DAWCKINS DENGLIUS

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R. DERBEI MEYAR  
FRUTOSO TELLEI  
PETRUS ITEL MONG  
ANN SABRA NGIRAROROU  
NORMAN JAMES SATO  
KESINA TADAO

WILES TMECHERUR  
FRANSON OITERONG  
RUSKEY REMOKET  
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MIANO SOWRAENPIY  
LISA ABRAHAM

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GRACE ALEXANDER  
EPIMACHUS MOSES  
AKILINA MAECH

LAKOLANI OLN GELLEL  
WINFRED RECHEUNGEL  
DALTON THOMAS  
HUSTON ULENGCHONG

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EVANGELINE ANDREW

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JADE KLOULECHAD  
EPHRAIM NGIRACHITEI  
DANIELLE DACHELBAI

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THOMAS TARO  
KAZUE MELPHY  
SOLEDAD GARCIA  
ARLENE IGNACIO  
ANGELIO ANTHONIO  
PAULINE JERRY  
VERNA KYOTA

ITWONG NGIRAIKELAU  
GAYLORD RDECHOR  
MURAI SEBANGIOL  
GIBSON TOWAI  
AMANDA EBAS  
HOSEA SUMANG  
MIRANDA EBAS

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BENIGNO S. SABLAN  
VERNICE YUJI  
MARGELINE BUBAN  
BELLARMINO FAGOLUR  
UMANG KESOLEI  
HELLEN IMMANUEL  
ANNALISA NGIRAKLEI

LOURDES REKSID  
EZRA TAKEO  
ROGELIO VERGARA  
LEONA BLALUK  
COURTNEY JOSHUA  
CHERIE LYNN RENGIL  
RENEE WATANABE

### C. GOVERNING BOARD

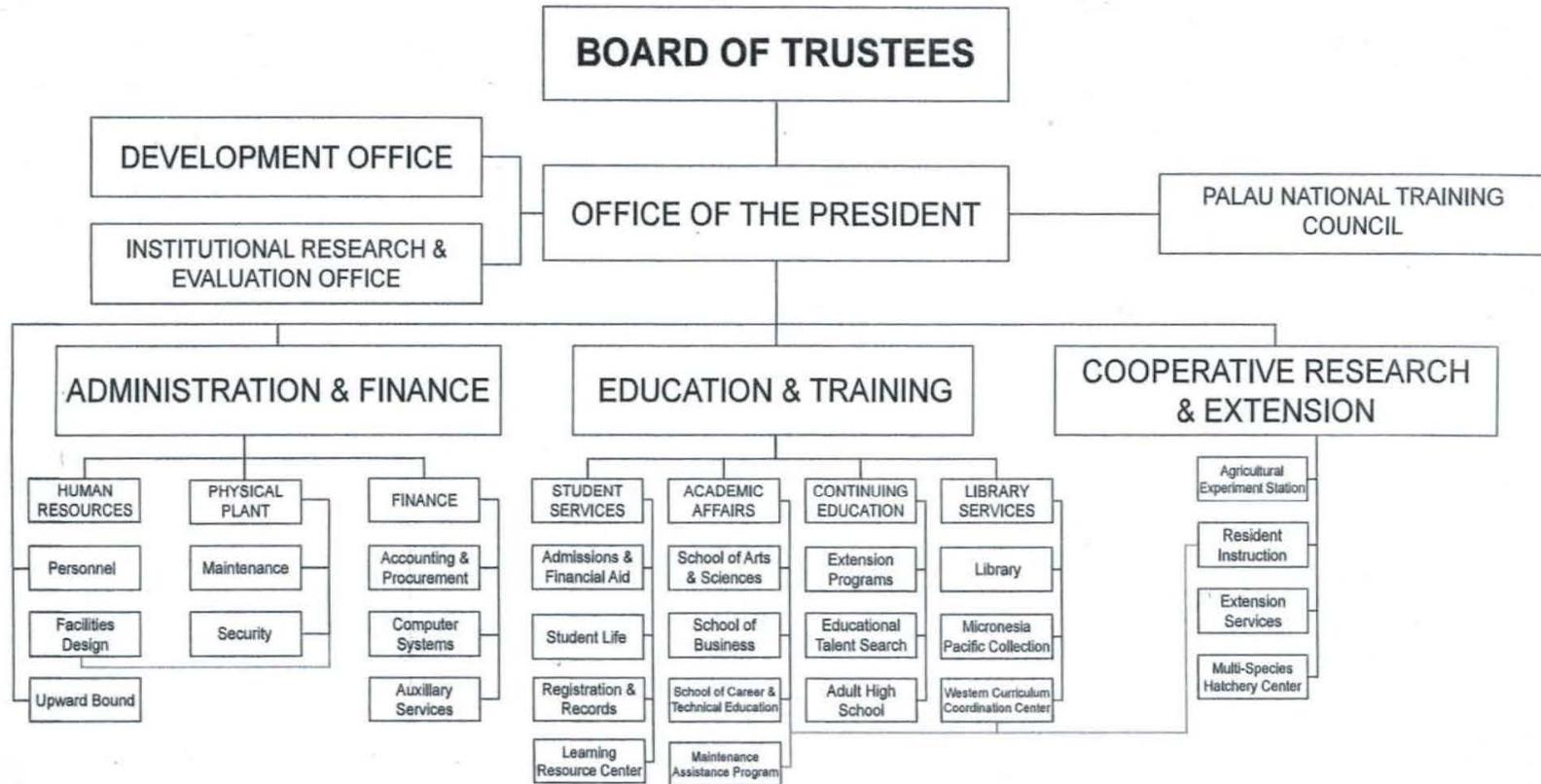
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REV. BILLY KUARTEI  
LOYOLA DARIUS  
GLEN DALYNN NGIRMERIIL  
JOHNSTON KLOULUBAK  
STEPHANIE MINOR

KRISTY OLKERIIL  
DILUBCH SAMIL  
LEONA TKEL  
HILARY MATMAG  
MARY BAMPHIS  
STEPHANIE NAKAMURA

### D. MULTI-COLLEGE DISTRICTS OR SYSTEMS

TODD NGIRAMENGIOR

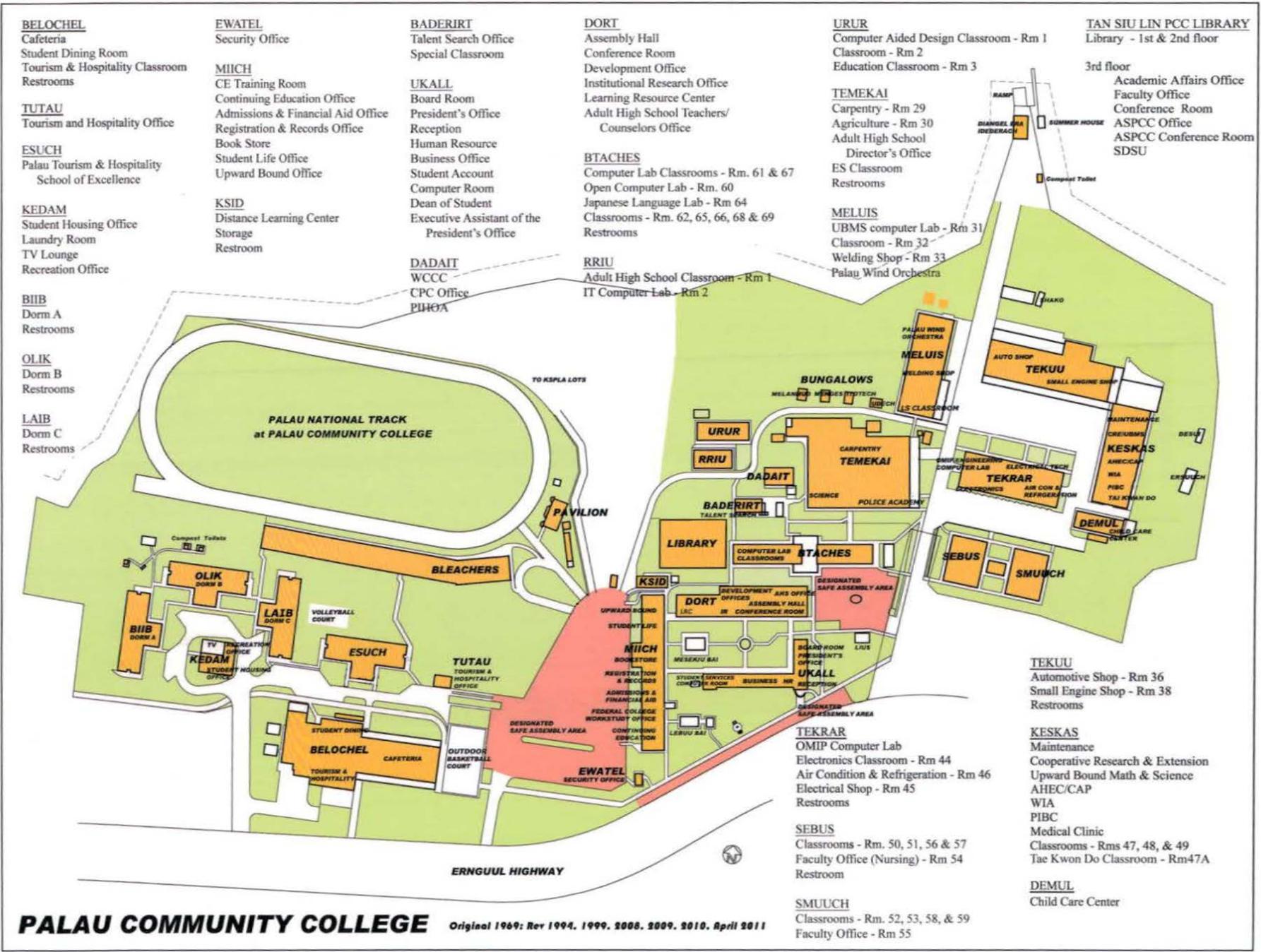
# **Institutional Organization**



Revised and Approved by the  
Palau Community College Board of Trustees  
September 2015

Masa-Aki N. Emesiochl  
Chairman of the Board

Updated September 2015  
Revised January 2014  
Revised August 2009  
Revised August 2008  
Adopted August 1994



**BELOCHEL**  
Cafeteria  
Student Dining Room  
Tourism & Hospitality Classroom  
Restrooms

**TUTAU**  
Tourism and Hospitality Office

**ESUCH**  
Palau Tourism & Hospitality  
School of Excellence

**EWATEL**  
Security Office

**MIICH**  
CE Training Room  
Continuing Education Office  
Admissions & Financial Aid Office  
Registration & Records Office  
Book Store  
Student Life Office  
Upward Bound Office

**BADERIRT**  
Talent Search Office  
Special Classroom

**UKALL**  
Board Room  
President's Office  
Reception  
Human Resource  
Business Office  
Student Account  
Computer Room  
Dean of Student  
Executive Assistant of the  
President's Office

**DORT**  
Assembly Hall  
Conference Room  
Development Office  
Institutional Research Office  
Learning Resource Center  
Adult High School Teachers/  
Counselors Office

**URUR**  
Computer Aided Design Classroom - Rm 1  
Classroom - Rm 2  
Education Classroom - Rm 3

**TAN SIU LIN PCC LIBRARY**  
Library - 1st & 2nd floor  
3rd floor  
Academic Affairs Office  
Faculty Office  
Conference Room  
ASPCO Office  
ASPCO Conference Room  
SDSU

**KEDAM**  
Student Housing Office  
Laundry Room  
TV Lounge  
Recreation Office

**KSID**  
Distance Learning Center  
Storage  
Restroom

**DADAIT**  
WCCC  
CPC Office  
PIHOA

**BTACHES**  
Computer Lab Classrooms - Rm. 61 & 67  
Open Computer Lab - Rm. 60  
Japanese Language Lab - Rm 64  
Classrooms - Rm. 62, 65, 66, 68 & 69  
Restrooms

**TEMEKAI**  
Carpentry - Rm 29  
Agriculture - Rm 30  
Adult High School  
Director's Office  
ES Classroom  
Restrooms

**MELUIS**  
UBMS computer Lab - Rm 31  
Classroom - Rm 32  
Welding Shop - Rm 33  
Palau Wind Orchestra

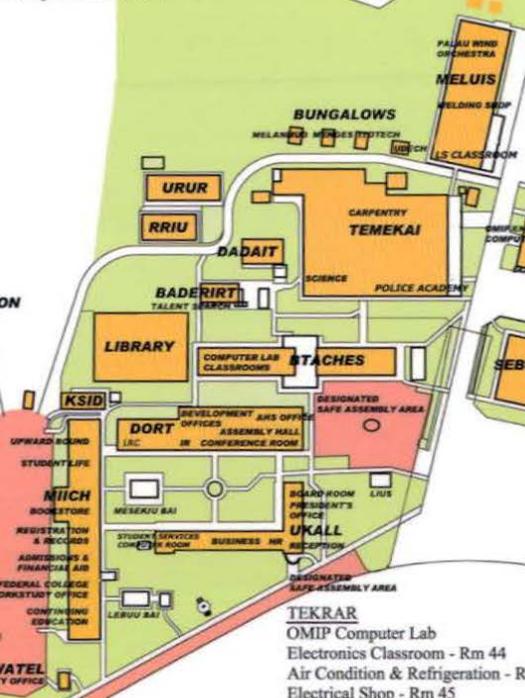
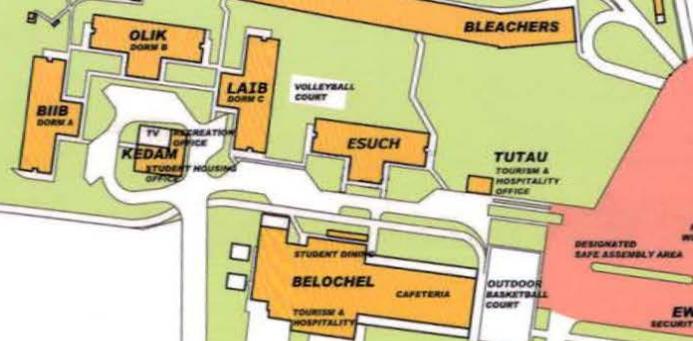
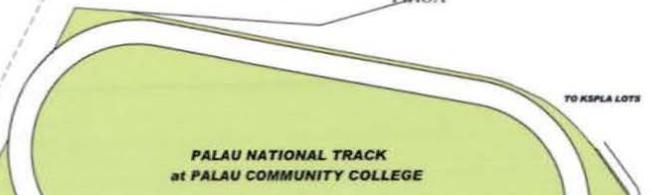
**BIIB**  
Dorm A  
Restrooms

**OLIK**  
Dorm B  
Restrooms

**LAIB**  
Dorm C  
Restrooms

**RRIU**  
Adult High School Classroom - Rm 1  
IT Computer Lab - Rm 2

**DIANGEL DOR**  
**DEBERACH**  
RAMP  
SUMMER HOUSE  
Campus Toilet



**TEKUU**  
Automotive Shop - Rm 36  
Small Engine Shop - Rm 38  
Restrooms

**KESKAS**  
Maintenance  
Cooperative Research & Extension  
Upward Bound Math & Science  
AHEC/CAP  
WIA  
PIBC  
Medical Clinic  
Classrooms - Rms 47, 48, & 49  
Tae Kwon Do Classroom - Rm 47A

**TEKRAR**  
OMIP Computer Lab  
Electronics Classroom - Rm 44  
Air Condition & Refrigeration - Rm 46  
Electrical Shop - Rm 45  
Restrooms

**SEBUS**  
Classrooms - Rm. 50, 51, 56 & 57  
Faculty Office (Nursing) - Rm 54  
Restroom

**SMUUCH**  
Classrooms - Rm. 52, 53, 58, & 59  
Faculty Office - Rm 55

**PALAU COMMUNITY COLLEGE**

Original 1969; Rev 1994, 1999, 2006, 2009, 2010, April 2011

## **Off-Campus Sites**

The Cooperative Research and Extension (CRE) Department of Palau Community College is located in Ngaremlengui State, Republic of Palau. The CRE consists of three divisions namely the Agriculture Division, the Aquaculture Division and the Food Technology Division. The Agriculture Division and the Food Technology Division are located in Ngermeskang, Ngaremlengui State while the Aquaculture Division is located in Ngermetengel, Ngaremlengui State.

The Agricultural Science (AG) degree program lab field work required by AG program courses is conducted at the CRE station, off-campus site in Ngermeskang, Ngaremlengui State. The CRE station in Ngaremlengui State is about 25 minutes drive from the main college campus.

The PCC Nursing Program offered at the Department of Health, Yap State, Federated States of Micronesia (FSM) is located in Colonia, the main city of Yap State. Colonia, Yap is about a 40 minute airplane ride from Palau.

The college has two off-campus sites within the Republic of Palau and one off-campus site located outside of Palau in Yap State, FSM.

**Compliance with  
Eligibility  
Requirements No. 1-5**

## Certification of Continued Compliance with Eligibility Requirements

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### Eligibility Requirements

**1. Authority** - Palau Community College was created by the Republic of Palau Public Law (RPPL) No. 4-2 in March 1993, which gives the college and its board the authority to operate, develop, and provide education and training programs in the Republic of Palau, (RPPL 4-2). Palau Community College is authorized by RPPL 4-2 to operate as a post-secondary educational institution and to award two-year degrees.

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**2. Operational Status** - Palau Community College is operational with 627 students pursuing degree/certificate programs in fall 2015. The college fact book contains data about student achievement, demographics, degrees, certificates and transfer information. Enrollment information is also available at the college Registrar & Records Office and at the IPEDS data system under NCES of the U.S. Department of Education.

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**3. Degrees** - Palau Community College grants Associate of Science (AS) degrees in twelve degree programs, Associate of Applied Science (AAS) degrees in twelve degree programs, Associate of Arts (AA) degrees in two degree programs, and Associate of Technical Studies (ATS) degrees. Palau Community College currently has twenty-one accredited degree programs where three of the twenty-one degree programs were proposed and approved by the Substantive Change Committee of ACCJC-WASC within this accreditation cycle, 2010-2015. The twenty-one degree programs follow the time period of the American higher education where credits required by the programs ranges between 60-80 credits. The expected time of attendance of these programs is two-to-two & half years (2-to-2½) years.

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**4. Chief Executive Officer** - Palau Community College has a chief executive officer, the college President who is appointed by the College Board of Trustees, whose full-time responsibility is to the institution. The college President possesses the requisite authority to administer the College Board of Trustees policies. The college President is not a member of the College Board of Trustees. Palau Community College will inform the Accrediting Commission for Community and Junior Colleges immediately should there be a change in the institutional chief executive officer. Dr. Patrick U. Tellei is the college current President who was hired by the College Board of Trustees on January 04, 1999. January 04, 2016 will mark the 17<sup>th</sup> year of his employment with Palau Community College as the college President.

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### 5. Financial Accountability

Palau Community College annually undergoes an external financial audit by a US certified public accounting firm. For this accreditation self-evaluation cycle, each year, the college has had unmodified audits. Copies of the college financial audit reports are provided to the Office of

the President of the Republic of Palau, the National Congress, the Palau Public Auditors Office, the College Board of Trustees, the college Executive Committee, the Federal Program Directors, the college Accreditation Office, the U.S. Department of Education, and the Accrediting Commission for Community and Junior Colleges. Copies of the college financial audit reports are available at the college library, college Administration and Finance Department, and the college Finance Division. The college is eligible for Title IV funds and complies with federal requirements. The unmodified audits confirm that the college has in place sound financial management and practices prudent use of financial resources including Title IV funds. The college has set aside \$500,000 in its reserve funds which is an estimated 5% of its annual budget.

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**Compliance with  
Commission Policies  
and Federal  
Regulations**

## **Compliance with Commission Policies and Federal Regulations**

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Palau Community College is in compliance with Commission Policies and Federal Regulations stated under Appendix H: Selected Evaluation Team Responsibilities for Compliance with U.S. Department of Education (USDE) Regulations, Manual For Institutional Self Evaluation of Educational Quality and Institutional Effectiveness.

Palau Community College describes how it is meeting the USDE Regulation and USDE Guidelines for 34 C.F.R. § 602, January 2012 under Standard I.B.; Standard II.A.; Standard I.C. and ER 20; Standard I.B.; Standard II.A.; Standard I.B., II.C. and III.D. The college under the said Standards addresses in detail how it is meeting each regulation and guideline of USDE 34 C.F.R. under the Evidence of Meeting the Standards. The college also provides evidence of how it is in compliance with the USDE regulations and guidelines through electronic copies of evidence included in this report.

# **Accreditation Standards**

## **Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity**

**The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.**

### **A. Mission**

- 1. The mission describes the institution’s broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. (ER 6)**

### **Evidence of Meeting the Standard**

The Palau Community College Mission Statement describes the institution’s broad educational purposes, its intended student population, the types of degrees and other credential it offers, and its commitment to student learning and achievement. The college Mission Statement is “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”. The purposes, intended student population, types of degrees and other credentials it offers, and its commitment to student learning and student achievement are appropriate to an institution of higher learning preparing students in their quests to pursue higher education and/or employment careers. [1.1]

The Republic of Palau Public Law (RPPL) 4-2, the legislation that established Palau Community College in 1993, 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 student population is a reasonable match for the institution’s location as all identified countries are within the Micronesian region. [1.2]

The purpose of Palau Community College is to develop and implement academic programs and trainings to help meet the needs of students and the communities of Palau and the Micronesian region. The college has developed and implemented three degree programs since 2010. The three programs are the Science, Technology, Engineering and Mathematics (STEM) Disciplines, the Community and Public Health Program, and the Palauan Studies Program. These degree programs were developed and implemented as a result of community needs called for by the Ministry of Education, Ministry of Health and Ministry of Community and Cultural Affairs of the Republic of Palau. The college further supports its purpose by offering non-credit programs. Such programs and trainings are offered through the college Continuing Education Division and the Maintenance Assistance Program. Non-credit trainings and programs range from foreign languages to vocational trade, such as air-conditioning, auto mechanic, and computer technology trainings. [1.3]

To ensure enrollment of the identified student population in the legislation, Palau Community College recruits students from all six high schools in Palau by visiting each school every spring semester to distribute college materials and to conduct workshops to invite local high school graduates to enroll into PCC. The college also offers travel grants to students from the identified entities every fall semester, the beginning of new academic year. Ten (10) travel grants are offered to students who have applied and been accepted from the Republic of the Marshall Islands and ten (10) travel grants to each of the states of the Federated States of Micronesia (Chuuk State, Kosrae State, Pohnpei State and Yap State). Palau Community College offers a total of fifty (50) travel grants every academic year to ensure the legislation compliance. [1.4]

Palau Community College has three academic schools that implement student learning programs and services aligned with its purposes as mandated by the Mission Statement and the enabling legislation. The three schools are the School of Arts and Sciences, the School of Business and the School of Technical Education. Palau Community College provides high quality academic programs which prepare students to further their education in four-year colleges/universities and/or to enter the work force. There are twenty-one (21) degree programs at Palau Community College which offers Associate of Science (AS) degrees, Associate of Applied Science (AAS) degrees and Associate of Arts (AA) degrees. All degree programs of the college were reviewed and approved by the college's Committee on Programs and Curricula (CPC), the college President and the Board of Trustees, and reviewed and approved by the Accrediting Commission for Community and Junior Colleges (ACCJC) – Western Association of Schools and Colleges (WASC). [1.5]

Other programs identified as crucial to the needs of the community have been developed and added into the college's curriculum. These programs include the Palau Tourism and Hospitality School of Excellence, which is 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 Childcare Center is a consortium of services between the college, the Palau Community Action Agency and the Ministry of Health to provide child care services to the college's students and the community. In addition, the Science, Technology, Engineering and Mathematics (STEM) Disciplines Program was developed to meet the academic, technical, and economic needs of the community of Palau.

The STEM Disciplines received its approval from the ACCJC-WASC in May of 2012 and began its implementation in the fall of the same year. The Community and Public Health (CPH) Program was created and received its approval from ACCJC-WASC in 2012 and began its implementation in the spring of 2013. The CPH Program was a request from the Ministry of Health called for by the 2009 Palau Public Health Master Plan. This program was developed to provide an educational pathway for the in-service personnel in the Ministry of Health and for regular students who are interested in the same field to enhance their knowledge and build competency skills to provide quality health services to the people of Palau. The Palauan Studies (PW) Program was developed and proposed by the college in the spring of 2015 per a request from the Ministry of Community and Cultural Affairs. The PW Program began its implementation in the fall of 2015 to enhance knowledge and skills of individuals who work in agencies where the Palau history and culture is discussed and shared. Such agencies are the museums, schools and tour agencies. [1.6]

PCC also offers other programs that provide services to its students, students from the elementary and the high schools, and community members. Short training programs are offered through the Continuing Education (CE) Division as needed and requested by community members and outside agencies. In addition, the college offers a high school equivalent program to meet the needs of adult community members who wish to complete their high school education. PCC Adult High School program is chartered under the Palau Ministry of Education with two tracks. The two tracks are differentiated by courses that either prepare students to enter the work force or prepare students to enroll at the college pursuing a degree in one of the twenty-one (21) offered degree programs. [1.7]

Other programs available at the institution are the TRIO programs - Upward Bound Program (UB) and Talent Search (TS) which are made available by the US Department of Education; the Cooperative Research and Extension (CRE) department is made available by the US Department of Agriculture; the Learning Resource Center (LRC) services are made available by the Asian American & Native American Pacific Islander - Serving Institutions Program (AANAPISI), a grant with the US Department of ED; and the Maintenance Assistance Program (MAP) is made available by the US Department of Interior. [1.8]

TRIO Programs assist students to progress through the academic pipeline from middle school to college. LRC provides academic support services including academic and career advising to the college's student population. The MAP training program assists government employees with short-term trainings in the areas of infrastructure, operation, and maintenance. The Cooperative Research & Extension (CRE) department implements the Agriculture Experiment Station (AES), Cooperative Extension Service (CES), and Residential Instruction (RI) of the College of Micronesia Land Grant Programs in Palau. CRE's programs are done in a multidisciplinary approach through the four main divisions: Agriculture, Natural Resources and Environmental Education, Family and Consumer Education and Expanded Food and Nutrition Education. The CRE department focuses on research and extension programs that bring research-based information and technology to the community.

In addition to the support programs, PCC with the cooperation of other institutions and programs provides the community alternative avenues for personal development and education. These other institutions include Penn Foster Career School, National Occupational Competency Testing Institution (NOCTI), San Diego State University (SDSU) programs, Palau Tourism and Hospitality School of Excellence, Child Care Center, Palau Area Health Education Center (AHEC), Workforce Innovation Opportunity Act (WIOA), and Western Curriculum Coordinating Center (WCCC). [1.9]

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. PCC becomes the correspondence between the community and Penn Foster Career School to assist community members gain skills and knowledge in a specific field. NOCTI is the foremost provider of occupational competence examinations for businesses, educational institutions, industries, the military, and government agencies in the United States. PCC is an

approved NOCTI Area Test Center that coordinates and administers tests should the need arise from the community.

The bachelor and master degrees in Education are offered in collaboration with the Center for Pacific Studies at Interwork Institute at San Diego State University, the Department of Administration Rehabilitation, and Postsecondary Education within the College of Education at SDSU and PCC. To date, there have been seven (7) graduates from the bachelor's program and 25 graduates from the master's program who participated in the programs while PCC employees.

The Palau Tourism and Hospitality School of Excellence (PTHSE), a result of collaboration between the Ministry of Education, the Belau Tourism Association, and Palau Community College enhances and strengthens the tourism and hospitality training programs in Palau. PTHSE also provides support to the PCC Tourism and Hospitality degree program. [\[1.10\]](#)

The Childcare 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 community which includes PCC students with young children. [\[1.11\]](#)

WIOA provides program services for customers who want access to available talent development programs or explore creation of flexible, non-degree based training, work experience, and occupational/apprenticeship training. WIOA has been supporting the college by providing students opportunities on campus to help them gain employment skills as well as provide students financial support to reach their educational goals.

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. WCCC serves as a clearinghouse with 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, drugs and violence prevention areas and related academic education have been collected from sources throughout the United States and the Pacific Island entities, and for the most part, are no longer available from commercial publishers. [\[1.12\]](#)

## **Analysis and Evaluation**

The mission of Palau Community College describes its broad educational purposes, its intended student population, the types of degrees and other credentials the college offers, and its commitment to student learning and student achievement. The twenty-one accredited degree programs of Palau Community College were created to meet the needs of the communities of Palau as well as the Micronesian region. The college collaboration with other agencies continues to provide educational programs and training opportunities to support student and community needs.

## Actionable Improvement Plans

Palau Community College will continue to ensure that its mission remains the central core of the institution. Palau Community College will continue to ensure that all of its programs and services support its broad educational purpose. It will continue to ensure that it recruits and admits the intended student population, promotes the degrees and other credentials it offers, and implements student learning outcomes to improve student achievement.

### **2. The Institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.**

#### Evidence of Meeting the Standard

Palau Community College uses data to determine how effectively it is accomplishing its mission and whether the mission directs its priorities in meeting the educational needs of the students. Programs and service areas have identified mission statements which are in line with the institutional mission. Through different measurements used by programs and service areas, the college collects and evaluates data to determine how effectively it is accomplishing its mission. The institutional assessment process, FAMED, is used campus wide to assess and evaluate programs and services. Such measurements are the 15-Year Institutional Master Plan Report Card with key performance indicators (expected outcomes), Student Learning Outcomes Assessments at the course, program and institutional levels, and Program and Service Areas Program Reviews. [\[1.13\]](#)

The college mission directs institutional priorities in meeting the educational needs of students. For example, in 2013, the college created and implemented the Community and Public Health (CPH) degree program upon the request of the Palau Ministry of Health. The CPH degree program was implemented for the in-service Public Health workers who needed to pursue and advance their knowledge and skills in the field of Public Health. The CPH degree program was created to meet the academic and economic needs of students who are not able to leave their families to pursue a higher education outside of Palau. Though the CPH program was created for the in-service Public Health workers of the Palau Ministry of Health, this program also serves high school graduates and anyone who is interested in the field of Public Health. [\[1.14\]](#)

The college opened the Academic Tutoring Center in 2012 to help individual students succeed in developmental courses of English and math. Data shows that many students enrolled in developmental courses are not succeeding in the English and math courses at the end of the semester. The Academic Tutoring Center helps individual students with their specific needs and provides a conducive learning environment where students are comfortable asking questions and learning with peers and those of the same nationality. The center has expanded its services to include subjects students may request assistance with other than math and English. [\[1.15\]](#)

Another example of the college mission directing institutional priorities is, in 2012, a result of the Agricultural Science Degree Program three year review showed a need to provide student transportation between classrooms at the main campus and field work (lab) at the extension

campus. The procurement of this transportation in 2012 was a priority to ensure that the educational needs of students are met. [1.16]

## **Analysis and Evaluation**

Palau Community College uses data to determine how successfully it is accomplishing its mission and to ensure that its mission directs its priorities in meeting the educational needs of students. The college makes decisions based on analysis and evaluation of the data from its programs and services. The college has developed institutional set-standards for student achievement and began implementation of these standards in fall of 2015. The first assessment of the set-standards will take place after fall 2015.

## **Actionable Improvement Plans**

Palau Community College will continue to ensure the success of its mission through the use of data and will continue to assure that the College priorities meet the education needs of the students. After fall 2015, the college will assess the set-standards and use the results to ensure that it is effectively accomplishing its mission and supporting educational needs of its students.

- 3. The institution's programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.**

## **Evidence of Meeting the Standard**

Palau Community College programs and services are aligned with its mission. The college programs and services have identified goals and objectives which are focused on the functions and purposes of each service area. Each department and division of the college purposes exist to support the institutional mission. For example, the purpose of the Academic Affairs Division of the college is to prepare students to further higher education in four year colleges/universities and to prepare students to enter the work force and be successful. The student learning outcomes at the course, program, and institutional levels are all aligned with the mission of the institution to meet the technical, academic, cultural, social, and economic needs of students. [1.17]

The purpose of the Library Services Division is to provide support to academic programs, promote life-long learning in the wider community with high quality, accessible resources, information leadership training, and public outreach activities. The purpose of the Library Services Division supports the college mission in meeting the technical, academic, cultural, and social needs of students. [1.18]

The purpose of the Cooperative Research & Extension Department of the college is to generate, develop and disseminate practical and sustainable technologies and knowledge in agriculture, aquaculture, environment, food and human sciences to benefit the people of the Republic of Palau. The department's purpose is aligned with the institutional mission in meeting the technical, academic, cultural, social, and economic needs of students and the community. [1.19]

The college mission is the guiding force of decision making, planning, and resource allocation and informs the institution of its student learning and achievement goals. Departments and divisions of the institution exist to ensure that the mission of the institution is accomplished. Institutional-set standards for student achievement, student learning outcomes, and service area outcomes of departments and divisions are driven by the institutional mission. To keep the mission central to decision making, a series of workshops were conducted in 2012 by the Institutional Assessment Committee (IAC) to ensure that student learning outcomes and service area outcomes would be aligned with the institutional mission. [1.20]

For example, the Security Unit under the Administration and Finance Department contains a goal of providing a secure and safe learning environment. This goal is in line with the institutional mission of providing an academic learning environment that promotes learning opportunities for students and the community. Through the Security Unit quarterly evaluation, evaluation results of 2013 and 2014 showed a need to hire an additional security officer to provide security services during daily operations of the college. The college hired an additional security officer in the fall of 2014 to ensure students' and employees' security during daily operation hours. [1.21]

The Student Services Division's annual International Night activity is another example of a function that promotes the mission of the institution. The annual International Night is an activity where students showcase their cultural differences to the college and local communities. This is one example of how the college helps to enhance appreciation and diversity of different cultures on campus. Such activity supports the institutional learning outcome #4 - Diversity and #6 - Aesthetics as well as helps to meet the cultural and social needs of students dictated by the institutional mission. [1.22]

Another example is the Republic of Palau Public Law (RPPL) 9-22 that requires Palau Community College "to invest in a skilled Palauan citizen workforce by mandating the creation of a vocational certification program at the Palau Community College and creating a tax incentive for businesses to hire the said vocationally certified students, and for other related purposes" (RPPL 9-22). This law mandates the college to develop a strong vocational skills program with a focus on developing professional technical skills for automobile mechanics, boat mechanics, the construction industry, and any other industry in which technical skills and expertise is essential to success. With this mandate, Palau Community College revisited each existing career technical certificate program in 2014 with implementation in the spring of 2015. Through certificate programs the college continues to supports the technical, academic, social and economic needs of the students and the community as dictated by the institutional mission. [1.23]

## **Analysis and Evaluation**

Palau Community College exists to help meet the technical, academic, cultural, social, and economic needs of students and communities by promoting learning opportunities and developing personal excellence. The College offers degree and certificate programs for students interested in furthering their post-secondary education after PCC and/or joining the work force. The college degrees and certificate programs are aligned with its mission and this mission guides the institutional decision making, planning, and resource allocation which inform institutional

goals for student learning and achievement. The College student learning outcomes and service area outcomes and institutional-set standards are aligned with its mission statement.

### **Actionable Improvement Plans**

The college will continue to create and promote educational learning opportunities and help develop students' personal excellence aligned with its mission. The college is in the process of developing two new two-year academic degree programs, the General Maintenance Program and the General Mechanics Program in response to the influx of foreign laborers working in these technical areas. The college has also begun the process of creating a four year degree program in Liberal Studies focusing in mathematics and science to increase the number of local teachers in these fields.

- 4. The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary.**

### **Evidence of Meeting the Standard**

The governing board-approved mission of the college is widely published and communicated throughout the institution. The institutional mission is communicated through different college publications. Such publications include poster forms, wallet size cards, t-shirts, the college newsletter, the general catalog, policy manuals and fact books. The mission statement is posted in offices throughout the campus to promote understanding and focus daily tasks and responsibilities on the overall institutional purpose. [\[1.24\]](#)

The institutional mission was revised and approved by the College Board of Trustees (BOT) during the transition of Micronesia Occupational College (MOC) to Palau Community College (PCC) in 1993. Since 1993, the institutional mission has gone through three formal reviews, 2001, 2009 and the last review in spring of 2015. The 2009 Vision and Mission Statements Task Force recommended that the college revisit its mission statement regularly every five years. With this recommendation, the college was required to revisit its mission statement in 2014. The college President appointed the Vision and Mission Statements Task Force to review, evaluate, and assess the relevancy and currency of its Mission statement. The process used in reviewing the mission statement incorporated dialogue with input from a number of stakeholders including students, faculty and staff. The task force submitted its final recommendation to the College President in April 2015 with a minor revision to the Vision statement. It recommended retaining the Mission statement without changes as it was still relevant to student learning and achievement. In May 2015, the College President approved the recommendation of the task force. The College Board of Trustees, during their September 29, 2015 meeting unanimously adopted the current Mission statement and the Vision statement with the minor changes as recommended by the College President. [\[1.25\]](#)

## **Analysis and Evaluation**

Palau Community College mission statement is widely published and communicated throughout the institution through various publications. The mission statement will be reviewed following the review cycle calendar established in 2009 with the next review in 2019.

## **Actionable Improvement Plans**

Palau Community College will continue to widely publicize and communicate its mission throughout the institution. The college will continue to review its mission statement to ensure its relevancy and currency every five years with the next review scheduled for 2019 or when the need arises.

## **B. Assuring Academic Quality and Institutional Effectiveness**

### **Academic Quality**

- 1. The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.**

### **Evidence of Meeting the Standard**

Palau Community College demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement in different levels of the institution. Academic programs and departments hold meetings where faculty discuss curriculum issues, course assessment results, program/department reviews and student achievement. For example, the English department faculty discuss such matters among themselves during their department meetings and the Criminal Justice program chair discusses course assessment and program modifications with adjunct faculty. The Retention Committee which is comprised of members from instructional and non-instructional programs meet to discuss student outcomes, student equity, and institutional effectiveness and plan and implement services to improve student learning and achievement. Academic and non-academic reviews are conducted whereby academic programs and services are assessed to ensure academic quality and institutional effectiveness and the results of these reviews are discussed with appropriate program and service areas for improvement. At the Committee on Programs and Curricula (CPC) committee meetings, discussions revolve around curriculum development and revisions relating to course and program evaluations. This committee is represented by staff and faculty from the Student Services, Library Services, and Academic Affairs divisions and a student representative. The Student Services management team discusses among other topics student achievement, assessment results of their services, and ways to improve student support services during monthly management meetings. During library staff meetings, results of library evaluations are shared among the staff where plans are implemented to improve student learning and achievement through library services. [\[1.26\]](#)

Non-academic programs, such as the Physical Plant Division, meet on a regular basis with the Vice President of Administration and Finance to discuss ways for improvement, such as hiring an additional security guard for campus safety and security during daytime operations and procuring vehicles to replace old ones for safety of personnel as well as continuing to provide essential services to support student learning and achievement. The Vice President of Administration and Finance also met with the Finance Division staff to discuss further the Institutional-Set Standards for Student Achievement (ISSA) and how to assist the college in ensuring the implementation and success of the ISSA. [1.27]

### **Analysis and Evaluation**

In different programs, service areas, and levels of the institution, Palau Community College demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement. Through meetings at different levels, assessment results, data, program reviews, and monthly reports are reviewed and discussed for continuous improvement of student learning and achievement. After reviewing student achievement data from 2009 to 2013, the college created its institutional-set standards in spring 2015. In fall 2015, the college will begin collecting data for analysis of its institutional-set standards.

### **Actionable Improvement Plans**

Palau Community College will continue to dialogue through program, service areas and committee meetings regarding student outcomes, student equity, academic quality, institutional effectiveness, to ensure continuous improvement of student learning and success. The college began implementing its institutional-set standards in fall 2015 and will evaluate these standards on a semester basis. The results will be discussed among the college constituents with actionable improvement plans created and implemented as necessary to ensure institutional effectiveness and improvement of student learning and achievement.

## **2. The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services.**

### **Evidence of Meeting the Standard**

Palau Community College to date has defined student learning outcomes for all active courses, 21 degree programs, and its general education program. It further defined student learning outcomes at the institutional level. Palau Community College has also defined student learning outcomes and service area outcomes in all non-instructional programs which are comprised of student services, library services and other learning support services. [1.28]

Student learning outcomes are assessed at the course, program, service area, and institutional levels on a regular basis. Student learning outcomes at the course level are mapped to the program level and institutional level learning outcomes. When assessment is done at the course level, because of such mapping, assessment is also being done at the program level and institutional level. Instructional courses are assessed based on the semester by semester course

offering. The assigned courses for fall semesters are assessed in the fall; assigned courses for the spring semester are assessed in the spring. Courses that are assigned for both fall and spring are assessed according to the schedule the department or program faculty decide upon. All active courses must be assessed at least once a year. [1.29]

Non-instructional program learning outcomes are mapped to the institutional learning outcomes. Examples of non-instructional programs which require student learning outcomes are New Student Orientation, Tuesday Night Programs, and Male and Female Retreats. Non-instructional programs are assessed once a year. The Library student learning outcomes are also assessed once a year through different activities, such as the Scavenger Hunt. [1.30]

### **Analysis and Evaluation**

Palau Community College instructional programs and non-instructional programs, which are student learning support services and library services, all have defined student learning outcomes and are being assessed on a regular basis. Student learning outcomes at the course level and program and service area levels are all mapped to the institutional level learning outcomes. Student learning outcomes are assessed, analyzed and evaluated through course assessments, through service area assessments, and through program reviews.

### **Actionable Improvement Plans**

Palau Community College will continue to have defined student learning outcomes for all instructional and non-instructional programs and will continue to assess them on a regular basis, making revisions as necessary. If or when new courses or programs are established, student learning outcomes will be defined and assessed.

### **3. The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information.**

#### **Evidence of Meeting the Standard**

Palau Community College established institutional-set standards for student achievement, appropriate to its mission in the spring of 2015. The college began implementing them in the academic year 2015-2016 starting in the fall of 2015. The first assessment of these set standards will be at the end of fall 2015 to see how well the college is achieving them. [1.31]

In August 2015, The Institutional-Set Standards for Student Achievement committee conducted training for the academic programs and service areas staff and faculty to ensure understanding of the set standards and their expected outcomes as well as understanding the responsibilities and commitment each area needs to contribute to guarantee achievement of the set standards. [1.32]

After the initial assessment has been completed, results will be discussed college-wide. The information will be published on the college website, [www.palau.edu](http://www.palau.edu), and in the college

newsletter, annual report, and college fact book. The report will also be made available through the Accrediting Commission for Community and Junior Colleges' annual report.

Through the college Retention Committee, results of the institutional-set standards will be visited regularly to discuss the outcomes and develop action plans when necessary in the pursuit of continuous improvement.

### **Analysis and Evaluation**

With the United States Department of Education requirement and the accreditation standards requirement, the college was required to establish its institutional-set standards for student achievement. Prior to the US Department of Education requirement, student achievement has been a required goal and objectives within the college's 15-Year Institutional Master Plan under Strategic Direction 1- Student Success. The college appointed the Institutional-Set Standards for Student Achievement committee to redefine the student achievement goal and objectives with specific expected outcomes based on the college's collected data from 2009 – 2014. [1.33]

Once the committee had defined the institutional-set standards, the standards were recommended to the President for review and approval. Upon receipt of the President's approval on March 31, 2015, the approved set standards were distributed to all college employees through payroll attachments in April of 2015. The set standards were further discussed through trainings and a general assembly in August 2015. PCC began implementing its institutional-set standard in fall 2015. [1.34]

### **Actionable Improvement Plans**

Palau Community College will continue to conduct trainings on its institutional-set standards for all college employees. After fall 2015 and the initial assessment has been completed, results will be discussed college-wide and necessary plans will be developed and implemented to ensure that the set standards are achieved. The information will be published on the college website, [www.palau.edu](http://www.palau.edu), and in the college newsletter, annual report, and college Fact Book to inform all college constituents. The institutional-set standards will be assessed every semester and the set standard statements will be revisited every three years for their relevancy and currency based on the data results.

#### **4. The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.**

### **Evidence of Meeting the Standard**

Palau Community College uses assessment data to support student learning and student achievement as well as organizes its institutional processes within the different programs and service areas to improve student learning and achievement. For example, the New Student Orientation survey dictated changes be made from a large general discussion of all academic programs offered at PCC to smaller group discussions by different academic schools. This approach allows new students the opportunity to ask questions directly pertaining to their

specific academic majors. Course assessment results of student learning outcomes allows the college every semester to make improvement plans for teaching approaches, course activities or even course modifications, if necessary. The process includes completing the course assessment grid, ensuring that the plans are implemented the next semester the course is offered, analyzing and discussing results after implementation and identifying further necessary action plans for continued improvement. The Committee on Program and Curricula's process for course and program modifications begins at the program level where course/program modifications are based on course/program assessment results, changing needs in the community, and relevancy and currency of content in specific fields. For example, the Electrical Technology program underwent a recent program modification to include a solar energy grid course in response to the community needs. Course assessments results showed the need for a specific mathematics course for electricians rather than a general technical mathematic course that the program has been requiring electrical technology students to take. As a result of the course assessment, a specific mathematics course for electricians was created which led to revision of some of the current courses in the program. Service area assessment results of the Physical Plant, Maintenance Unit, indicated a need to hire an additional security officer specifically for daytime hours of the college. As a result of this need, the college hired an additional security officer in 2014. [1.35]

All programs and service areas of the college have developed assessment tools to evaluate programs and services that support student learning and student achievement. There are different assessment tools with different assessment cycles at different levels of the institution. Such assessment tools are student learning outcomes assessment through course assessment and academic programs/department program reviews, user satisfactory surveys for service areas such as Maintenance and Cafeteria units, and orientation and exit surveys and pre and post tests for Student Services and Library Services programs. There are assessments scheduled every semester while others are scheduled once a year depending on the service or program area and its needs. [1.36]

The college has an overall institutional process called FAMED (Formulate, Assess, Measure, Evaluate and Develop). With this process, all programs and service areas are required to formulate or define learning outcomes and/or service area outcomes, create or revise assessment tools, collect measurement data, evaluate collected data, and document results and make decisions on how to improve programs and services. The individual processes of the program and service areas are designed to fit into the overall institutional process. [1.37]

Assessment data and the institutional process at the different levels of the institution assist the college in its continuous support to the improvement of student learning and student achievement.

### **Analysis and Evaluation**

Palau Community College requires all of its programs and service areas to assess and use assessment data to improve and support student learning and achievement. All program and service area assessments are organized through the institutional assessment process, FAMED, to ensure consistency, authenticity, and understanding of the assessment process and its purpose.

Through the institutional assessment calendar, all program and service area assessments are done systematically. [1.38]

### **Actionable Improvement Plans**

The college will continue to train programs and services to understand and apply the institutional assessment process, FAMED, and use assessment data to support student learning and student achievement. The individual assessment processes will continue to be in line with the overall institutional assessment process, FAMED.

### **Institutional Effectiveness**

- 5. The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.**

### **Evidence of Meeting the Standard**

The mission of the institution is to help meet the technical, academic, cultural, social and economic needs of the students and the community by promoting learning opportunities and developing personal excellence. All programs and services of the college exist to ensure the accomplishment of the institutional mission. Palau Community College assesses its programs and services through program reviews, and regular evaluation of goals and objectives, student learning outcomes, and student achievement to ensure accomplishment of its mission. All programs and services of the college are required to be assessed every three years through a program review where the annual evaluation of goals and objectives, student learning outcomes and student achievement are part of this three year review. For example, the program review template for an academic program contains sections for the last three years of annual course assessment results, student achievement information such as graduation completion rate and course completion rate. The number of personnel and the credentials and trainings of the personnel in the program and student/teacher ratio are also required data for the program review. The previous cycle's action plans' progress is required to be addressed. In addition, doable action plans based on current assessment results should be identified for program improvement. Program review templates for non-academic programs require service area outcomes (goals and objectives) assessment results rather than student learning outcomes assessment results. [1.39]

The college's quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery. For example, placement test results help the college disaggregate students into course levels of developmental or college level that meet the needs of the students. Based on the student's individual results, the student will be placed into the appropriate course level, whether it is developmental or college. Further disaggregation of English developmental course levels is used for students lacking basic reading and writing skills as there are two developmental reading level courses and three developmental writing level courses.

When a course provides different delivery modes, such as distance education (online) and as traditional classroom (face-to-face) modes of delivery, assessment is done for each mode of delivery. For example, EN114, Advanced Composition, is a course that is offered both online and face-to-face. Analysis for the different approaches is done separately as well as a combined analysis of both sections of the same course. [1.40]

### **Analysis and Evaluation**

Palau Community College assesses its programs and services through program reviews, and regular evaluation of goals and objectives, student learning outcomes, and student achievement to ensure accomplishment of its mission. The institutional assessment calendar provides a timetable for program reviews of all academic programs and services as well as for non-academic program reviews. The college requires all its programs and services to be assessed on a regular basis where results are used to improve services and ensure student learning and achievement. [1.41]

The college's quantitative and qualitative disaggregated data is analyzed to guide the college in its action plans for improvement of its programs and services.

### **Actionable Improvement Plans**

Palau Community College will continue to assess its programs and services through program reviews and regular evaluation of goals and objectives, student learning outcomes, and student achievement to ensure accomplishment of its mission. With the establishment and implementation of the institutional-set standards, the college will further disaggregate student achievement data for course completion, retention, and graduation completion rates.

- 6. The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.**

### **Evidence of Meeting the Standard**

Placement test results at Palau Community College disaggregate and analyze learning outcomes and achievement for subpopulations of students. Scores of the placement tests dictate the levels of English writing, reading or mathematics a student should be placed into whether it is at the developmental or college level. There are three writing levels, two reading levels and one mathematics level which are considered below a college level (developmental courses). For example, when a reading placement score indicated a reading level between 5<sup>th</sup> to 7<sup>th</sup> grades, a student will be required to take EN 92 Basic Reading Skills. A mathematics score of 69% or below places a student in MA 95 Basic Algebra. [1.42]

Even though the placement tests dictate the placement of these students, a number of students are still not able to succeed in these courses just by attending these courses alone. By identifying the performance gap, the college created an academic tutoring center specifically to assist these

students. A reallocation of a classroom was assigned to serve this purpose. An allocation of human resources, an English and math instructor assistant was hired to support the academic tutoring center. Since the opening of the academic tutoring center, more students are receiving additional support outside of the classroom. [1.43]

Students are evaluated by instructors the 4<sup>th</sup>, 9<sup>th</sup> and 13<sup>th</sup> weeks with student progress reports (SPR) being sent to the academic advisors. Each advisor is assigned students within a specific school. However, there are also students who enroll at the college with no set major who are considered undeclared or unclassified students. These students were assigned to the advisor for the School of Arts and Science increasing the number to this specific academic advisor; thus increasing the work load and leaving less advising time per student. The college allocated fiscal resources to both increase the office space for the Student Life unit and hire an additional academic advisor to concentrate on the undeclared and unclassified students. By hiring additional staff and allocating space, students now have more tutoring and advising support to assistance in their performance gaps and help them achieve their educational goals. [1.44]

### **Analysis and Evaluation**

Palau Community College disaggregates and analyzes its learning outcomes and achievement for subpopulations of students. When Palau Community College identifies performance gaps, it implements strategies, which includes allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies. Program reviews are conducted systematically by all programs and services of the college to ensure student learning, student achievement and institutional effectiveness.

### **Actionable Improvement Plans**

Palau Community College will continue to disaggregate and analyze its learning outcomes and achievement for subpopulations of students. Palau Community College will continue to identify performance gaps and implement strategies, which will include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and will continue to evaluate the effectiveness of those strategies.

With the establishment and implementation of the institutional-set standards, the college will further disaggregate student achievement data for course completion, retention, and graduation completion rates.

- 7. The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.**

### **Evidence of Meeting the Standard**

Palau Community College regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource

management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.

Regular evaluation of policies and practices at the instructional area is the responsibility of the Committee on Program and Curricula (CPC). CPC is comprised of the deans of Academic Affairs and Student Services, the Registrar, the Accreditation Liaison Officer, the Director of Library services, a student representative, faculty representatives and the Associate Dean. CPC is responsible for the evaluation of courses and programs and practices, such as the TOEFL waiver, transfer credit, and challenge tests. For example, CPC's practice of course modification and revision requires a rationale to be included for such changes; for curriculum content which includes the course description, the prerequisite, the credits and contact hours, the student learning outcomes, the course learning outcomes, the course evaluation, task list if required, the mode of instruction and the textbook/materials, an evaluation is done by the chairperson to ensure that the correct practice of course modification or revision is followed. When need arises to revise the practice, CPC members will review its current practices and make any necessary changes. [1.45]

Overall college resource management practices and governance policies are evaluated regularly through appointed committees and task forces comprised of members from different areas of the college. Such committees and task forces are the Administrative Procedures Manual Task Force and the Policy Review Committee. The Administrative Procedures Manual containing administrative and finance practices is evaluated every five years. The most recent evaluation of the administrative procedures practices began in October 2014; the task force completed its review, and recommendations were submitted to the President for review and approval. The Administrative Procedures Manual Task Force was charged to evaluate the resource management practices such as budget planning, budget formulation, budget priority and expenditure, and fiscal process/budget management. The regular evaluation of these practices guarantees their effectiveness in supporting academic quality and accomplishment of the institutional mission. The college President approved the APM recommendations in December 2015. Copies have been distributed college wide. [1.46]

Governance policies are also evaluated regularly every five years through an appointed committee by the college. The Policy Review Committee is comprised of members from different areas of the college. The committee is tasked to evaluate the Personnel Rules and Regulations Manual which contains employment policies, employment benefits policies, employment discipline and grievance policies, and leave policies among others. The most recent evaluation of the college policies was completed in December 2015 and recommendations were submitted to the college President for review and approval. Upon completion of the President's review and approval, the recommendation will be sent to the college Board of Trustees for the board's review and approval. The regular evaluation of these policies guarantees their effectiveness in supporting academic quality and accomplishment of the institutional mission. Upon the approval of these policies, copies will be distributed college wide. [1.47]

## **Analysis and Evaluation**

Palau Community College regularly evaluates its policies and practices across all areas of the institution. Evaluation of practices to ensure their effectiveness in supporting academic quality and accomplishment of the institutional mission at the different departments and divisions and within different programs of the college are done on a regular basis by members appointed to the different standing committees. Overall college practices and policies are evaluated regularly to ensure their effectiveness in supporting academic quality and accomplishment of the institutional mission through working committees and task forces appointed by the college President.

## **Actionable Improvement Plans**

Palau Community College will continue to regularly evaluate its policies and practices across all areas of the institution. Evaluation of practices to ensure their effectiveness in supporting academic quality and accomplishment of the institutional mission at the different departments and divisions and within different programs of the college will continue to be done on a regular basis by members appointed to the different standing committees. Overall college practices and policies will continue to be evaluated regularly to ensure their effectiveness in supporting academic quality and accomplishment of the institutional mission through working committees and task forces appointed by the college President.

- 8. The institution broadly communicates the results of all its assessment and evaluation activities so that the institution has shared understanding of its strengths and weaknesses and sets appropriate priorities.**

## **Evidence of Meeting the Standard**

Palau Community College communicates the results of all of its assessments and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities. All departments and divisions of the institution are required to assess and evaluate their programs and services. Assessments and evaluations are implemented according to the institutional assessment calendar. Programs and services' assessment and evaluation results are shared among their respective areas' constituents to ensure shared understanding of strengths and weaknesses where action plans are discussed to improve programs and services.

For example, at the instructional areas, the English department members often discuss the course assessment results among themselves with formal discussion carried on at department meetings. The Student Services division holds management meetings where assessment results of different services are discussed so that necessary changes can be implemented to improve its programs and services. For example, New Student Orientation and Financial Aid Night assessment results showed a need to make revisions and changes were made to improve these programs. In the non-academic areas, the 9/11 Memorial Service is an annual activity of the college. The 9/11 Memorial Service committee holds a final meeting after the service to discuss strengths and weaknesses based on the activity evaluation results with recommendations for improvement of the following year's activity. [1.48]

Through program reviews, all programs and services of the college assess and evaluate and discuss results of evaluations among the program and service constituents. The results also are shared college wide by the Institutional Assessment Committee through the college Executive Committee. [1.49]

Every semester, student achievement evaluation results are shared college wide by Student Services division through the Executive Committee. Such student achievement results are the enrollment rates, persistent rates, retention rates, probation rates, and graduation rates. Student achievement results are also shared with college constituents through the Integrated Postsecondary Education Data System (IPEDS) and the college Fact Books. These publications are available on the college website, [www.palau.edu](http://www.palau.edu) and the Department of Education IPEDS website, [www.nces.ed.gov/ipeds](http://www.nces.ed.gov/ipeds). [1.50]

The college sets appropriate priorities through program and service assessment results and implemented actionable plans.

### **Analysis and Evaluation**

Results of assessment and evaluation activities are shared and discussed with the appropriate constituents as well as college wide. In department and division meetings, and Executive Committee meetings, the results of student learning outcomes and service area outcomes are shared and discussed through program reviews, course assessments, TracDat, the Fact Books and IPEDS.

Palau Community College communicates the results of its assessment and evaluation activities so that the institution has shared information. An in-depth discussion of the identifiable strengths and weaknesses is needed to be furthered at appropriate levels, including the institutional level where doable action plans are discussed to be implemented to improve programs and services.

### **Actionable Improvement Plans**

Department and division level meetings, organization meetings, and committee meetings, including the executive committee meetings need to report current assessment and evaluation results with proposed action plans/solutions to help further discussions in these meetings to guarantee understanding of strengths and weaknesses and to set appropriate priorities to improve programs and services.

- 9. The institution engages in continuous, broad based, systematic planning and evaluation. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to an accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-term needs for educational programs and services human, physical, technology, and financial resources.**

## **Evidence of Meeting the Standard**

Palau Community College is engaged in continuous, broad based, systematic planning and evaluation. The college integrates program review, planning, and resources allocation into a comprehensive process that leads to accomplishments of its mission and improvement of institutional effectiveness and academic quality. It addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources.

Through the institutional assessment process, FAMED, the various departments and divisions, including the institutional level, formulate, create or revise standards, learning outcomes and service area outcomes in line with the institutional mission. The college assesses by creating and/or revising assessment tools to assess and gather data for standards, learning outcomes and service area outcomes. The college measures such data (qualitative and quantitative) for standards, learning outcomes and service area outcomes. Taking such data, the college evaluates by analyzing and interpreting collected data for congruence between expected and actual outcomes. Departments and divisions document results and make decisions to either develop, revise or continue services and programs with aligned planning and allocation of resources based on assessment results. [\[1.51\]](#)

Program reviews results and action plans at the department and division levels are reviewed and approved by the deans and vice presidents of the relevant areas for integration of planning and resource allocation. For example, with the formulation of the budget, the deans and vice presidents review the program review needs based on the assessments and integrate these needs into their department and division budget requests. The budget requests are integrated into the overall institutional budget proposal of the college. The integrated program review, planning, and resources allocation addresses the short and long range needs for educational programs and services to ensure accomplishment of student learning, student achievement and institutional effectiveness. [\[1.52\]](#)

Institutional goals and objectives dictated under the four strategic directions of the 15-Year Institutional Master Plan are also integrated into the planning and resources allocation as they address the short and long term needs for educational programs and services, such as human, physical, technology, and financial resources. The goals and objectives of the 15-Year Institutional Master Plan are addressed by different divisions and departments and are regularly reviewed through the 15-Year Institutional Master Plan report card. The results of the review of the 15-Year Institutional Master Plan are also integrated into the overall institutional planning and resources allocation. [\[1.53\]](#)

## **Analysis and Evaluation**

To continuously plan and evaluate systematically, the college continues to provide trainings and workshops of the institutional assessment process, FAMED, to ensure that departments and divisions integrate program review, planning and resources allocation using a comprehensive process that leads to institutional mission accomplishments, institutional effectiveness and academic quality. Through program reviews, departments and divisions identify action plans that are integrated into the overall institutional planning and resources allocation. Through a

budget call proposal memo from the Vice President of Finance, deans and vice presidents submit their divisions' and departments' integrated program review identified needs, planning and resources allocation to be integrated into the overall institutional budget request proposal to the College President and the Board of Trustees. [1.54]

The Institutional Research and Evaluation Office works closely with all divisions and departments to report the progress of goals and objectives of the strategic directions of the 15-Year Institutional Master Plan through the 15-Year Institutional Master Plan report card. The progress of objectives and goals under the institutional master plan are regularly discussed at the institutional level through the Executive Committee meetings.

Palau Community College engages in continuous, broad based, systematic planning and evaluation. It integrates program review, planning, and resource allocation following a comprehensive process that leads to institutional effectiveness and academic quality. The college addresses short- and long-term needs for institutional planning to improve educational programs and services.

### **Actionable Improvement Plans**

Palau Community College will continue to provide trainings and workshops of the institutional assessment process, FAMED, to ensure that departments and divisions integrate program review, planning and resources allocation using a comprehensive process that will lead to continuous institutional mission accomplishments, institutional effectiveness and academic quality. The college continues to require that all divisions and departments integrate program review, planning and resources allocation using the overall institutional process.

To ensure academic quality and institutional effectiveness, completing the overall institutional process with the integration of program review, planning and resources allocation will ensure that the FAMED cycle and assessment is complete, thus ensuring that plans and resources allocation are based on factual data and analysis.

### **Standard I. C. Institutional Integrity**

- 1. The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors.**

### **Evidence of Meeting the Standard**

Palau Community College assures the clarity, accuracy, and integrity of information provided to students, prospective students, personnel, and all college constituents related to its mission statement, learning outcomes, educational programs, and student support services. The college also provides accurate information to students and the public about its accreditation status with

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

The college conducts regular review of its policies and practices regarding publications to ensure their integrity. College policies and practices includes those related to the College Board of Trustees, college administration, personnel and students. Regular reviews are conducted on a regular basis based on set schedules. Different task force or committee members are appointed by the college President to do different reviews. Members appointed represent the different divisions and department of the college including faculty and student representatives. Task force or committee members represent the interest of their division or department where reviews and discussion takes place to ensure integrity and fairness in all policies and practices. Task force or committee recommendations are submitted to the college President for review and approval. When changes and revisions are approved, the college informs the college community through the college website, [www.palau.edu](http://www.palau.edu), attachment to payroll checks, and management meetings.

In 2014, the college President appointed the General Catalog committee to review and include all revised policies and practices pertaining to students, student services and academic degrees and courses. The committee continues to work ensuring the integrity of information that will be contained in the general catalog 2016-2020 to be fully implemented in the fall of 2016. The Administrative Procedures Manual task force was called by the college President in the fall of 2014 to review and make necessary revisions to procedures and practices contained in the Administrative Procedures Manual. The task force completed its work and submitted recommendations to the college President for review and approval. Revisions were approved in December of 2015 and the approved APM was distributed college wide to all offices of the college. [1.55]

The Palau Community College website, [www.palau.edu](http://www.palau.edu), and the general catalog outline the twenty-one degree programs and certificate programs offered by the college. The degree programs and the certificate programs are in support of the college mission to offer academic and technical programs to student from the Republic of Palau and the Micronesia region. The degree programs and the certificate programs outlined in the general catalog include programs' requirements and student learning outcomes. Regular reviews of the academic degrees and certificates are conducted every three years by degree program and department faculty. Recommendations for revisions of any course or degree program and department are required for reviews and approval by the Committee on Program and Curricula (CPC). Approvals are distributed to students, Student Services units, and college constituents through the college website, [www.palau.edu](http://www.palau.edu), bulletin boards, and memorandums, as well as the college general catalog. [1.56]

College publications containing policies and practices and other accurate institutional information are shared within the college community as well as with the public. These publications include the Personnel Rules and Regulations Manual, Administrative Procedures Manual, Emergency Preparedness Manual, General Catalog, Student Handbook, Financial Aid Handbook, Student Services Yearly Calendar, Student Planner, Fact Books and the college Weekly Newsletter. Other publications such as the semester course offering also contain accurate information that helps support students. The college informs its constituents of its

policies and practices through the college website, [www.palau.edu](http://www.palau.edu) and printed publications as well as through public media talk shows and announcements. [1.57]

Palau Community College provides information on its student achievement to the public through the college Fact Book, IPEDS, [www.nces.ed.gov/ipeds](http://www.nces.ed.gov/ipeds), and the college annual report required by the national government. Student achievement data includes persistent rate, completion rate, and graduation rate as well as student demographics. This information is shared to all college constituents through publications available on the college website, [www.palau.edu](http://www.palau.edu). [1.58]

The accreditation status of the college is public information which the college informs its constituents through the college website, <http://pcc.palau.edu/about/accreditation/>, the general catalog, and other college publications. The college President in 2010 used public media through a television talk show, public newspapers and the college newsletter to inform the public of the college status after its 2009 Institutional Self-Study Report and visit from the Accrediting Commission for Community and Junior Colleges. The college President continues to inform the public through various publications of the college accreditation status. Through the Accreditation Office of the college, the Accreditation Liaison Officer (ALO) continues to educate administrators, faculty, staff and students of the purpose of accreditation, college accreditation status, and revisions of policies, regulations, standards and eligibility requirements. In July 2014, the June 2014 adopted ACCJC Standards & Eligibility Requirements were distributed to all college employees through payroll check attachments. Employees who were off-island on summer vacation received their copies through email and were required to acknowledge receipt of the 2014 ACCJC Standards and Eligibility Requirements. During the college general assembly in August of 2014, the 2014 ACCJC Standards and Eligibility Requirements were again presented to all college employees and included the announcement of members of the college Accreditation Steering Committee with specific appointments appointing every college employee to the four different accreditation standards. In December 2014, the faculty attended a two-day required training where the 2014 ACCJC Standards and Eligibility Requirements were cross-walked to the very responsibilities of the academic programs and departments. [1.59]

In early 2014, the college invited the members of the Palau National Congress to the campus where the President and administrators provided to Palau elected leaders the status of the college including accreditation status, academic programs, and other vital matters, such as facilities, in support of student learning and achievement. In January 2015, the Dean of Students and Dean of Academic Affairs also had a radio talk show informing the public about PCC's educational programs and support services. The college also holds its Annual Endowment Thanksgiving Fundraising which is live on air, through which the college also announce to the public the different programs and services it offers and includes information on its accreditation status. [1.60]

In November 2014, the college Accreditation office commenced the weekly PCC's Journey on Self Evaluation Process. The journey is sent by email to all college employees on a weekly basis providing updates of the college accreditation report, more information on specific ACCJC Standards, requests to division/department of how they are addressing the different ACCJC Standards and meeting Eligibility Requirements, and reminders of accreditation upcoming

events. To ensure that every college employee understands the concept of accreditation, the college required all employees to take the Accreditation Basics Online Course and submit a copy of the completion certificate to the Human Resource Division and the Accreditation Office. To date, all college employees have successfully completed the Accreditation Basics Online Course. [1.61]

Palau Community College does not offer any DE/CE programs. However, the online courses offered every semester includes student online course orientation where registered students are required to attend orientation to receive important information of course requirements and any available student support services to ensure success in the course. The student achievements of online courses are included within the general student achievement information provided to the public through the college Fact Books, IPEDS and college annual reports. [1.62]

### **Analysis and Evaluation**

Palau Community College assures the clarity, accuracy, and integrity of information provided to students, prospective students, personnel, and all college constituents related to its mission statement, learning outcomes, educational programs, and student support services. The college also provides accurate information to students and the public about its accreditation status with the Accrediting Commission for Community and Junior Colleges (ACCJC) – Western Association of Schools and Colleges (WASC).

### **Actionable Improvement Plans**

Palau Community College will continue to assure the clarity, accuracy, and integrity of information provided to students, prospective students, personnel, and all college constituents related to its mission statement, learning outcomes, educational programs, and student support services. The college will continue to involve all constituents while conducting its regular reviews on policies and practices to ensure integrity and fairness to all its students and employees. The college will continue to provide accurate information to students and the public about its accreditation status with Accrediting Commission for Community and Junior Colleges (ACCJC) – Western Association of Schools and Colleges (WASC).

- 2. The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the “Catalog Requirements”.**

### **Evidence of Meeting the Standard**

Palau Community College has both print and online formats of the General Catalog (<http://pcc.palau.edu/wp-content/uploads/2013/08/General-Catalog-2012-2016.pdf>). The college general catalog contains precise, accurate and current information on all its programs and services, admission requirements, policies and procedures. This information includes the official name, address, email address, telephone numbers and web site address of the institution; the educational mission and vision along with the unifying principles and strategic directions; courses, programs, degree and certificate offerings; student learning outcomes for the programs

and degrees; academic calendars and program length; available student financial aid; tuition and fees; available learning resources; names and degrees of administrators and faculty; and the listing of the Executive Committee members and Board of Trustees. [1.63]

Detailed information on admissions, student fees and other financial obligations and degrees, certificates, graduation and transfer requirements are described clearly in detail in the general catalog. Course requirements are listed under each program for degrees and certificates, including prerequisite for courses.

Major policies and procedures affecting students are required information in the general catalog. Such major policies and procedures are academic regulations, academic honesty, nondiscrimination, acceptance of transfer of credits, transcripts, grievance and complaint procedures, sexual harassment policy and refund of fees. This information is also available to students through the Student Handbook, Financial Aid Handbook, and Semester Offerings publications as well as the college website, [www.palau.edu](http://www.palau.edu). [1.64]

Whenever there are approved changes to the information stated in the catalog, catalog addendums reflecting the changes are done and distributed accordingly to faculty, staff and students. The addendums are also posted on the bulletin board of the Office of Dean of Students and academic advisors inform students of necessary changes that affect students. To ensure the catalog provides current information, it is revised every four years by a committee appointed by the college President. The current catalog was updated in fall 2012 reflecting updated information. [1.65]

Palau Community College does not offer any DE/CE programs. However, the college issues of academic freedom, student financial aid, and available learning resources applied to students enrolled in online courses are the same general information, requirements, policies and procedures applied to all enrolled college students for both online and traditional offerings. The instructional delivery of the online courses is not specifically described in the general catalog. However, online instructional delivery is specified under each online course and is discussed more during online course orientation with students including the interaction between faculty and students and the accessibility of faculty and staff to students. [1.66]

### **Analysis and Evaluation**

Palau Community College provides a print and online catalog to its students and prospective students. The precise, accurate, and current information on all facts, requirements, policies and procedures are listed with specific descriptions in the catalog. A print copy of the general catalog is distributed to all new students during new student orientation and it is also made available to prospective students during college recruitments to the high schools. Any changes of information contained in the general catalog is communicated through catalog addendums which are distributed to appropriate offices of the college where the information is used to advise students appropriately, and addendums are also posted on bulletin boards and available on the college website, [www.palau.edu](http://www.palau.edu). Information pertaining to students in regards to requirements and major policies, and procedures are also available through the student handbook, financial aid handbook and semester offerings.

## Actionable Improvement Plans

Palau Community College will continue to provide a print and online catalog to its students and prospective students that contain precise, accurate, and current information on all facts, requirements, policies and procedures with specific descriptions. The college will continue to inform students, faculty and staff of any changes of catalog information through catalog addendums and will continue to distribute the information to faculty, students and staff through memorandums, bulletin boards, and the college website, [www.palau.edu](http://www.palau.edu).

### **3. The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public.**

#### Evidence of Meeting the Standard

Palau Community College uses documented assessment of student learning to communicate matters of academic quality to all its constituencies. All courses and programs offered by the college have student learning outcomes at the course and program levels. At the course level, assessment is conducted on a semester basis. Program learning outcomes are assessed using a three year cycle following the college's institutional program review calendar. Non-academic programs also follow the same institutional program review calendar which was revised and approved in February 2014. [1.67]

The college uses different types of assessments when assessing student learning and student achievement. Examples of assessment include research papers, written/oral tests/exams, reaction papers, and portfolios as signature assignments. Student learning outcomes at the course level are identified as Course Learning Outcomes (CLOs). CLOs are included in the syllabus which is given to students at the beginning of the semester. The course outlines and syllabi discussed during the first day of instruction inform students of the different learning styles that will be used and what mode of instruction the course will be delivered by. The modes of instruction and different learning strategies are discussed by faculty and decisions are made based on the needs of students, course objectives and student learning outcomes. Students are also aware of the goals and purposes of courses and programs of which they are enrolled in. [1.68]

Assessment data collected by the college are assessment of student learning outcomes at the course level, program level and at the institutional level. Collection of assessments includes those of student learning outcomes and student achievements. Student learning outcomes assessment follows the semester by semester course offering where faculty are required to assess student learning outcomes at the end of each semester. Student learning outcomes at the program level are assessed by degree programs and academic departments every three years. Student learning outcomes at the institutional level are assessed through both course and program levels. Student achievement is assessed annually through the institutional-set standards for student achievements. [1.69]

Other assessments are conducted during each semester. Such assessment is 4<sup>th</sup> week, 9<sup>th</sup> week and 13<sup>th</sup> week student progress reports. During each semester, faculty are required to submit

student progress report to the Dean of Academic Affairs and to academic advisors. During the weeks of SPRs, academic advisors meet with students who are identified to need extra help to be able to succeed. Academic advisors work with individual students to make sure extra support is provided to assist them. Instructor referrals are done on a regular basis, this is a communication between faculty and academic advisors/counselors regarding student attendance and academic progress specifically of those students who have excessive absences and need academic assistance. [1.70]

The results of student learning outcomes assessment and student achievement are communicated between the Academic Affairs and the Student Services divisions of the institutions. The assessment results are shared between the deans, directors, academic advisors/counselors, and faculty of Academic Affairs and Student Services as well as the college President. Results of student learning outcomes assessments are also shared through the TracDat, assessment software that is available through intranet at the main campus. Data and analysis of student achievement is shared to college constituents through the IPEDS website, [www.nces.ed.gov/ipeds](http://www.nces.ed.gov/ipeds), college Fact Books, and college annual reports and through sharing of information during regular management meetings. [1.71]

### **Analysis and Evaluation**

Palau Community College uses documented assessment of students learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. Assessments of student learning and student achievement include course assessment data and analysis, program review reports, student progress reports and student referrals. Results of assessments are shared among college constituents through the TracDat assessment software, college Fact Books, the IPEDS program, information sharing during management meetings, and regular communications between the instructors, academic advisors/counselors, deans of academic affairs and student services, and the college President.

### **Actionable Improvement Plans**

Palau Community College will continue to use documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate college constituents. Palau Community College implemented its institutional-set standards for student achievement in the fall of 2015. When the first assessment and evaluation of the said institutional-set standards for student achievement becomes available at the end of summer 2016, the college will make the student achievement data and analysis available to all its constituents, including current and prospective students.

- 4. The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.**

## Evidence of Meeting the Standard

Palau Community College describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes. Information about programs is clearly described under each degree and certificate program and is accurate and up to date. Faculty assigned to each degree and certificate program are required to revisit and make revisions when necessary every three years. Reviews include the relevancy of degree and certificate content with the changing needs of surrounding communities and the world. Specific descriptions of courses under certificates and degrees are clearly described in the general catalog, course outlines, program outlines, and student syllabus. Student learning outcomes of courses are clearly stated and are required information in the course and program outlines and are stated in the course syllabus to students. Student learning outcomes at the program level are stated and required information in the degree program outlines and are also required information under each of the degree programs in the general catalog. [1.72]

During the first two days of instruction every semester, instructors are required to provide students a copy of the course syllabus and discuss the content of the syllabus including student learning outcomes. The twenty-one degree programs and all degree courses including general education courses have established student learning outcomes and are discussed with students at the beginning of each semester as well as discussed throughout the semester. Some instructors require students to sign for acknowledgement when they receive and discuss the course syllabi with instructors and some instructors give syllabi quizzes with their students. [1.73]

The individual sections of courses adhere to the course learning outcomes because the course learning outcomes drive the entire planning and development of individual courses which are driven by the established program curriculum. Individual sections including required activities to be performed by students and taught by faculty are in support of course learning outcomes. The course learning outcomes are mapped to and support program learning outcomes and institutional learning outcomes. [1.74]

Palau Community College does not offer any DE/CE programs. However, the courses offered through the online approach uses the same course learning outcomes of traditional courses. For example, EN 112 Freshman Composition and other courses offered online uses the exact course learning outcomes and have the same specific course outlines sections of the same courses done through traditional approach. Students enrolled in online courses receive course syllabi through the online course website, pconline.palau.edu, and discussion of the course syllabi which includes the course learning outcomes are discussed during online course orientation. [1.75]

As required by the US Department of Education, accurate information of certificate programs is available on the college website under the Gainful Employment Disclosure at <http://pcc.palau.edu/academics/gainful-employment-disclosure/>. Through hard and electronic copies of the catalog on the college website, [www.palau.edu](http://www.palau.edu), and the Gainful Employment Disclosure information on the college website, program outlines, course outlines and course syllabi, the college provides its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes to its students, prospective students and the communities it serves.

## **Analysis and Evaluation**

Palau Community College describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes. Through faculty, the dean of Academic Affairs and the Committee on Program and Curricula, the college assures that the information about its programs is clear and accurate with clearly defined descriptions, content, course requirements, and learning outcomes. Students receive accurate information through course syllabus, general catalog as well as the Gainful Employment Disclosure information on the college website.

## **Actionable Improvement Plans**

Palau Community College will continue to describe its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes. Through faculty, the dean of Academic Affairs and the Committee on Program and Curricula, the college will continue to assure that the information about its programs is clear and accurate with clearly defined descriptions, content, course requirements, and learning outcomes. Students will continue to receive accurate information through course syllabi and the general catalog as well as through the Gainful Employment Disclosure information on the college website, <http://pcc.palau.edu/academics/gainful-employment-disclosure/>.

### **5. The institution regularly reviews institutional policies, procedures, and publications to ensure integrity in all representations of its mission, programs, and services.**

## **Evidence of Meeting the Standard**

The institution's institutional policies, procedures, and publications are carefully reviewed and evaluated at different intervals to ensure integrity. The intervals range from every semester to every five years. The student handbook is reviewed every two years, the General Catalog is reviewed every four years, the Personnel Rules and Regulations Manual (PPRM) is reviewed every four years and the Administrative Procedures Manual (APM) is reviewed every five years. In December 2011, the college President appointed a Policy Review Committee (PRC) which members represent all departments and divisions of the college. The task and responsibilities of PRC was to ensure a more equitable application of policies and procedures and to improve transparency, collaboration, and communications. A final review by the committee was completed with recommendations given to the college President for review and approval in December 2015. [1.76]

The Administrative Procedures Manual (APM) had undergone a review in fall 2014. A task force was appointed by the college President in October 2014 to review the college procedures and practices within the APM for currency and relevancy. The college administration procedures and practices revisions and recommendations were reviewed and approved by the college President in December 2015. The December 2015 APM copies were distributed to all offices of the college in December 2015. [1.77]

In summer 2013, the college website, [www.palau.edu](http://www.palau.edu), was redesigned and information is updated by the different programs/division/department of the college through the Systems Analyst on a weekly basis. The Systems Analyst updates information when requested by appropriate program/division/department heads.

In the fall of 2013, the college appointed an Institutional Set-Standards for Student Achievement (ISSA) committee. The committee, tasked to review the college student achievement data and recommend set-standards, studied the requirements of the US Department of Education and reviewed other institutions' set-standards. In March 2015, ISSA committee submitted its proposal to the college President for review and approval. On March 31, 2015, the college President approved the recommended institutional-set standards for student achievement (ISSAs). The approved ISSAs were publicized to all college constituents through the college website, <http://pcc.palau.edu/wp-content/uploads/2013/07/Institutional-Set-Standards.pdf>, attachments to payroll checks, the college general assembly, and ISSA trainings. The institutional set-standards will be publicized in the college general catalog 2016-2020 edition. The institutional-set standards for student achievement were implemented in fall 2015 and will undergo its first year evaluation at the end of academic year 2015-2016. The ISSAs will go through its first cycle of evaluation covering three academic years at the end of academic year 2017-2018. The institutional-set standards will be reviewed and necessary changes will be made for implementation. [1.78]

In December 2014, a Committee on Student Financial Aid (COSFA) was created to review policies governing student financial assistance within the parameters of federal and institutional regulations. The committee's duties and responsibilities were to review and clarify federal regulations and policies on student financial aid, to review and recommend institutional policies in order to be in compliance with administration of federal student financial aid programs, serve as a final appeal body for students who file for reinstatement of their financial aid eligibility, and perform other duties as may be delegated or required from time to time. [1.79]

The college's Mission and Vision statement is reviewed every 5 years. In February 2015, a task force was created to review the relevancy and currency of its Mission and Vision statements. A survey was conducted to receive feedback from different stakeholders. The task force's final report and recommendations were submitted to the college President and to the College Board of Trustees for review and approval. Recommendations included the college Mission statement to be kept as is and the college Vision statement to be approved with an insertion of a word to change the Vision statement from "We guarantee quality and excellence" to "We strive to guarantee quality and excellence". The college Mission and Vision statements were publicized through the college website, [www.palau.edu](http://www.palau.edu), and will be publicized through the college general catalog 2016-2020. [1.80]

The Institutional Compliance Steering Committee (ICSC) was appointed in August 2014 by the college President. The committee's responsibilities are to ensure that the college continues to comply with the Program Participation Agreement under the Title IV, Higher Education Act (HEA) as well as continues compliance with U.S. Department of Education policies and regulations. The ICSC first reviewed the campus crime definitions, drug and alcohol abuse policy and campus security and safety policy of the college against definitions and policies of the

U.S. Department of Education. The ICSC completed its task on the said definitions and policies and submitted its recommendations to the college President for review and approval. The college President approved the ICSC's recommendations on March 31, 2015. This information was shared to college constituents through the college website at links <http://pcc.palau.edu/wp-content/uploads/2015/04/Campus-Security-Safety-Policy.pdf>, and <http://pcc.palau.edu/about/campus-security-policy/>, and <http://pcc.palau.edu/wp-content/uploads/2015/04/Campus-Crime-Definition.pdf>, and with attachments to payroll checks in April of 2015, and general assembly presentations in fall 2015. The Institutional Compliance Steering Committee remains a standing committee of the college to ensure that Palau Community College remains in compliance with the U.S. Department of Education as well as maintains its eligibility with Title IV funds. [1.81]

### **Analysis and Evaluation**

Palau Community College regularly reviews institutional policies, procedures, and publications to ensure integrity in all representations of its mission, programs, and services. Through appointment letters of the college President, members to different committees and task forces are appointed to review college policies, procedures and publications on a regulation basis according to the set schedule of reviews. When the college President and Board of Trustees approve policies, procedures and publications, the approved matters are communicated to college constituents through the college website, attachments to payroll checks, general assemblies, student meetings, regular faculty and staff meetings, management meetings and the college newsletter.

### **Actionable Improvement Plans**

Palau Community College will continue its regular reviews of institutional policies, procedures, and publications to ensure integrity in all representations of its mission, programs, and services. Through appointment letters of the college President, members to different committees and task forces will continue to review college policies, procedures and publications on a regular basis according to the set schedule of reviews. Approved policies, procedures and publications, will continue to be communicated to college constituents through the college website, attachments to payroll checks, general assemblies, student meetings, regular faculty and staff meetings, management meetings and the college newsletter.

- 6. The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses; including textbooks, and other instructional materials.**

### **Evidence of Meeting the Standard**

Palau Community College accurately informs current and prospective students the total cost of education, including tuition, required fees, textbooks, and other instructional materials. Through the college publications such as the general catalog, financial aid hand book, and semester course offering booklets, the college informs current and prospective student of specific fees and other required expenses. The college also informs current students, prospective students and interested

individuals about its certificate programs and required expenses through the Gainful Employment information on the college website, <http://pcc.palau.edu/academics/gainful-employment-disclosure/>. The total cost of education, including tuition, fees, textbooks, and other instructional materials information in the general catalog and other college publications are provided in both hard copies and electronic form on the college website, [www.palau.edu](http://www.palau.edu). [1.82]

The total cost information includes the resident tuition, non-resident tuition, room & board for student housing, and other required fees. Such required fees include application, admission, instructional support and graduation fees. This information is clearly stated in the college general catalog 2012-2016, pages 42 – 45. This information is also provided through the college general catalog online at [www.palau.edu](http://www.palau.edu). The cost of actual text books identified for courses offered every semester are clearly stated in the semester course offering booklets with specific ISBN, college bookstore cost and an estimated cost for comparison if students decide to purchase textbooks online through Amazon or E-bay. The semester course offering is printed in hard copy for current students and is available also on the college website for current and prospective students. [1.83]

### **Analysis and Evaluation**

Palau Community College accurately informs current and prospective students the total cost of education, including tuition, required fees, textbooks, and other instructional materials. Through the college publications such as the general catalog, financial aid hand book, and semester course offering booklet, the college informs current and prospective student of specific fees and other required expenses. The college publications containing the total cost of education including tuition, textbooks and other required fees are available in both hard copies and electronic copies online on the college website, [www.palau.edu](http://www.palau.edu).

### **Actionable Improvement Plans**

Palau Community College will continue to provide accurate information to current and prospective students regarding the total cost of education, including tuition, required fees, textbooks, and other instructional materials. The college will continue to inform its current and prospective students accurate information regarding educational cost and other required fees through its general catalog, financial aid hand book, semester course offerings and the Gainful Employment Act both in hard copies and electronic copies through the college website.

- 7. In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students.**

### **Evidence of Meeting the Standard**

Palau Community College publishes governing board policies on academic freedom and responsibility. These policies make clear the institution's commitment to the free pursuit and

dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students.

PCC believes in an educational environment that supports the professional exercise of academic freedom. The College Board of Trustees (BOT) approved policy on academic freedom is on page 2 of the Personnel Rules and Regulations Manual (PRRM). Faculty academic freedom and responsibilities are clearly explained in PRRM. The principle of academic freedom is guaranteed to all faculty members acting within the scope and terms of their employment. The principle of academic freedom asserts that all faculty members are entitled to freedom within their classrooms to discuss their fields of expertise, to conduct research in their fields of special competence, and to publish the results of their research. The manual is available in all offices of the college and is accessible to faculty, staff, administrators and community members through the college website, [www.palau.edu](http://www.palau.edu), and college library. [1.84]

Academic freedom and responsibilities are also clearly defined in the 2012-2016 general catalog and 2014-2016 student hand book. The college provides learning in a professional approach following the PCC Board of Trustees policy for faculty and students as well as follows the American standard of higher education. Through this, students should be able to learn in a conducive learning environment free of any threats, put-downs, discrimination, and in learning environment where one receives support to explore, to learn, to be adventurous, and to continue to inquire using critical thinking and problem solving skills. Academic freedom and responsibility for both faculty and students are clearly defined and stated in the college general catalog and student hand book. [1.85]

Palau Community College does not offer any DE/CE programs. However, academic freedom regarding faculty teaching and student learning in online courses follows current policies of the college for all faculty and students stated in the college PRRM, general catalog and student hand book.

### **Analysis and Evaluation**

Palau Community College publishes governing board policies on academic freedom and responsibility. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students.

### **Actionable Improvement Plans**

Palau Community College will continue to publish its governing board policies on academic freedom and responsibility in its Personnel Rules and Regulations Manual, general catalog and student hand book. These policies will continue to provide a clear commitment of the institution regarding the free pursuit and dissemination of knowledge and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students.

- 8. The institution establishes and publishes clear policies and procedures that promote honesty, responsibility, and academic integrity. These policies apply to all constituencies and include specifics relevant to each, including student behavior, academic honesty, and consequences for dishonesty.**

### **Evidence of Meeting the Standard**

Palau Community College has established and published clear policies and procedures that promote honesty, responsibility, and academic integrity. These policies apply to all constituencies and include specifics relevant to each, including student behavior, academic honesty, and consequences for dishonesty. The college established policies are published for its constituents through the general catalog, student handbook, student planner and the Personnel Rules and Regulations Manual (PRRM). Policies are clearly defined informing faculty of behavior, academic honesty, responsibility and academic integrity. Clearly defined policies in regards to faculty behavior and responsibility and consequences are publicized through the college Personnel Rules and Regulations Manual. This manual is made available to all offices of the college including the office of Academic Affairs and faculty office. The clearly defined policies which include faculty behavior, academic honesty and integrity and faculty responsibility are located on pages 2-3 of the PRRM and consequences for non-compliance are also stated in the PRRM, pages 48-53. [\[1.86\]](#)

Policies in regards to student behavior, academic honesty, responsibility and academic integrity are clearly defined in the student handbook as well as the student planner. The student handbook is distributed to all new students during the new student orientation every semester. The policies in regards to student behavior and responsibilities are also discussed during the SS 100 Introduction to College course called for by course learning outcomes. The student handbook containing policies and consequences in regards to students is a required text for SS 100 course. A student planner is given to all students at the beginning of an academic year for student daily planning activities. The student planner contains policies in regards to student behavior and responsibilities including academic honesty and integrity. For example, the student plagiarism policy defines what plagiarism is and provides the consequence for copying another's work without proper citations. Student behavior is also defined and enforced through the Student Code of Conduct. [\[1.87\]](#)

The student hand book has a section on Student Code of Conduct and Sanction which clearly states the provisions on academic honesty and sanctions for violations. The conduct has been adopted by the college to protect the rights and privileges of students and to allow the college to function properly. The conduct expected of students, disciplinary sanctions, and the process for dealing with violations is all stated on pages 11-20 of the student handbook and pages 13-23 of the student planner. [\[1.88\]](#)

The institutional mechanism used to inform faculty and enforce its policies on academic honesty are informing faculty through employee orientation upon hiring, faculty meetings through Academic Affairs division and Faculty Senate Association meetings, and through the college publication of policies in the Personnel Rules and Regulations Manual (PRRM). The policies

include discipline and grievance procedure for non-compliance. This information is stated within the PRRM that is made available to all offices of the institution. [1.89]

The institutional mechanism used to inform students and enforce its policies on academic honesty are informing students through new student orientation, the student handbook, the general catalog, the student planner, the SS 100 course, and course syllabi as well as during the first two days of instruction at the beginning of new semester/session. The policies which include discipline and grievance procedures for non-compliance are stated in different publications distributed to students. [1.90]

The college strategy to promote student verification is in place. For example, the Admissions and Financial Aid offices require a student birth certificate and passport to verify student information as well as student true identity. A student birth certificate and passport are required documents during application for admission as well as application for federal financial aid assistance. Students enrolled in online courses are required to attend online course orientation where student true identity is verified during course orientation. All online courses of the college require students to take midterm and final exams of courses in person. Students enrolled in online courses are required to be present in person to take the course midterm and final exams at the college online lab. The exams are monitored and facilitated by online instructors who ensure verification of enrolled students. [1.91]

### **Analysis and Evaluation**

Palau Community College has established policies and procedures that promote honesty, responsibility, and academic integrity applied to all constituents including specifics relevant to faculty and students. The established policies are published through the college Personnel Rules and Regulations Manual, general catalog, student handbook, student planner, SS100 course, new student orientation, online course orientation and course syllabi. These publications are distributed throughout the institution through different offices, the college library, and the college website, [www.palau.edu](http://www.palau.edu). Student academic honesty policies exist and are made public through the different mentioned publications. Mechanisms to inform and enforce policies are in place and are included in the different mentioned publications. The college has also established strategies to promote student verification where faculty members are encouraged to promote student verification enrolled in online courses.

### **Actionable Improvement Plans**

Palau Community College will continue to ensure that its established policies and procedures promoting honesty, responsibility, and academic integrity applied to all constituents including specifics relevant to faculty and students are complied with at all times. The college will continue to publicize its policies through the college Personnel Rules and Regulations Manual, general catalog, student hand book, student planner, SS100 course, new student orientation, online course orientation and course syllabi. The college will continue to ensure that its established strategies promoting student verification will be complied with at all times.

**9. Faculty distinguished between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.**

**Evidence of Meeting the Standard**

The Palau Community College policy on faculty distinguishing between personal conviction and professionally accepted views in a discipline is a 1.3.2 policy statement under the Faculty Academic Freedom and Responsibility. This policy is stated on page 2 of the Personnel Rules and Regulation Manual. Faculty must always distinguish between their personal conviction and professionally accepted views in a discipline. Each academic degree program has established and approved student learning outcomes at the course and program levels. Faculty are responsible to teach and facilitate learning within the parameters of established student learning outcomes. Student learning outcomes provide students an opportunity to study and understand scientific research and theories of different disciplines. The required learning outcomes also ensure that faculty distinguish between their personal convictions on different research work and theories and professionally accepted views in different disciplines. This helps ensure that faculty understand that instruction must include professional accepted views in a discipline where data and information are presented fairly and objectively. [[1.92](#)]

**Analysis and Evaluation**

Palau Community College faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively. The faculty Academic Freedom and Responsibility policy statement 1.3.2 and the approved student learning outcomes at the course and program levels help the college ensure that its faculty distinguish between personal conviction and professionally accepted views in a discipline where data and information presented during instructions are done fairly and objectively.

**Actionable Improvement Plans**

Through the Palau Community College policy and academic degree programs student learning outcomes, the college will continue to ensure that its faculty distinguish personal conviction and professionally accepted views in a discipline where instruction is presented fairly and objectively.

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

**Evidence of Meeting the Standard**

Palau Community College requires compliance of specific codes of conduct of staff, faculty, administrators, and students. When the college instills specific beliefs or world views to its staff, faculty, administrators, and students, it provides clear prior notice of such policies, including statements in the catalog and appropriate faculty and student handbooks.

The College's specific codes of conduct of staff, faculty, administrators and students must be complied with at all times. The specific codes of conduct are communicated to everyone at the institution, including students, through the Personnel Rules and Regulations Manual (PRRM), student handbook, student planner, general catalog and the college website at [www.palau.edu](http://www.palau.edu). When the college seeks to instill specific beliefs or world views, the college appoints a committee represented by members of different divisions and departments of the college to establish the specific beliefs. Upon development of specific beliefs, the committee submits its recommendation to the college President for review and approval. Upon approval, the specific information will be communicated throughout the institution through the President's memorandum, college newsletter and payroll checks attachment. For example, the college's Unifying Principles were established by the college President and the college management team. When the Unifying Principles were approved, it was communicated throughout the institution via the college website, [www.palau.edu](http://www.palau.edu), the general catalog, and other college publications. Compliance to specific codes of staff, faculty, administrators and students are also communicated to college constituents through the college website. [1.93]

### **Analysis and Evaluation**

Palau Community College requires compliance of specific codes of conduct of staff, faculty, administrators, and students. When the college instills specific beliefs or world views to its staff, faculty, administrators, and students, it provides clear prior notice of such policies through statements in the catalog, on the website and in student handbooks as well as in other publications.

### **Actionable Improvement Plans**

Palau Community College will continue to require compliance of specific codes of conduct of staff, faculty, administrators, and students. When the college seeks to instill specific beliefs or world views, the college will appoint a committee to study, research and establish detailed goals. Upon approval of such goals, the college will communicate the approved goals college wide through its website, general catalog, PRRM, student hand book, college newsletter, memoranda, and other appropriate college publications.

### **11. Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.**

#### **Evidence of Meeting the Standard**

Palau Community College offers a nursing degree program at Yap State, Federated States of Micronesia (FSM). The program at Yap State, FSM is exactly the same nursing degree program offered at the main campus on Palau. The nursing degree program offered in Yap state, FSM, a foreign location, was approved by the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges (ACCJC-WASC) in 2007. The substantive change proposal for this program was approved to allow the College to offer the exact approved nursing degree program offered on the main campus in Yap, a foreign location.

The nursing degree program offered in Yap state is supported by an agreement between Palau Community College and the Yap State Department of Health. [1.94]

Students admitted and enrolled into the nursing degree program are regular nursing students of Palau Community College taking its courses in another location. Therefore, students comply with the same admission policies and requirements that are expected by any nursing student of Palau Community College regardless of program location. Nursing program courses for the Yap state students are scheduled by the Academic Affairs division of the main campus with assistance of nursing program academic advisor and the Yap State Department of Health chief nurse who oversees the program in Yap. Courses are traditionally taught with PCC hired instructors and facilitators in Yap. The college administrators and staff visit the nursing program in Yap on a regular basis to ensure that appropriate learning and teaching support are available to support student learning and achievement. The students in the nursing program in Yap state are recognized as non-U.S. eligible students who receive federal financial aid assistance to support their educational needs. Assessment of student learning outcomes and student achievement are conducted regularly following the nursing program course assessment schedule and the nursing program review cycle. [1.95]

### **Analysis and Evaluation**

Palau Community College offers a nursing degree program in a foreign location, Yap State, Federated States of Micronesia. The nursing degree program is offered to Yap State Department of Health in-service nurses. This program is operated in conformity with the Standards and applicable Commission policies for all students. The program in Yap state follows the exact nursing degree program offered at the main campus of Palau Community College where a substantive change proposal was approved for its offering at a foreign location in Yap state.

### **Actionable Improvement Plans**

Palau Community College will continue to offer the nursing degree program in Yap state following the conformity with the Standards and applicable Commission policies for all students. The college will continue to visit the program on a regular basis to ensure student learning and student achievement.

**12. The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet the time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities.**

### **Evidence of Meeting the Standard**

Palau Community College (PCC) complies with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the

Commission, Palau Community College responds to meet the time period set by the Commission. The college discloses information required by the Commission to carry out its accrediting responsibilities.

Since 1977, the college has comply with the Accrediting Commission for Community and Junior Colleges' (ACCJC) Eligibility Requirements, Standards, policies, guidelines and requirements for public disclosure, institutional reporting, team visits, and has proposed and received prior approval for substantive changes before implementation. In 2010, the college was issued a warning by the Commission for its accreditation status. With the issuance of warning, the college was required to submit a Follow-Up report in 2011 and 2012 and a Mid-Term report in 2013. The college submitted the 2011 Follow-Up report and was removed from warning in 2011. The other reports were submitted following the set timeline. During this current accreditation cycle, 2010-2015, the college submitted substantive change proposals for three new degree programs. The college received approvals for the three new degree programs prior to their implementation. The three degree programs are the Science, Technology, Engineering, and Mathematics (STEM) Disciplines program, the Community and Public Health (CPH) program and the Palauan Studies (PW) program. These three programs were implemented after the college received approvals from the Commission. [1.96]

The college communicates matters of educational quality and institutional effectiveness to the public through the college annual report required by the Republic of Palau national government; the bi-annual report to the Pacific Post-secondary Educational Consortium (PPEC); the annual reporting to IPEDS, [www.nces.ed.gov/ipeds](http://www.nces.ed.gov/ipeds) (U.S. Department of Education), of student demographics, student achievement and employees demographics; the college fact book; college weekly newsletter; and through the public media where the college President and administrators inform the public of its programs and services. In February of 2014, the college invited the Republic of Palau elected leaders to the campus where the college President provided a thorough report of the college educational quality and institutional effectiveness which also included a request for continued support from the Palau elected leaders. [1.97]

The Palau Community College Board of Trustees members, President, administrators, faculty and staff attend meetings and trainings sponsored by the ACCJC on a regular basis to ensure that the college remains in compliance with the Commission's Eligibility Requirements, Standards, policies and guidelines. In April 2015, the college President, Vice President for Cooperative Research & Extension department, Accreditation Liaison Officer, Associate Dean of Academic Affairs and a faculty attended the two-day ACCJC meeting in California where the new 2014 Eligibility Requirements and Standards were discussed and explained to the ACCJC member institutions. In addition, PCC sent a ten member team to attend the Commission's Pacific Region training in Honolulu, Hawaii in July of 2015 where the 2014 Eligibility Requirements and Standards were discussed comprehensively. The college provides workshops and trainings in regards to ACCJC's Eligibility Requirements, Standards, policies and guidelines to faculty and staff on a regular basis. The college established a separate office specifically for accreditation in August 2011. Through the college Accreditation office, regular meetings, workshops and trainings are provided to ensure that the college continues to be in compliance with ACCJC policies and regulations. [1.98]

## **Analysis and Evaluation**

Palau Community College complies with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, Palau Community College responds to meet the Commission's timeline. The college discloses information required by the Commission to carry out its accrediting responsibilities.

## **Actionable Improvement Plans**

Palau Community College will continue to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, Palau Community College will continue to respond, meeting the time period set by the Commission. Moreover, the college will continue to disclose information required by the Commission to carry out its accrediting responsibilities. In addition, the college will continue to attend ACCJC meetings, workshops and trainings to ensure understanding of policies and regulations and will continue to comply with the Commission's Eligibility Requirements, Standards and policies to stay and remain an accredited institution.

### **13. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public.**

#### **Evidence of Meeting the Standard**

Palau Community College advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public.

Examples of external agencies are the Republic of Palau National Congress and the National Government. Through Republic of Palau Public Law 4-2 (RPPL 4-2), Palau Community College is required under the statute to be an accredited institution to receive the full support of the Palau National Congress and Government. The law was enacted in 1993. To date, Palau Community College has advocated and demonstrated honesty and integrity in its relationship with the Palau National Congress and Government for it has complied with regulations and statutes of RPPL 4-2 of being an accredited institution since the law was enacted. In addition, the college relationship with external agencies includes the College of Micronesia Land Grant. This grant makes available the U.S. Department of Agriculture financial support to assist the college Cooperative Research and Extension programs. The college has advocated and demonstrated honesty and integrity in its relationship with the College of Micronesia (COM) Land Grant for it has complied with regulations and statutes of the grant and continues today receiving financial support of the U.S. Department of Agriculture through the COM Land Grant avenue. [\[1.99\]](#)

Palau Community College is also in compliance with the U.S. Department of Education regulations. The appropriate college employees attend U.S. Department of Education annual FAS trainings and federal financial aid meetings to learn and understand federal regulations that require college compliance and to ensure that the college remains eligible for federal assistance. Through college attendance in meetings and trainings of the U.S. Department of Education in 2013 and 2014, the college has complied with regulations in regards to the Institutional-Set Standards for Student Achievement by developing the set standards. The institutional-set standards for student achievement were implemented in fall 2015. In addition, the U.S. FAS training in December 2014 alerted the college to revisit its drug and alcohol policy, campus crime policy and campus crime definitions in spring 2015. The college has communicated these policies to its current students, prospective students, faculty, staff, administrators and other college constituents through its website, [www.palau.edu](http://www.palau.edu), the general assembly and payroll check attachments. [1.100]

Another external agency that the college has worked with throughout the years is the Department of Health, Yap State, Federated States of Micronesia (Yap DOH). Under the signed agreement between Palau Community College and Yap DOH, the college is required to visit the nursing degree program in Yap state on a regular basis. The college has continued on a regular basis to visit the nursing degree program in Yap and has regular communications with appropriate individuals who oversee the Yap program, including the Director of the Yap DOH. [1.101]

Palau Community College is an ACCJC member institution and ACCJC is the only Commission that the college is involve with. The college communicates its accredited status to its students and the public it serves on a regular basis. When the college was placed on warning by the Commission in 2010, the college went publicly through the public media, college newsletter, and student and staff meetings to inform its constituents of its accreditation status. When the college was removed from warning in 2011, it also went publicly to inform its constituents of its accomplishment. During the college endowment fundraising every November, the college accreditation liaison officer informs the public of the college accreditation status, requirements and events through a public radio station. During the endowment fundraising, the college also showcases its programs and services, including its educational quality and institutional effectiveness by appropriate members of the college. During the November 2015 endowment fundraising, the college informed the public of its spring 2016 accreditation report and included information of the college campus visit by the evaluation visiting team on February 29 to March 03, 2016. [1.102]

### **Analysis and Evaluation**

Palau Community College advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statues. The college is an ACCJC member institution and ACCJC is the only Commission that the college is involved with. The college communicates its accreditation status to its students and the public it serves on a regular basis.

## Actionable Improvement Plans

Palau Community College will continue to advocate and demonstrate honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. The college will continue to communicate its accreditation status to its students and the public it serves on a regular basis.

### **14. The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.**

#### Evidence of Meeting the Standard

Palau Community College's commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests. The institutional mission statement is "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". With this statement, the purpose of the college is to provide quality education by promoting learning opportunities to develop personal excellence as required by the Palau public law, RPPL 4-2 that created Palau Community College. The institutional mission statement is further supported by the 15-Year Institutional Master Plan, Strategic Directions 1 – 4, the college Technology Plan, the student learning outcomes at the course, program and institutional levels, the Institutional-Set Standards for Student Achievement, and the mission statement and purposes of every division and department of the college, including the service area outcomes. [\[1.103\]](#)

Practices of the college support high quality education and demonstrate that the deliverance of high quality education is the college's priority purpose. For example, the college requires all work requisitions to support student learning outcomes by requiring that a requesting office or program identify student learning outcomes that will be supported by its requisition. The college expenditures are based on student learning outcomes, thus, supporting high quality education. The college provides professional development to faculty on a regular basis to ensure that it provides high quality education. Whether professional development is offered on campus, off campus but on island, or off island, the college provides faculty opportunities to continue training, learning and researching in order to provide high quality education. Throughout the years, the college has supported faculty to continue their educational trainings through San Diego State University or through online programs. Professional development trainings for faculty include trainings in specific disciplines, such as automotive, marine technology, air-conditioning, English, mathematics and science. The training opportunities for faculty have allowed improvement of instructional deliveries and methodologies in support of student learning and success. Trainings in different disciplines are often conducted outside of Palau where the college commitment to high quality education overrides other priorities and makes the trainings available for faculty. [\[1.104\]](#)

## **Analysis and Evaluation**

Palau Community College's commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests. Palau Community College policies and practices demonstrate that delivering high quality education is the utmost goal of the college. The college priorities are documented in its mission and vision statements, its 15-Year Institutional Master Plan, Strategic Directions 1 – 4, its Technology Plan, the student learning outcomes at the course, program and institutional levels, the Institutional-Set Standards for Student Achievement, and the mission statement and purposes of every division and department of the college, including service area outcomes.

## **Actionable Improvement Plans**

Palau Community College's commitments to high quality education, student achievement and student learning will remain to be the core of the institution. Palau Community College policies and practices will continue to support and demonstrate that delivering high quality education is its utmost goal. The college priorities will continue to be documented in its mission and vision statements, 15-Year Institutional Master Plan, Strategic Directions 1 – 4, Technology Plan, the student learning outcomes at the course, program and institutional levels, the Institutional-Set Standards for Student Achievement, and the mission statement and purposes of every division and department of the college, including service area outcomes.

## **Standard I Evidence:**

- 1.1 Mission Statement
- 1.2 RPPL 4-2, IPEDS Data Feedback Report (DFR) 2014 Ethnicity Data, PCC Fact Book p.22
- 1.3 STEM, CPH and Palauan Studies Programs, Semester Schedules STEM,CPH and Palauan Studies, CE and MAP Trainings
- 1.4 Travel Grants
- 1.5 Academic Degree Programs, CPC Approval for STEM, CPH and PW
- 1.6 Program Brochures (PTHSE, STEM, CPH, PW), Belau Child Care Parent Handbook
- 1.7 CE Short Trainings, Adult High School Graduates
- 1.8 UB, TS, CRE, LRC, MAP Program Brochures
- 1.9 Articulation Agreements and/or Brochures with NOCTI, SDSU, PTHSE, Belau Child Care Center, PAHEC
- 1.10 PTHSE Support to TH Program
- 1.11 PCC Students Parents, Belau Child Care Enrollment
- 1.12 WCCC
- 1.13 15-Year Imp Report Card, Course Assessments, Program Reviews
- 1.14 CPH Program Approval, CPH Roster
- 1.15 Development Course Completion Rate, Academic Tutoring Center's Log in Sheet
- 1.16 AG Program Review Report and Procurement Documentation
- 1.17 General Catalog p.19, 51-76
- 1.18 General Catalog p.29

- 1.19 General Catalog p.17
- 1.20 IAC Assessment Trainings
- 1.21 Campus Security Program Review, Employee's Contract
- 1.22 International Night Program Brochure
- 1.23 The Skilled Palauan Workforce Investment Act (RPPL 9-22), General Catalog p.72-76
- 1.24 Poster, Wallet Size Card, T-Shirts, Newsletter, General Catalog, Policy Manuals and PCC Fact Books
- 1.25 BOT Adoption of Vision And Mission Statements, Vision And Mission Meeting Minutes, President's Approval of Vision And Mission Task Force Report
- 1.26 Academic and Non Academic Meeting Minutes
- 1.27 Physical Plant and Finance Meeting Minutes
- 1.28 Academic Courses SLO, ILOs, Student Services and Library Services SLO's
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- 1.32 ISSA Training Agenda and Sign-in Log
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- 1.35 New Student Orientation Survey Results, Course Assessments with Action Plans, ET Program Modification, Security Guard Program Review
- 1.36 Course Assessment and Program Review Surveys, Pre-Post Tests

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- 1.43 Employee Contract, Log In Sheet For Tutoring Center, ATC Program Review
- 1.44 Student Progress Report, Student Life Program Review, Employee's Contract, Student Life Office, Work Order
- 1.45 CPC Organization, Duties and Responsibilities, Sample of Course Revision
- 1.46 2009 and 2015 Administrative Procedures Manual (APM)
- 1.47 2005 PRRM, Committee Recommendations
- 1.48 English Department Minutes, Student Services Management Minutes, 9/11 Evaluation Results
- 1.49 Institutional Assessment Committee (IAC) Minutes, ExCom Meeting Minutes
- 1.50 PCC Fact Books, Excom Meeting Minutes
- 1.51 FAMED Diagram
- 1.52 AG Program Review, Procurement of Bus
- 1.53 PCC 15 Year Master Plan and Report Card
- 1.54 FAMED Training, Budget Call Memo, College Budget Request Proposal, Sample of College Division Budget
- 1.55 Administrative Procedures Manual December 2015

- 1.56 Degree and Course Revisions with CPC, Bulletins and Memorandum to Student Services, College Website
- 1.57 General Catalog, Student Handbook, Financial Aid Handbook, SS Calendar, PCC Fact Books, College Newsletter Articles, Newspaper Articles
- 1.58 PCC Fact Books, IPEDS URL, Annual Reports 2011-2014
- 1.59 General Assembly, Faculty Accreditation Training, Paycheck Attachment Sample
- 1.60 College Newsletter, Thanksgiving Program
- 1.61 PCC Journey Emails, Accreditation Basics Completion Report, Accreditation Basics Certificates
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- 1.63 General Catalog 2008-2012, 2012-2016
- 1.64 General Catalog 2012-2016 p.14, 25-26,31-35,44; Student Handbook, Financial Aid Handbook, Semester Course Schedule
- 1.65 General Catalog Addendum, Picture of Bulletin Board
- 1.66 Online Course Orientation Bulletin and Online Course Website
- 1.67 Program Review Calendar
- 1.68 Signature Assignments, Syllabus
- 1.69 Course Assessments, ISSA, Program Reviews
- 1.70 Student Progress Reports, Email Referrals and Advisor Notes
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- 1.72 General Catalog p.51-71, Courses and Program Revision from CPC, Program Outlines, Course Outlines and Syllabus
- 1.73 Course Syllabus, Syllabus Disclaimer

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- 1.76 PRC Appointment Letter, PRC Minutes of Meeting, PRC Updated Status
- 1.77 APM Appointment Letter and APM December 2015
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- 1.79 COSFA Appointment Letter, Minutes of Meetings
- 1.80 Vision and Mission Statements Task Force Appointment Letter, BOT Adoption of Vision and Mission Statements
- 1.81 ICSC Appointment Letter, Approved Definitions and Policies
- 1.82 General Catalog 2012-2016, Financial Aid Handbook, Semester Course Schedule
- 1.83 General Catalog 2012-2016 p. 42-52, Semester Course Schedule Summer and Fall 2015
- 1.84 BOT Policy PRRM p.2
- 1.85 General Catalog p.14, Student Handbook p.11
- 1.86 PRRM p.2-3, p.48-53
- 1.87 SS100 Course Outline, Student Handbook
- 1.88 Student Handbook 2014-2016 p.11-20, Student Planner p.13-23
- 1.89 New Employee Orientation
- 1.90 General Catalog p.14, 25-27
- 1.91 Admissions and Financial Aid Requirements, Proof of Student Verification
- 1.92 PRRM p.2-3, Course Outline Mapped to Institutional Learning Outlines (ILOs)
- 1.93 Unifying Principles

- 1.94 ACCJC Approval Yap Nursing Program, PCC & DHS YAP MOU
- 1.95 Semester Course Schedule, Employee's Contracts, Trip Reports and Travel Documents
- 1.96 ACCJC Action Letters, ACCJC Follow-up Report, STEM/CPH/PW Approvals from ACCJC
- 1.97 Annual Report, PPEC Reports, IPEDS DFR, PCC 2014-15 Fact Book, College Newsletter
- 1.98 Trip Report and Travel Documents
- 1.99 RPPL 4-2 Accreditation Statement, COM Land Grant Documents
- 1.100 Trip Report and Travel Documents FAS Training, ISSA Approved Standards, ICSC Policies
- 1.101 PCC & Yap DHS MOU
- 1.102 ALO's Agenda Endowment Fundraising, 2015 Endowment Fundraising Program
- 1.103 Mission Statement, RPPL 4-2, 15 Year Institutional Master Plan, Program Outlines, ILOs, PLOs and CLOs, ISSA, and Service Area Outcomes
- 1.104 RQs Stating SLO's, SDSU Degree, Credentials, Trip Reports and Travel Documents

## **Standard II: Student Learning Programs and Support Services**

**The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution's programs are conducted at the levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution.**

### **A. Instructional Programs**

- 1. All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificate, employment, or transfer to other higher education programs.**

### **Evidence of Meeting the Standard**

All Palau Community College's instructional programs, regardless of location or means of delivery, including distance education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificate, employment, or transfer to other higher education programs. In line with its mission statement, Palau Community College (PCC) creates and develops curriculum appropriate for higher education. PCC offers degree programs to meet the academic, technical, cultural, social and economic needs of students by promoting learning opportunities and developing personal excellence. Palau Community College's twenty-one degree programs are appropriate to higher learning and all are accredited programs by the Accrediting Commission for Community and Junior Colleges (ACCJC). Regardless of location or means of delivery, these programs are offered in fields of study consistent with the institution's mission and are appropriate to higher education. [\[2.1\]](#)

All degree programs culminate in student attainment of identified student learning outcomes and achievement of degrees, certificates, employment, or transfer to other higher education programs. The twenty-one degree programs have identified program learning outcomes which are mapped to the institutional learning outcomes consistent with the college's mission. Upon completion of a certificate or degree program, students will obtain identified student learning outcomes of both the program and institution. The twenty-one degree programs prepare students to be able to transfer to a higher level of education or become gainfully employed in an occupation relevant to their degree program. [\[2.2\]](#)

The twenty-one degree programs which are consistent with the college mission were created to meet the needs of the Republic of Palau and the Micronesia region. To ensure that students attain identified student learning outcomes, and achievement of degrees, certificate, employment, or transfer to other higher education programs, the college has in place institutional-set standards for student achievement. With these institutional-set standards, the college works to ensure that students succeed. [2.3]

### **Analysis and Evaluation**

Palau Community College offers twenty-one instructional degree programs in fields of study consistent with the institution's mission statement which are appropriate to higher education. These twenty-one degree programs with identified student learning outcomes lead to student achievement of certificates, degrees, employment, and/or transfer to institutions of higher education. In order for a degree or certificate program to be approved by the Committee on Program and Curricula, the college President, the Board of Trustees and the Accrediting Commission, it must have identified student learning outcomes.

### **Actionable Improvement Plans**

Palau Community College will continue to offer instructional programs that have identified student learning outcomes consistent with its mission, which lead to student achievement of degrees, certificates, employment and/or transfer to institutions of higher education. PCC will continue to create and develop instructional programs with identified student learning outcomes consistent with its mission.

- 2. Faculties, including all full time, part time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs, and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success.**

### **Evidence of Meeting the Standard**

Palau Community College full time, part time, and adjunct faculty ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs, and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success.

Faculty are required to review and update as necessary academic program and department curriculum including course outlines which contain student learning outcomes, instructional resources, instructional delivery and methods of evaluation every three years to five years. This ensures that the academic programs and departments stay abreast with technological changes and remains relevant to the needs of the region and ever-changing world as well as meets the generally accepted academic and professional standards and expectations. [2.4]

Active instructional courses and the twenty-one degree programs are accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC) and meet the American higher education standards and expectations.

The college curriculum standing committee, Committee on Programs and Curricula (CPC), requires all courses to be reviewed and updated every five years and programs to be reviewed and updated every three years or when need arises. The approval process requires the Committee on Programs and Curricula to review, certify, and approve all changes recommended by academic degree programs/departments faculty. This process ensures that the instructional courses and programs continue to meet the generally accepted academic and professional standards and expectations of higher education. [2.5]

All responsible for academic learning include instructional and non-instructional personnel who act to continuously improve instructional courses, programs, and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success. Through systematic program and department reviews and semesterly course assessments, faculty and others responsible for learning continue to evaluate academic programs/departments and services and student learning and service area outcomes and use the evaluation results to improve teaching and learning strategies and directly related services to promote student success and achievement. For example, the JP109 Conversational Japanese I course was assessed in fall 2012 and results show that only 43% of students achieved the proficiency level for Course Learning Outcome 3: Upon completion of this course, students will be able to understand and use basic vocabulary, simple sentence structure and Japanese people's behavior. The assessment showed that the students were making typical Japanese grammar errors. To help students gain proficiency with sentence structure, the action plan consisted of adding pattern practice and drills as class activities. In fall 2013, when the course was assessed again after implementation of the action plan, 72% of students achieved the proficiency level.

To improve teaching and learning strategies to promote student success within the technical education programs, the college provided an NCCER (National Center for Construction Education and Research) training in August 2015. The training provided opportunities for the technical education instructors to learn safety measures, teaching strategies and lesson planning development. The training helped ensure improvement of teaching and learning strategies to promote student success within the technical education instructional programs. [2.6]

The Electrical Technology (ET) program underwent a program review in spring 2014 to ensure the program's currency. Because of a growing need for an alternative energy resource in the Republic of Palau and the Micronesian region, the program faculty received training in solar energy installation and maintenance. The ET program was then revised in summer 2014 to include a required solar energy course. This course is necessary to meet the rising demand of the community for installation and maintenance of solar energy panels. [2.7]

The Community and Public Health Program's adjunct faculty assisted with the review and revisions of the program after one year of its implementation. The review with revisions is ongoing to ensure that content and methods of instruction meet generally accepted academic and professional standards and expectations. The Criminal Justice program adjunct instructor works

side by side with the full time instructor in reviewing and revising the current Criminal Justice program. Both programs' revisions will undergo review and approval by the Committee on Programs and Curricula. [2.8]

The college faculty collaborate with experts from government and private agencies to ensure that college academic programs continue to teach the appropriate skills and knowledge required by the work force. The Environmental Science program (ES) faculty held a stakeholders meeting in July 2015 with staff from Palau International Coral Reef Center, Environmental Quality Protection Board, Koror State government officials, Palau Land and Resource Information System, Protected Areas Network, and Belau National Museum. The ES program was reviewed with recommendations noted from the stakeholders. The technical education program faculty work closely with private agencies to ensure currency and relevancy of the programs' curricula as well as provide hands on training during internship programs. Such private agencies are Ksau's Motors for the Automotive Mechanic Program and NECO Marine for the Small Engine and Outboard Marine Program. [2.9]

Faculty and others responsible for learning continuously improve instructional courses and programs through representatives in the college curriculum committee. The other related services are evaluated to assure currency, to ensure improvement of teaching and learning strategies and to promote student success and achievement. A related service, the Library, assists faculty in obtaining needed materials for teaching and learning relevant to courses and programs. Academic advisors assist faculty by meeting with referred students to discuss learning strategies to support student success. [2.10]

### **Analysis and Evaluation**

Palau Community College full time, part time, and adjunct faculty and others responsible for learning, review, evaluate, and make necessary changes to academic programs to ensure that content and methods of instruction continue to meet the generally accepted academic and professional standards and expectations. Through evaluation results and continuous communication, necessary actions are taken to ensure academic programs' currency and for improvement of teaching and learning strategies to promote student success.

### **Actionable Improvement Plans**

Palau Community College faculty and those responsible for learning will continue to review, update, and make necessary changes to academic programs and other directly related services to ensure that instructional programs and related services continue to meet the generally accepted academic and professional standards and expectations, to continue to be current and relevant, to continue to improve teaching and learning strategies, and to continue promoting student success.

- 3. The institution identifies and regularly assesses learning outcomes for courses, programs, certificates, and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section, students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.**

## **Evidence of Meeting the Standard**

Palau Community College has identified learning outcomes for courses, programs, certificates, and degrees using established institutional procedures and regularly assesses these learning outcomes. All course and degree program learning outcomes are created and aligned with the institutional learning outcomes. Through the institutional assessment and planning process - FAMED (Formulate, Assess, Measure, Evaluate, and Develop) – learning outcomes are regularly assessed at the course level. The learning outcomes at the course level are mapped and aligned to the degree program learning outcomes (PLO) which are mapped and aligned to the institutional learning outcomes (ILO). When a learning outcome is assessed at the course level, learning outcomes at the degree program and institutional levels are being assessed because of the mapping and alignment. Because courses are assigned based on a semester by semester course offering, all student learning outcomes are assessed at least once a year. For example, EN 114 Advanced Composition course CLO #1 - Write an effective research paper - is mapped and aligned to general education program/institutional learning outcomes (PLO/ILO) #1- Critical Thinking and Problem Solving, PLO/ILO #2 – Communications, and PLO/ILO #3 – Quantitative and Technological Competence. All student learning outcomes at the course, degree program, and institutional levels are mapped and aligned in this manner. Through program review, degree programs are assessed every three years using the yearly course assessment results of three academic years within the three year cycle. [2.11]

The college curriculum standing committee, Committee on Programs and Curricula (CPC), requires all courses and programs to be reviewed and updated every three years or when need arises. The approval process requires the Committee on Programs and Curricula to review, certify, and approve all changes recommended by academic degree programs/departments. This process ensures that the instructional courses and degree programs are approved, current and continue to meet the generally accepted academic and professional standards and expectations of higher education. [2.12]

In every class section offered in any given semester, students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline during the first week of instruction. Instructors are required by the institution to discuss all course information including student learning outcomes at the course level contained in the course outline. Some instructors have also included a teacher/student contract with their syllabi. [2.13]

## **Analysis and Evaluation**

Palau Community College has identified learning outcomes for courses, certificates, and degree programs using established institutional procedures and regularly assesses these learning outcomes. The institution has officially approved and current course outlines that include student learning outcomes at the course level stated in the course syllabi which students receive during the first week of instructions in any given semester.

## Actionable Improvement Plans

The college will continue to identify learning outcomes for new courses and degree programs and approve and implement them. The college will continue to assess student learning outcomes at the course, degree program, and institutional levels. The college will also continue to review current courses for their relevancy and currency as well as inform students of student learning outcomes at the course level through course syllabi.

- 4. If the institution offers pre-collegiate curriculum, it distinguishes that curriculum from college level curriculum and directly support students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.**

## Evidence of Meeting the Standard

Palau Community College offers pre-collegiate (developmental) curriculums in English and mathematics to help prepare students to succeed in college level curriculum. The developmental courses in English and mathematics are courses below the 100 level. These developmental course contents teach basic reading, writing and mathematical skills required for college level courses. These courses include MA 95 Basic Algebra, EN 89 Developmental Reading and Writing, EN 90 Developmental Reading Skills, EN 91 Developmental English, EN 92 Basic Reading Skills, and EN 95 Basic Grammar and Writing Skills. The developmental courses are the introductory levels of concepts and skills required by college level courses. The developmental courses are offered every semester, requiring lecture and laboratory hours; lab hours allow students more practice of concepts learned during lecture hours. This schedule ensures the needed support required to help students succeed and gain the knowledge and skills needed to advance to college level curriculum. [2.14]

The Academic Tutoring Center is a learning support service that provides individual tutoring to students needing help in the developmental courses. The lab is supervised by an assistant instructor who works closely with the faculty who teach the developmental courses to ensure what is being taught in the classroom is reinforced in the lab. The faculty also share information on individual student needs to assist the assistant instructor with specific student needs. The Learning Resource Center is also available to provide support to both faculty and students. [2.15]

The developmental courses ensure that students gain the necessary skills to succeed in college level courses. For example, in EN95 Basic Grammar and Writing Skills, which is a prerequisite for EN112 Freshman Composition, students learn to write strong paragraphs and simple three paragraph essays which prepare them for EN112 where students are required to write longer essays. MA 95 Basic Algebra prepares students with basic algebra skills and concepts needed for college level math courses. The HP181 First Aid/CPR course required an EN92 course as a prerequisite to ensure students have the necessary reading skills to comprehend the course textbook and content. The developmental courses are not only prerequisites to college courses of the same discipline but are also prerequisites to college level courses in other disciplines. [2.16]

## **Analysis and Evaluation**

Palau Community College offers pre-collegiate (developmental) curriculums in English and mathematics to help prepare students to succeed in college level curriculum. The developmental courses in English and mathematics are courses below the 100 level. These developmental course contents teach basic reading, writing and mathematical skills required for college level courses. These developmental courses directly support students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.

## **Actionable Improvement Plans**

Palau Community College will continue to offer pre-collegiate curriculum (developmental courses) as necessary to support students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.

- 5. The institution's degrees and programs follow practices common to American higher education, including appropriate length, breath, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level.**

## **Evidence of Meeting the Standard**

Palau Community College's degree and program lengths follow practices common to American higher education. PCC ensures that minimum degree requirements are at least 60 semester credits or equivalent at the associate level. For example, in the General Electronics Technology Program (GE), students must fulfill the required 62 semester credits for either an Associate of Science or an Associate of Applied Science degree. Since it is a clinical program, the Nursing (NU) Program requires more credits for completion of its degrees; 75 semester credits are needed for the Associate of Applied Science and 80 semester credits for the Associate of Science degrees.

Palau Community College (PCC) follows practices common to the American higher education in terms of length and time for completion. According to the United States Department of Education Federal Definition, a credit hour is reasonably approximate to one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work (lab hours) for each week for approximately fifteen weeks for one semester. All Palau Community College courses and degree programs credit/semester hour requirements are within the US Department of Education clock-to-credit hours formula. For example, in the Tourism and Hospitality Program, the Introduction to Tourism and Hospitality (TH 100) course earns three semester credits upon completion of the course. There are three lecture hours per week for a total of 50 contact hours per semester. A fulltime student will register for 24-30 semester credits in an academic year. [\[2.17\]](#)

Palau Community College follows practices common to American higher education in terms of breadth and depth. Students pursuing degrees are required to fulfill a specific number of general

education courses in English, quantitative (reasoning), natural science, social science/humanities, and health and physical education. In addition, a student must maintain a minimum grade point average of 2.0 and earn a minimum grade of a “C” or better in each required program course. For example, in the Tourism and Hospitality Program (TH), students enrolled in an Associate of Science (AS) degree track are required to earn sixteen general education credits in Freshmen Composition (EN 112), Intermediate Algebra (MA 105), First Aid/CPR (HP 181), Environmental Concepts & Issues (SC 249), Introduction to College (SS100) and one history class specifically related to the region. The general education courses are designed to support a wide breadth of knowledge and promote a higher level of learning. [2.18]

Palau Community College degree programs are rigorously designed so that students transferring will succeed in four year college/university institutions or the workforce. Palau Community College associate degree program admissions requirement is a TOEFL score of 500. A C grade is a required grade for all program courses under each degree program. In addition, a required cumulative grade point average of 2.0 is a graduation requirement. All courses must go through a five year review and degree programs must go through a three year review to ensure that course and programs continue to meet the demands of the workforce and help students be successful in a four year college/university. The reviews will also allow degree programs to ensure that students become critical thinkers, effective communicators, mathematically and technologically competent, understanding and appreciative of diversity, civic minded and health conscious, and able to apply numerous means of inquiry to appreciate the values of nature. [2.19]

Palau Community College offers courses in a sequential order that supports degree program curriculum framework. A student is required to take placement tests at the beginning of his/her academic career to identify the appropriate level of mathematics, reading and writing courses to start with. The college offers developmental courses which are prerequisites to first year courses and there are second year courses that have prerequisites of first year courses. For example, MA 95 Basic Algebra, a developmental course, is a prerequisite for MA 105 Intermediate Algebra which is a prerequisite of MA111 College Algebra. EN114 Advanced Composition is a prerequisite for EN219 Research Methods/Field Ethnography. In the Information Technology program, CS100 Computer Literacy is a prerequisite to IT105 PC Office Applications which is a prerequisite to IT115 Operating Systems and Network which is a prerequisite to IT120 Database Management Systems. The sequencing of courses allows each course to support a successive course in the curriculum framework, thus allowing students to gain the knowledge and skills required for the successive courses. [2.20]

The college semester by semester course offering for all courses under the general education and degree programs is followed when scheduling semester courses. Through proper sequencing of courses, within the semester by semester course offering, the twenty-one degree programs may be completed in two to two and a half years. However, a student’s individual time to completion depends on the number of credits a student is registered for at any given semester and student achievement. [2.21]

## **Analysis and Evaluation**

Palau Community College's degree programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. All twenty-one degree programs were reviewed and approved by the Substantive Change Committee of the Accrediting Commission for Community and Junior Colleges (ACCJC). PCC requires the minimum of 60 semester credits by all its twenty-one degree programs. The college requirement on clock-to-credit-hours conversion follows the requirement of the US Department of Education.

## **Actionable Improvement Plans**

Palau Community College will continue to ensure that the American higher education practices are followed by all twenty-one degree programs. Reviews of the degree programs will continue to ensure that minimum degree requirements are 60 semester credits and equivalent at the associate level.

- 6. The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education.**

## **Evidence of Meeting the Standard**

Palau Community College schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. The required courses of the degree programs are defined in each of the degree program curriculum which includes both the general education courses and program courses. Each semester, following the institution's Semester by Semester Course Offering schedule, the College schedules courses. By following this schedule, students are able to complete their degree programs within two to two and a half years, the established time expected in higher education. The Semester by Semester Course Offering outlines all the existing courses required under each program and which semesters they are offered, to allow for completion of degrees within the established expected time frame. [2.22]

The college schedules evening courses and Saturday courses when the need arises to accommodate students who also work full time or for students who may be doing fieldwork outside the main campus. For example, the Agricultural Science students do fieldwork at the laboratory of the extension campus at the Cooperative Research Extension located at Ngermeskang; therefore, general education courses are schedule in the evenings to accommodate them. Small Engine and Outboard Marine students have fieldwork on Saturdays out on the open water. The Education program students have courses scheduled in the evenings since the majority of these students are in-service teachers in the public school system. [2.23]

To help students complete certificate and degree programs within a period of time consistent with established expectations within higher education, the college offers Credit-By-Examination opportunities. Students who present evidence of previous knowledge, experience, or training but

no college credit for it may apply for Credit-By- Examination through the Dean of Academic Affairs. Credit-By-Examination requires an official enrollment to a course, an examination fee, and completion of the examination within the first three days of the course instruction. When the student passes the examination, the student remains enrolled in the course with a grade while not attending. The student is also given an opportunity to register for the next level course of the same discipline or another course within his or her program. [2.24]

### **Analysis and Evaluation**

Palau Community College schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. The college schedules courses during the day, in the evenings and on Saturdays to accommodate the students' needs. When changes are made to a program, which includes course changes, the student is given one academic year to complete the program requirements based on the catalog enrolled under. [2.25]

### **Actionable Improvement Plans**

The institution will continue to schedule courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education.

### **7. The Institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.**

#### **Evidence of Meeting the Standard**

Palau Community College effectively uses delivery modes that reflect the diverse and changing needs of its students, in support of equity in success for all students. Delivery modes include lectures, PowerPoint presentations, student presentations, computer assisted instruction, presentations and demonstrations through visual and audio aids, guest speakers, group discussions, role-play, site field trips, projects, field and laboratory work, case studies, problem based learning, scenarios, observations, research, online forums, and practical hands on and clinical practice. The learning needs of students are matched to appropriate delivery modes in order to ensure quality of learning and quantity of student achievement. [2.26]

In some technical degree programs, such as the Automotive Mechanics Technology program and the Small Engine and Marine Outboard Technology programs, teaching and learning include actual engines for hands on activities as well as for visual aids. In technical programs and science laboratories, including nursing and health programs appropriate models and equipment are available to help support teaching and learning. The Electrical Technology program has a house frame demonstrating the proper way to install electrical wiring for lighting and security systems. To gain hands-on experience, actual field work and field application are taught to and practiced by students in programs, such as Agricultural Science, Environmental/Marine Science

and Construction Technology. The internship program gives students the opportunity for real world experience through internship courses. [2.27]

Palau Community College effectively uses teaching methodologies that reflect the diverse and changing needs of its students, in support of equity in success for all students. Traditional face-to-face teaching and learning is commonly used in the degree programs. The traditional learning style is the most appropriate and effective approach to meet the learning needs of the diverse Micronesian students that the college serves. Considering other learning needs, the college also offers the distance education online approach with a number of courses in addition to the traditional face-to-face approach. Most online courses have a traditional face-to-face or hybrid section also. [2.28]

Palau Community College effectively uses learning support services to ensure that the diverse and changing needs of its students are met to improve student success. Tutoring services are available through Learning Resource Center (LRC) as well as through the Academic Tutoring Center. Students are free to walk in or make appointments for any tutoring services they may need. LRC assist students with transfer and career assistance also. The college has a specific computer lab for online courses as well as a computer lab for students to work on coursework/homework and to print assignments. The online lab is also available for teaching and learning activities of face-to-face classes upon request. The Library also has a computer lab for students to use for research and other course related activities. Library services include research writing workshops upon request and library orientation for the SS100 Introduction to College students. The college also supports student learning and success in the form of transportation needs for students in the Agricultural Science program to do fieldwork at the laboratory of the extension campus at the Cooperative Research Extension located at Ngermeskang as well as provide transportation for college housing residents to internship jobsites. To support student learning, the college also invested in a separate Internet digital subscriber line (DSL) specifically for students. With this dedicated line for students, such learning related activities, such as research and accessing the online courses, are readily available anywhere on campus any time. [2.29]

## **Analysis and Evaluation**

Delivery modes, teaching methodologies and learning support services are effectively used to ensure that the changing needs of its diverse students are met to increase learning success and achievement for all students. Appropriate delivery modes are matched to the learning needs of students in order to ensure quality learning, student success and student achievement. Different teaching methodologies are offered to help support the needs of the college's diverse students. The college provides different learning support services to help students succeed and achieve their educational goals.

## **Actionable Improvement Plans**

The college will continue to effectively use delivery modes, teaching methodologies and learning support services to equally meet the diverse and changing needs of its students in support of student learning and success. If deemed appropriate to support diverse student needs, additional

delivery modes, methodologies and support services will be explored and adopted to promote student learning and achievement.

- 8. The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that there are processes in place to reduce test bias and enhance reliability.**

### **Evidence of Meeting the Standard**

Palau Community College validates the effectiveness of department-wide course and/or program examinations. The English and mathematics placement tests are created and revised every three years or as necessary to assess the student learning outcomes based on prior knowledge and skills which are required knowledge and skills needed to enroll in the college level reading, writing and mathematics courses. The prior knowledge and skills are those taught and learned at the high school level curriculum. In the math department, the lower math level courses have standardized unit, midterm and final exams. The math department validates these instruments based on required student learning outcomes that have been taught prior to a unit, midterm or final exam. Regular revisions take place as necessary and/or when there are changes to the student learning outcomes. In the English department, the lower English level courses require a standardized midterm and final exam for developmental English courses and a standardized final exam for the first college level English writing course (EN112). The English department validates these instruments based on required student learning outcomes that have been taught prior to a midterm or final exam. The English and math department regular reviews includes all faculty of the departments where revisions take place as necessary and/or when there are changes to the student learning outcomes to ensure their effectiveness and to minimize test biases. [2.30]

Palau Community College also has a process in place to reduce test bias and enhance reliability for placement tests. The Reading and Writing placement tests were reviewed and revised in 2009 to improve effectiveness and further minimize any bias. The reading material chosen to replace previous material was taken out of published texts with structured reading levels. The instrument format followed the previous standardized format, but the content chosen were ones students can relate with. Because the instrument is used only to place students into appropriate courses, the readings need to be ones students of this region can relate with. The content of these examinations uses familiar scenarios, events and characters to reduce tests biases and enhance its reliability. The writing placement instrument was modified from writing short paragraphs to writing a single essay which more appropriately reflects students' writing levels. In 2012, the placement tests were reviewed again and the department decided that the instruments need not change.

In order to provide an opportunity for a thorough review at various stages and levels of the test instruments, formal changes in the instruments are first determined by the respective departments, and then approved by the Committee on Programs and Curricula (CPC) and the Dean of Academic Affairs. As it is vital to continue ensuring that tests are effective and test biases are minimal, this approval process remains in place. For English reading and writing placement tests, at least two English faculty members review and score the tests. The college

continues to also use standardized test results from SAT, ACT, and TOEFL tests to place new students. [2.31]

Additionally, there are challenge exams for developmental English and math courses so students with prior learning of such knowledge and skills can challenge the courses and receive credit through the challenge tests. Challenge tests are given after the midterm has been taken. Challenge tests allow students to demonstrate any prior knowledge and skills that will be taught after the midterm period. When a student passes a challenge test, the student has shown proficiency of the concepts that will be taught after the midterm periods; therefore, the student receives credit for the course at that time and does not need to continue attending the remaining instructional days of the semester. To ensure test effectiveness, developmental English and math challenge tests are reviewed regularly to ensure that the challenge tests continue to include all student learning outcomes required of the courses. [2.32]

Credit-By-Exam tests are offered for some courses at the beginning of the semester for students with prior learning of required knowledge and skills reflective of the course content and student learning outcomes. Through the Committee on Programs and Curricula (CPC) these examinations are reviewed and approved at least once every three years or when necessary to ensure that the Credit-By-Exam tests are effective and valid.

### **Analysis and Evaluation**

Palau Community College validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning through department and CPC regular reviews and approvals. Palau Community College has processes in place to reduce test bias and ensure effectiveness.

### **Actionable Improvement Plans**

Palau Community College will continue to validate the effectiveness of department-wide course and/or program examinations, using direct assessment of prior learning. The college will continue to use the process in place to reduce test bias and enhance reliability. The processes will be reviewed to ensure that when changes are made to courses, placement, departmental, challenge and Credit-By-Exam tests are also evaluated and changes are made to reflect course changes. Since the same items of the placement tests have been used for six years (two review cycles), a thorough placement test itemized content review will take place by the end of the academic year 2015-16 to ensure that content and items are still relevant to course placement levels.

- 9. The institution awards course credit, degrees and certificates based on student learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions. (ER10)**

## **Evidence of Meeting the Standard**

Palau Community College awards course credit, degrees and certificates based on student learning outcomes. Students are awarded credits when they demonstrate proficiency in all student learning outcomes required for each course. The coursework required under each of the degree programs is of quality and sufficient to produce learning outcomes necessary to meet the standards of higher education. Palau Community College's institutional policy follows the United States Department of Education (US DOE) Definition of a credit hour being reasonably approximate to one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work (lab hours) for each week for approximately fifteen weeks for one semester. All Palau Community College courses and degree programs credit/semester hour requirements are within the US Department of Education clock-to-credit hour's formula. All PCC courses follow the US DOE interpretation of the credit hour. A lecture course of a semester duration (16 weeks) that is assigned three (3) credits requires three contact hours per week. A lab of a semester duration (16 weeks) that is assigned one (1) credit requires three contact hours per week. The required total credits of each degree program are consistent with the US DOE regulation of a minimum of 60 credits and a maximum of 90 credits for two year degree programs. Upon completion of all student learning outcomes at the course and program levels which are aligned with the institutional learning outcomes, students are awarded degrees and/or certificates. [\[2.33\]](#)

All courses offered at Palau Community College have identified student learning outcomes that students must meet at a defined level of performance to receive credit. Student learning outcomes are stated in each course outline. Courses meet standards of quality as they are reviewed and approved by the Committee on Programs and Curricula (CPC) and ACCJC to ensure that they are appropriate in length and rigor and appropriate for higher education. CPC reviews all courses every five years to ensure that they continue to meet standards of quality and are applicable to program degrees and certificates. Units of credit awarded through the institutional policies are consistent with the generally accepted norms and equivalencies in higher education required by transfer institutions as well as employers.

## **Analysis and Evaluation**

Palau Community College awards course credit, degrees and certificates based on student learning outcomes consistent with US DOE Federal Definition. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. The institution offers courses based on clock- to-credit-hour conversion following Federal standards for clock-to-credit-hour conversions.

## **Actionable Improvement Plans**

Palau Community College will continue to award course credit, degrees and certificates based on student learning outcomes. Units of credit awarded will remain consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. The College will continue to offer courses based on clock-to-credit-hours following the US DOE conversions.

**10. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of the students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that 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 own mission. (ER10)**

### **Evidence of Meeting the Standard**

Palau Community College makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of the students without penalty. The College's transfer-of-credit policies are clearly stated in General Catalog and the Admissions Packet. Students who seek credits for their courses taken from other post-secondary institutions may request a transcript evaluation through the office of the Registrar and Records of the college. [2.34]

Palau Community College requires official transcripts from any transfer student including course description(s) and course content for evaluation. Through course descriptions and course content, certifications of expected learning outcomes for transferred courses will take place by the college registrar, Committee on Program & Curricula (CPC), and program/department faculty. If the course descriptions and student learning outcomes are similar or equivalent in content with PCC course(s) and the student has completed the course with a grade of C or better, the transferred course is accepted.

Where patterns of student enrollment between Palau Community College and other institutions of higher learning are identified, PCC develops articulation agreements as appropriate to its own mission. Many of Palau Community College's graduates transfer to University of Guam, University of Hawaii at Manoa and Hilo, and San Diego State University. PCC has articulation agreement with the Pacific Postsecondary Education Council (PPEC) institutions which includes the University of Guam and the University of Hawaii system. A Memorandum of Understanding was recently signed with Western Oregon University; PCC has also an articulation agreement with Eastern Oregon University, and is currently updating its agreement with UH. The articulation of agreements between PCC and other postsecondary institutions will support PCC graduates attaining higher degrees in a timely manner. PCC continues to articulate with other institutions to help support its transfer students. [2.35]

### **Analysis and Evaluation**

The college makes available to its students clearly stated transfer-of-credit policies through the general catalog, admissions packet, and college website, [www.palau.edu](http://www.palau.edu). The college transfers credits through certification of expected student learning outcomes by official transcript, course description, and course content. Palau Community College articulates with Pacific institutions of higher learning as well as other institutions in the US where pattern of student enrollment has been identified.

## Actionable Improvement Plans

Palau Community College will continue to make its transfer of credit policies available to its students to ensure smooth transitioning without any penalty. In accepting transfer credits to fulfill degree requirements, the College will continue to certify that expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses.

Palau Community College will continue to articulate with other institutions of higher learning to ensure smooth transitioning of its students to other institutions. The college will go into new articulation agreements with other institutions when need arises to support its graduates.

**11. The institution includes, in all of its programs, student outcomes appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.**

## Evidence of Meeting the Standard

Palau Community College includes, in all its programs, student learning outcomes appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes. Because of the importance of these competencies and skills, the college's institutional learning outcomes (ILO) were created out of them. The institutional learning outcomes were approved by the Board of Trustees in 2008. To ensure student outcomes at the program level and include the required competencies and skills, the college has mapped all of its student learning outcomes at the course level to the program level and to the institutional level.

Through such mapping, student learning outcomes at the course and program levels contain the required competencies and skills. For example, in the Education Program, the ED 110 Introduction to Teaching course, the five student learning outcomes at the course level are mapped to the five student learning outcomes at the program level which are mapped to ILO 1 – Critical Thinking and Problem Solving, ILO 2 - Communication, ILO 4 - Diversity, and ILO 5 – Civic Responsibility. In the Automotive Mechanics Technology program, the AM 213 Automotive Air Conditioning course, the five learning outcomes at the course level are mapped to program learning outcome #3 and ILO 1 – Critical Thinking and Problem Solving, ILO 2 – Communications and ILO 3 – Quantitative and Technological Competence. In the Information Technology program, the IT Web Management and Design course, the four learning outcomes at the course level are mapped to the program learning outcome #3 which is mapped to ILO 1 – Critical Thinking and Problem Solving, ILO 2 – Communications, ILO 3 – Quantitative and Technological Competence and ILO 6 – Aesthetics. [\[2.36\]](#)

## Analysis and Evaluation

Palau Community College includes, in all its academic programs, student outcomes appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives,

and other program-specific learning outcomes. PCC's institutional learning outcomes are comprised of these competencies and skills which are taught throughout the programs. All academic programs require student learning outcomes at the course and program levels which are mapped to the institutional student learning outcomes.

### **Actionable Improvement Plans**

Palau Community College will continue to include, in all its academic programs, student outcomes appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes. When changes are made at the course or program level, in regards to student learning outcomes, updates of the mapping will be made to reflect any changes.

**12. The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in the catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of participation in civil society, skills for life-long learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences.**

### **Evidence of Meeting the Standard**

Palau Community College requires of all of its degree programs a component of general education based on a carefully considered philosophy for its associate degrees. The education philosophy is as follows: "Palau Community College believes that education is the key to success by promoting the concept that learning is a lifelong process. With this belief, PCC provides general education to give each student an opportunity to develop an integrated overview of diverse fields of human knowledge, to become aware of skills and knowledge required to comprehend the changing world, and to acquire basic principles and concepts that are part of different disciplines. PCC's mission is to educate and enable students to cope with changing societies and to prepare those interested to enter the work force or to pursue higher education beyond PCC". The general education philosophy is integrated into each discipline offered by the college through the required courses under general education as listed on pages 51 to 71 of the general catalog under each program. The general education requirements are also outlined on pages 47 to 50. The general education courses composed of English, Quantitative, Natural Science, Social Science and Humanities, and Health and Physical Education are required for each program. The technological requirements are listed under the program requirements.

Relying on faculty expertise, the college determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies required by the degree program and appropriate to the degree level. The

components of the general education is reviewed by the program heads and the Committee on Programs and Curricula (CPC) to ensure that the programs conform to the general education philosophy. PCC follows similar norms or equivalencies of the United States' institutions of higher education in regards to analysis of courses for inclusion as general education, such as arts and humanities, social sciences, and mathematics. All courses have outlines which contain student learning outcomes and competencies appropriate to the degree level. [2.37]

The general education courses' student learning outcomes ensures appropriate competencies and skills required at the degree level. The student learning outcomes prepare students to know, to be prepared and to practice knowledge, competencies and skills as lifelong learners, and responsible citizens and have broad understanding of the arts and humanities, the sciences, mathematics, and social sciences. Some courses which cover these competencies and skills are Environmental Concepts and Issues, Visual Arts and Survey of Mathematics. [2.38]

### **Analysis and Evaluation**

Palau Community College requires of all of its academic degree programs a component of general education based on its educational philosophy. Relying on faculty expertise, the College determines the appropriateness of each course for inclusion in the general education curriculum based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of participation in civil society, skills for life-long learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences.

### **Actionable Improvement Plans**

Palau Community College will continue to require of all of its academic degree programs a component of general education based on the educational philosophy. The College will continue to rely on faculty expertise to determine the appropriateness of each course for inclusion in the general education curriculum based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes will continue to include a student's preparation for and acceptance of participation in civil society, skills for life-long learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. When there are changes to degree programs, general education required courses will be reviewed to ensure the relevancy of such courses required by the program.

**13. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core are based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.**

## **Evidence of Meeting the Standard**

All degree programs at Palau Community College include focused study in at least one area of inquiry or in an established interdisciplinary core. Palau Community College offers degrees in twenty-one different programs. All School of Technical Education degree programs require a range of 44-49 credits in the core courses, depending on specific area of inquiry. The School of Business degree programs require a range of 49-52 credits in the core courses depending on specific area of focus. The School of Arts and Sciences programs require students to successfully complete a range of 46-70 credits in the core courses, depending on specific area of study. [2.39]

All degree programs, except Liberal Arts, Science, Technology, Engineering and Mathematics (STEM) Disciplines, Community and Public Health (CPH), and Nursing, include an internship course where students are required to complete at least 192 hours of practical training in a focused area related to their field of study. Rather than an internship course, the Nursing program includes core courses that require clinical lab hours which are completed at the Belau National Hospital. The CPH program requires students to demonstrate proficiency at the mastery level in a CPH focused study through CPH 299, Public Health Research Project. The Liberal Arts program and STEM program are degree programs for students who may transfer to four year colleges/university to further their studies in a specific discipline.

All degree program courses, including core and specialized courses in an area of inquiry or interdisciplinary core, have identified student learning outcomes and competencies. All of the degree program courses are mapped and aligned to the program and institutional learning outcomes. Internship courses, clinical lab and research projects require students to demonstrate proficiency at the mastery level of key theories and practices within the field of studies. [2.40]

## **Analysis and Evaluation**

All associate of science degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core are based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study. The Liberal Arts and STEM degree programs are preparatory programs for students who may wish to pursue a four year degree in a specific field of study. All degree programs have identified student learning outcomes and competencies.

## **Actionable Improvement Plans**

Palau Community College will continue to offer degree programs that include focused study in at least one area of inquiry or in an established interdisciplinary core. These degree programs will continue to have identified specialized courses in an area of inquiry or interdisciplinary core that are based upon student learning outcomes and competencies and include mastery of key theories and practices within the field of study at the appropriate degree level.

**14. Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.**

**Evidence of Meeting the Standard**

Palau Community College has ensured throughout the years that its graduates meet the career-technical and professional competencies required by both the private and government sectors of Palau. Through the close partnership that the college has with private businesses and government agencies, the college established its programs aligned with the required employment standards of the workforce. Often they are hired during their internship courses because they have acquired the technical and professional competencies required for the employment standards during their respective degree program. One of the main providers of internship opportunities for prospective graduates, Surangel & Sons Company, employs and continues to hire graduates in various fields to meet their company's growth. Automotive Technology graduates work at KSAU Automotive department, Construction Technology graduates work at the company's construction department, and Small Engine and Outboard Marine Technology graduates worked at Outboard Marine department. The Palau Social Security Administration (SSA) also hires School of Business graduates who have demonstrated professional competencies to SSA's expectations. Palau Pacific Resort (PPR) as well hires graduates of the Tourism and Hospitality Program under the Memorandum of Agreement (MOA), an agreement between the college and PPR guaranteeing employment opportunities to graduating students who have their internship course at PPR and apply for employment. Palau Public Utilities Corporation (PPUC), Palau National Communication Corporation (PNCC), and the National Government are also benefactors of graduates who possess career-technical and professional competencies obtained from Air Conditioning Technology, Agricultural Science, Business Administration, Criminal Justice, Electrical Technology, General Electronics Technology, and Information Technology degree programs to name a few. [2.41]

Palau Community College has also ensured that its graduates meet the career-technical and professional competencies required for external licensure. The nursing faculty works closely with Belau National Hospital nursing administrators to ensure that the nursing degree program meets the National Hospital standards. Graduates of the Nursing Program are required to apply for and obtain licensure through the Republic of Palau Board of Nursing Professionals in order to practice in the Republic of Palau. [2.42]

In order for Tourism and Hospitality program Tour Services track graduates to obtain employment as tour dive guides in the Republic of Palau, the graduates are required to be licensed Open Water Diver or Advanced Open Water Diver by PADI (Professional Association of Diving Instructors). The courses that are embedded in the Tourism and Hospitality program for students to obtain these licensures are TH104 Open Water Dive and TH 206 Advance Open Water Dive. [2.43]

In addition, the Library and Information Services (LS) program graduates demonstrate technical and professional competencies that meet library employment standards. Palau Community

College (PCC) employs LS program graduates as library staff. The public school system, the public library and also the Belau National Museum all employ PCC LS graduates. [2.44]

Palau Community College uses the expertise of each faculty in the different programs along with the assistance of the public and private sector advisory membership to determine the levels of competencies and student learning outcomes. Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and prepare them for external licensure and certification. Three of the largest government agencies, the Ministry of Health, the Ministry of Justice and the Ministry of Education, all work closely with the college to ensure that the graduates gains appropriate competencies to meet employment standards.

### **Analysis and Evaluation**

The established competency levels and measurable student learning outcomes of all degree programs allow students to gain the technical and professional competencies that are required to meet public and private sector employment standards of Palau and the region which is evident through employment opportunities. Palau Community College degree program faculty work closely with public and private sectors advisory members to ensure that the established curriculum remains supportive of employer expectations. The Ministry of Health, the Ministry of Justice and the Ministry of Education, all send employees through the degree programs for upgrading of their technical and professional skills.

### **Actionable Improvement Plans**

Palau Community College will continue to ensure that graduates completing career-technical degrees demonstrate technical and professional competencies meet employment standards and other applicable standards and preparation for external licensure. Palau Community College continues to work closely with the public and private agencies to ensure that established degree programs continue to support employment standards and requirements.

**15. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled student may complete their education in a timely manner with a minimum of disruption.**

### **Evidence of Meeting the Standard**

Palau Community College has not eliminated or made significant changes to degree programs. However, when Palau Community College's academic programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

In the event a degree program was discontinued and a student would be affected, the student would be allowed one semester to select and declare a new program of study. The student would meet and discuss his/her options with his/her academic advisor to determine the best course of

study to pursue. If a degree program is discontinued, the college will close admissions to the program; however, students who have completed at least 50% of the program will be allowed to continue in the program until they have completed all requirements and graduate. [2.45]

When there are significant changes to a program, continuing students who are in the program are given one academic year by the institution to finish the program requirements based on the previous program requirements. If the student does not complete the previous program requirements by the end of one academic year, the student will need to follow the new program requirements.

### **Analysis and Evaluation**

If the College eliminates a program or program requirements are significantly changed, the institution makes appropriate arrangements so that continuing students may complete their education in a timely manner with a minimum of disruption.

### **Actionable Improvement Plans**

When programs are eliminated or program requirements are significantly changed, Palau Community College will continue to enforce its policy so that enrolled student may complete their education in a timely manner with a minimum of disruption. The college policy for the elimination or significant changes of degree programs will be revisited and revised accordingly and published in the college catalog.

**16. The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.**

### **Evidence of Meeting the Standard**

Palau Community College regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution. Academic degree programs and academic courses both pre-collegiate and collegiate levels are evaluated regularly through program reviews and course assessments. Course assessment is implemented using the semester-by-semester course offering. Courses offered in the fall scheduled under the semester-by-semester course offering for fall must be assessed at the end of every fall semester. Courses offered in the spring scheduled under the semester-by-semester course offering for spring are assessed at the end of every spring semester. There are also courses offered every semester, such as internship courses, developmental courses and lower level English and math courses. These courses must be assessed once a year. Courses offered every semester may be assessed every semester should the department or program faculty decide to assess every time the course is offered.

Courses are assessed to evaluate and improve their effectiveness. For example, the JP109 Conversational Japanese I course was assessed in fall 2012 and results show that only 43% of students achieved the proficiency level for Course Learning Outcome 3: Upon completion of this course, students will be able to understand and use basic vocabulary, simple sentence structure and Japanese people's behavior. The assessment showed that the students were making typical Japanese grammar errors. To help students gain proficiency with sentence structure, the action plan consisted of adding pattern practice and drills as class activities. In fall 2013, when the course was assessed again after implementation of the action plan, 72% of students achieved the proficiency level. [2.46]

Palau Community College has twenty-one (21) academic degree programs and eight academic departments. All academic programs and departments are required to do program reviews in a cycle of three years. The course assessments under each academic degree program and academic department are included as part of the program review. Program review includes information on the resources, professional developments, strengths and needs of the program/department including action plans on how to better improve the program/department. For example, the Information Technology (IT) program's second review (fall 2009 to summer 2012) evaluated two completed action plans of the first program review. These plans included relocation of the IT computer laboratory classroom as well as the installation of additional wiring and electrical support in newly located lab. These improvements led to quality improvement and increased security of the program.

The Electrical Technology program was modified in summer 2014. The modifications included adding ET 214 Grid Connected Solar PV System Design and Installation course to meet the community needs for installation of renewable energy sources (solar power) and ET 103 Mathematics for Electrical and Electronics course to the program. These additional courses improved the program's relevancy and currency and enhanced learning outcomes and achievements for students. [2.47]

The college ensures course currency by regular course reviews. All courses need to follow a five year review cycle where course content, prerequisites, and credit hours as well as the evaluation method, methodology, textbooks, and learning outcomes are all reviewed. Prior to fall 2013 CS 100 Computer Literacy underwent a review. During this review, a particular course content of creating email accounts and accessing the Internet was deleted from the course because incoming students have already met this learning outcome. Therefore, the content did not need to be included as a learning outcome for this course. [2.48]

All college courses are reviewed and evaluated on a regular basis including online courses and pre-collegiate courses (developmental). The courses taught online and off site are the same courses that are taught in a traditional mode. These courses are assessed regularly and revised if necessary. When course modifications are made, approved changes will be implemented accordingly regardless of location or delivery mode.

Mathematics and English are two areas in the general education program that offer developmental courses. EN 89 Developmental Reading and Writing is an example of a pre-collegiate course offered at the college. In this course, students learn to develop and enhance

vocabulary, listening, writing, and critical thinking skills. This English developmental course follows the annual assessment schedule within the English Department. MA 95 Basic Algebra is another pre-collegiate course offered by the College in the Mathematics Department. Similarly, this course is designed to allow students to learn basic skills in algebra. The Mathematics Department regularly assesses this and other mathematics course on an annual schedule established by the department. [2.49]

The Continuing Education Division and the Maintenance Assistance Program are required to do program reviews of their services and make information available for the college annual report required for the Palau National Congress. Program reviews of these programs are done in a cycle of three years and include evaluation results, goals, objectives, resources, professional developments, strengths and needs, and action plans. Through the Continuing Education (CE) Division and the Maintenance Assistance Program (MAP) of the institution, non-credit courses and trainings are offered to college employees and community patrons. Through requests, the CE and MAP provide courses and trainings requested by the Human Resource Division of the college and/or governmental and private agencies. The courses and trainings offered in the name of the institution through the CE and MAP are assessed regularly by the trainees and also are evaluated by the trainer. The results of assessment are used to make improvements with the services provided to community patrons or college personnel.

The MAP review included training evaluations from October 2012 to September 2013. 99% of 103 trainees gave ratings of satisfactory or better for trainings attended. The purpose of the CE program is to provide necessary trainings to the entire community of the Republic of Palau. The program regularly visits the different states of Palau to assess their community needs. The CE Program Review 2010-2012 showed a need to continue doing state visits as well as hire additional staff specifically to conduct community assessments where needed trainings are identified to be provided by the CE program. [2.50]

The college Adult High School Program classes are offered in the main campus as well as states sites where the program is offered. Adult High School Program classes are offered to student in Ngaremlengui state, Ngardmau state, Airai state and Peleliu state where classes are offered in the evening to accommodate students at the different states as well as accommodate their working hours. The Educational Talent Search (ETS) Trio Program offers learning support through tutoring services to the public and private schools in Palau. The ETS program brings the services to students at their different campuses. The college regularly evaluates the Adult High School program and ETS program through program students and uses the results to make necessary improvements. [2.51]

### **Analysis and Evaluation**

Palau Community College regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. Through program reviews and course assessments, the institution systematically strives to improve programs and services to enhance learning outcomes and achievement for students.

## Actionable Improvement Plans

Palau Community College will continue to regularly evaluate and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. Through systematic program reviews and course assessments, the institution will continue to improve programs and courses to enhance learning outcomes and achievement for students.

### B. Library and Learning Student Services

- 1. The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services included, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services. (ER 17)**

### Evidence of Meeting the Standard

Palau Community College provides library and learning support services to students and staff through a variety of programs and services, including the Tan Siu Lin PCC Library, Learning Resource Center (LRC), the Western Curriculum Coordinating Center (WCCC), Education USA Advising Center, and the PCC Computer Labs. The PCC Library serves students, faculty, staff, and the general community. The Learning Resource Center and the PCC Computer Labs exist to serve students and support the college curriculum. The Western Curriculum Coordinating Center houses a special library collection that provides information resources to the community, instructors and PCC technical programs.

The mission of the Tan Siu Lin PCC Library is to support the academic programs at the college and to promote lifelong learning in the wider community with high-quality, accessible resources, information literacy training, and public outreach activities. It is the largest library in the Republic of Palau, with collections totaling 43,000 plus. The collection has seen an increase from 25,916 ten years ago and 30,530 items just five years ago. The collection continues to grow as items are updated and replaced. The college library uses both American Library Association standards and recommendations and works directly with faculty, students, and community patrons to select materials to add to the collections. In addition, the library serves as a community resource, open to everyone in Palau, with 10,030 active patrons, which represents approximately half of the total population. The collection includes monographs, periodicals, government documents, videos, maps, CD-ROMs, and vertical files. While most of the materials are in English, the collection does include materials in Palauan, Japanese, Mandarin, and other languages. The PCC library is the Republic of Palau's official depository library for all publications issued by the United Nations, the Secretariat of the Pacific Community, World Health Organization, the Food and Agriculture Organization of the United Nations, the

Environmental Resource Center, and the South Pacific Regional Environment Program. The library also maintains an extensive Micronesia-Pacific Collection, a unique collection of materials on the Pacific region and Micronesia with particular emphasis on Palau. In addition, a variety of information access services are available in the PCC Library, including reference, circulation, bibliographic instruction, course reserve, holds, access to special collections, computer use, Internet access, scanning, and printing services. The library is organized using the Dewey Decimal classification system for ease of access and retrieval. Regular hours for the library are Monday to Thursday from 7:30 am to 7:00 pm, Friday 7:30 am to 5:00 pm and Saturday from 9:00 am to 6:00 pm. During mid-term and final exam periods hours are extended and students are given priority for usage of library resources and computers. [2.52]

The WCCC collection is available to instructors and students from 8:00 am to 5:00 pm Monday to Friday. The WCCC collection is considered part of the PCC Library collection; however, it is housed in a separate building in close proximity to the PCC Library. This collection is a resource for students and instructors and is especially valuable to the technical programs. WCCC is located in the Dadait building which houses the 15,000 plus volumes of printed material and A/V resources on vocational and technical programs. The collection was relocated from the University of Hawaii at Manoa in 2008 as a way to assist in the research and development of vocational and technical curricula and activities. The collection is organized on the shelf by subject using the Dewey Decimal classification system for ease in subject browsing. The WCCC collection has a manual check-out and check-in procedures currently in use for those who wish to borrow materials from the collection. [2.53]

The library's collection directly supports the Institutional Learning Outcomes (ILOs) by encouraging access to further elaborations of classroom concepts, illustrations of informed judgment and sound reasoning, extensive samples of clear and well-organized dialogue, resources to enhance a grounding in mathematics and technology, an open doorway to participation in cultures and behaviors of the greater world, role models of moral and civic duty, and representations of the arts in all forms and from all eras and locales. In order to meet student learning needs, the library focuses on accessibility of materials and services for students and community members. Priorities and selection criteria have been assessed and are listed in the Library Policy Manual. The quality of the collection is determined by how well it supports the academic programs as well as usefulness to the students. The library assesses this through customer satisfaction surveys. The library currently has a customer satisfaction survey and also a library computer lab evaluation that measure the accessibility and quality of services. As mentioned previously, the library moved into a large, new space in 2010. This move greatly enhanced the amount of user seating available and included an increase in the number of computers accessible to student and community users. It has also brought with it more expansion space for the collection. [2.54]

There is only one public library serving Palau, so the PCC Library also serves as a community space and resource. To this end, separate collection and gathering spaces were created, as part of the layout of the library new construction, off of the general reading room for teen and child readers, the Teen Space and the Kids' Korner. The room was updated in 2015 with new furniture designed for children and young adults including a banana beanbag chair, ocean themed wall display, alphabet carpeting, and a café style table and chair set with imbedded LEDs. The

goal was to make the room more inviting for teens and children and thereby encouraging their lifelong use of the library and library services. In addition the library also houses a conference room for that is utilized by faculty, staff, student groups, and community users. In 2015, following established trends in the world of libraries; the 2nd floor was turned into a commons area for group study. Quiet conversation is allowed and long tables help facilitate group work. In recognition of the need for quiet study and reading areas, the Coral Café room and all of 1st floor were turned into quiet study areas. A media room was also created on the first floor where patrons can utilize two DVD/VHS stations to watch films required for classes or research. Both stations allow for multiple users with headphones to view the films simultaneously. [2.55]

In the past, the library relied primarily on donations and grants to fund collection development. This became an untenable situation as grants are not guaranteed and donations are rarely of a scholarly nature. For the past several years, the PCC Library has maintained a separate budget line for collections. In the 2015 fiscal year, this amounted to \$92,500. This fund has been used to purchase new materials to support all areas of the curriculum and to support the general needs of all the library patrons. Purchases have included nearly 200 reference texts including encyclopedias on criminal justice, nursing, and marine science. Selections are made carefully, and are based upon principle rather than personal opinion, reason rather than prejudice, and professional judgment rather than censorship. One means of assessing this is through the electronic statistical data provided through the Follett 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 collection as well as frequency of use. One hundred percent of PCC's library resources have been cataloged and added to the Follett system. [2.56]

The development of relevant assessment tools has been an ongoing process using Faculty Order Form to involve the faculty in library acquisitions, inclusion of all cataloged resources in the online Palau Union Catalog (PUC). A half column article about a library resources in each of the college's weekly Mesekiu News is a current practice. During 2011-2012, the goals and SLOs were developed. In spring 2012, the Library User Satisfaction Survey was first administered and the first SS100 Library Scavenger Hunt was used to assess the SS100 Introduction to College library orientation sessions. In fall 2012, the first Library Computer Lab Survey was administered. When the Library User Satisfaction survey was assessed in fall 2014, results showed that 80% of the students were at the proficiency level for the student learning outcomes aligned with this assessment tool.

Patron satisfaction surveys are also conducted on a regular basis to assess services. Patron satisfaction with the library computer lab reached 82% in fall 2014. In spring 2014, resource guides, "Best Reference Sources Online", "United Nations Reference Websites," and "Websites for Micronesia" were put on display for library users. In a spring 2015, survey on New Services and Patron Satisfaction result showed 91% of patrons were satisfied with the library services and resources. Through the library users satisfactory survey, faculty evaluate the library and its services as a support resource for student learning. [2.57]

The library personnel worked with the institutional research office to create a survey so that appropriate questions are asked to assess the adequacy of library resources. The Director of

Library Services works directly with faculty to ensure their needs and the needs of their students are met. In addition to seeking direct input from faculty, professional associations and publications in all areas of study are regularly reviewed by the Library Director to ensure the collection holds the best possible materials for students, faculty, and staff. The director has an “open door” policy so faculty, students, and community patrons can request items as they become aware of them at any time throughout the year. The library continues to enhance its services by measuring patron satisfaction of services. These surveys are guided by statements in the form of questions. The questions are designed to rate the statements on a numerical range from one to four, where four is the highest rating. This gives the library quantitative data that is easy to assess. On the bottom portion of the survey, there is a section for suggestions and comments. This section gives the staff qualitative data that will further support the numeric, quantitative data. [2.58]

Continuous evaluation of the library collection and library services is a high priority for Palau Community College Library staff. Continuous evaluation will ensure responsiveness to the needs of its users, curriculum changes, and technological developments. Collection maintenance is an integral role in the library’s overall collection development strategy. Collection maintenance is accomplished through weeding, replacement, and duplication of titles and is guided by general criteria outlined in the Library Policy Manual. The Library Director has the overall responsibility for the development of the library collection, 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. Library support staff provide important input based on their direct working relationship with users and identify gaps in the collection through their reference roles. In addition, the library increased its collection in the area of foreign languages to support its community patrons. The latter effort will vastly increase the access of books throughout Palau. The support staff also plays an integral role in identifying materials to be removed from the collection. Weeding is done on a regular basis to keep the collection in good repair and up-to-date. Library staff follows the Continuous Review Evaluate Weed (CREW) formula for weeding materials from the collection. The CREW formula in each case consists of three parts, the first figure refers to the years since the book’s latest copyright date (age of material in the book), the second figure refers to the maximum permissible time without usage (in terms of years since its last recorded circulation and assuming that the item has been in the library’s collection for at least that period of time), and the third refers to the presence of various negative factors which will influence the weeding decision. The continual process of weeding also gives the library staff the opportunity to identify books in need of repair. [2.59]

The learning support services of the college includes tutoring services, academic advising and counseling, career exposure and career/transfer counseling provided by the Learning Resource Center (LRC); academic tutoring provided by the Academic Tutoring Center (ATC); and computer technology services by computer lab. The college assesses the effectiveness of learning support services through service users’ satisfaction surveys and assessment of service area outcomes. Faculty needing specific services for their students directly request the Academic Tutoring Center and the computer labs of specific services to accommodate student needs. Learning Resource Center is open to all students where students may walk in anytime for the services offered. [2.60]

Palau Community College does not provide DE/CE programs. However, services required by faculty teaching courses online and students enrolled in the online courses receive the same services from the college library, Learning Resource Center, Academic Tutoring Center and the computer laboratories. Palau Community College also offers a nursing degree program in the state of Yap, Federated States of Micronesia (FSM). Library and learning support services provided to students in the nursing degree program at Yap state Department of Health are provided by the department's medical library as well as through library collections around the Pacific region available through e-copies. Tutoring services, technology services and other support services for students in the nursing degree program at Yap state are available through contracted facilitators by Palau Community College and Yap state Department of Health support staff which includes the department's chief nurse who is currently the nursing program coordinator and staff from the Area Health Education Center (AHEC) in Yap state, FSM. [2.61]

### **Analysis and Evaluation**

Palau Community College supports student learning and achievement by providing library and other learning support services to students and to personnel responsible for student learning and support. The library and learning support services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including online courses. The college learning support services includes tutoring, computer laboratories, learning technology, career exposures, and career and transfer counseling. Students enrolled in the main campus received library and other learning support services at the main campus while students enrolled in the nursing degree program offered in Yap state, Federated States of Micronesia receive services through the medical library, Area Health Education Center and hired facilitators at the Yap Department of Health, Yap state, FSM.

### **Actionable Improvement Plans**

Palau Community College will continue to support student learning and achievement by providing library and other learning support services to students and to personnel responsible for student learning and support. PCC will continue to ensure that library and learning support services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including online courses. The college learning support services will continue to include tutoring, computer laboratories, learning technology, career exposures, and career and transfer counseling to ensure student success and achievement. Library and other learning support services will continue to be available to students at the main campus and students in the nursing degree program at the Yap state, Federated States of Micronesia.

The Library plans to improve the currency and total number of volumes in the libraries reference collection. Currently the average age of materials is 17 years. This is an ongoing project with an initial goal of decreasing the average age of reference materials to 10 years by the end of 2017. The Library also plans to increase the numbers and currency of materials in all of the fields of study offered at Palau Community College. This is also an ongoing project with a goal of purchasing titles in each area of study by the end of 2017.

**2. 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.**

**Evidence of Meeting the Standard**

Palau Community College relies on appropriate expertise of faculty, librarians, and other learning support services professionals to select and maintain educational equipment and materials to support student learning and enhance the achievement of its mission.

The PCC Library offers a variety of services to library patrons, including research and reference assistance. The PCC library has both print and online resources available for research and offers instructional assistance and services to students, faculty, and the general public. The services include electronic information services for email and research purposes. The Palau Community College Library hosts the Palau Union Catalog (PUC). The Palau Union Catalog hosted by the college library makes available the information of other libraries in Palau. The other libraries in Palau include the Palau Public Library, the Olbiil era Kelulau (Palau National Congress) library, the Palau National Museum library and the libraries from the public elementary schools. A local line connects PCC with the libraries participating in the Union Catalog. This allows these libraries to access the union catalog website <http://library.palau.edu> in areas outlying the city Koror. It also allows researchers worldwide to access the catalog and view the materials offered in Palau's libraries. The PUC has allowed libraries to establish a growing electronic network of library resources based primarily at Palau Community College and Palau Public Library. There has been success in making more resources available to underserved communities through use of the Union Catalog by school librarians. Students and community members have the opportunity to borrow materials from other libraries in Palau through the PUC. [2.62]

The college library services include the lending of library materials, reference services through print and electronic media for students seeking information or conducting research, online access through the library computer lab, student Wi-Fi, academic database access, and printing and photocopying services. The library maintains a TV/VCR, DVD player, scanners, printers, and computers for patron and instructor usage. The office of Academic Affairs and academic departments provide all other equipment to support instruction. Starting in August 2014, the PCC Student Wi-Fi service became available on campus. Any enrolled student can register for this service by bringing his or her student ID and current semester schedule to the Wi-Fi administrator. Once a student chooses his or her user name and password, he or she has access to the Internet throughout the upper campus area of the college. The student dormitory and shop areas are expected to be included in the student Wi-Fi service area soon. [2.63]

Another service provided is formal bibliographic instruction. This is most often provided in the form of a library orientation which is offered to individuals, groups, or classes. Individuals or groups are provided with instruction on how to use electronic resources 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. Every semester, new students at PCC are required to enroll in

SS100- Introduction to College course. For the library instruction part of this course, students come for an orientation on the layout of the library, its rules and regulations, its resources and special collections as well as for a session on how to use the library's catalog to find books on the shelf, how to evaluate online resources, and how to perform a search for articles in Elton B Stephens Company (EBSCO) databases. The Library conducts a survey used to measure the learning obtained from this orientation. The results of this survey are used for class discussion as well as for a tool to assess information retrieval and use of library materials. This survey serves the library as an indicator to the students' information literacy levels and measures the teaching effectiveness of the library tours. The survey activities are distributed after each SS100 course orientation to measure student learning. [2.64]

The PCC Library has established outreach programs to include underserved community members and to provide the best service possible. This has included connecting different age and ability levels with age-appropriate reading materials and programs. Library staff conduct read-aloud sessions to students from the pre-school located on PCC campus on a regular basis and also by request. Library staff travel to remote elementary classrooms on a weekly basis through the book mobile program which is a program established between Palau Community College and the Palau Ministry of Education. The book mobile allows students from public elementary schools opportunity to check out library books from the college library through a college library staff that travels to the elementary school campuses on a regular basis. This type of program promotes books and the love of reading to children in the hopes of promoting reading and learning as a lifestyle. Most recently, the PCC library has installed a computer with restricted access to the Palau Union Catalog at the local jail. These types of outreach programs are important to connect the local community with the college and also to provide important resources to the greater community. The library determines program times with community activities and school schedules. [2.65]

The Learning Resource Center (LRC) administers the Asian American Pacific Islander Serving Institutions Program (AANAPISI); Placement Testing and the Institutional TOEFL. Student services include instruction, tutoring, study laboratory, and career/transfer counseling. LRC is open Monday to Thursday from 8:00 a.m. to 5:00 p.m. and Friday from 8:00 a.m. to 4:00 p.m. The English and math instructors oversee the tutoring component of the program and work closely with Academic Affairs to ensure that tutoring services are supportive of what is being taught in the classroom. The tutoring area includes a study lab with computers/printers for students to do class related work. Tutoring participants include instructor referrals, appointments, and walk-ins. Instructional and resource materials are in accordance with classroom materials designated in faculty course outlines and based on student needs.

The Career/Transfer Counselor oversees the counseling component of the program and works closely with PCC counselors to ensure the retention, graduation, and transferring of students to four year universities. Counseling services include career/transfer counseling involving career interest surveys, individual education plans, and assistance with the admission application process to four year universities. Related activities include career/transfer workshops and forums and job site visits.

PCC students that do well academically with a 3.0 and above GPA are identified and hired as peer tutors/counselors to assist instructors and counselor in the provision of services. Tutoring

and counseling evaluations are conducted every semester and evaluation results are discussed at staff meetings. [2.66]

There are three computer labs available for student use on campus. What is referred to as the Online Lab is located in Room 63 of the Btaches Building, which is used for online courses and the students enrolled in online courses. Instructors can also make appointments to bring students from traditional classroom settings whenever instructional content is relevant to Internet use. It contains 20 student computers, running Windows Vista. There are always at least two lab assistants in this room whenever it is open. Operating hours are normally 9:00 am to 6:00 pm. Free printing is available for students in this lab. Room 60 in the Btaches Building houses the Open Lab. It contains 19 student computers, all running Windows XP, using MS Office 2010. This lab is also open from 9:00 am to 6:00 pm, and offers free printing and use of computers for students. It does not have Internet connection. The third student computer lab is located in the library, and contains 20 PCs with i3processors, 5 iMacs, and a separate scanning station. In addition, the library has five laptops available to patrons for in-library use. These labs are utilized by on-campus students doing their course work. The computers are equipped with the Microsoft Office Suite, which provides the necessary tools for word processing, creating spreadsheets, desktop publishing, and creating presentations. There is a lab assistant assigned to this lab from the library staff. This lab allows for online database research, email, and general Internet connection. The PCC Library computers are configured for word processing and are networked to one printer located in circulation desk. Both equipment and software in the student computer labs are chosen by the appropriate learning support staff in collaboration with content area teaching faculty. [2.67]

The Online Lab is continually evaluated by a tool designed by the Institutional Research Office. The results from all computer lab surveys are reviewed by the Technology Resources Committee to determine the priority areas for allocating college resources to improve computer lab services in conjunction with the Technology Resources Plan that has been developed. The Open Lab was renovated and reopened during the spring 2011 semester. At the end of summer 2011, the lab underwent its first assessment using an assessment tool similar to the Online Lab's tool. All areas of assessment reached a satisfaction rate of 90% or better with exception to the hours of operation which received an 87% satisfaction rating. The lab is mainly utilized by students as a place for printing requests, so instead of increasing hours and thereby utilizing a lab assistant to maintain a lab which is often empty of students, a sign has been placed outside the lab directing students to the Online Lab for printing needs when the Open Lab is closed. [2.68]

The Online Lab provides computer and Internet access for students enrolled in distance learning courses. The lab has its own DSL line and server to ensure that students learning in an online format have access to their course materials and can participate in class activities. The courses offered to PCC students are taught in an asynchronous online format, where the student can work on their own time when available. Students who are enrolled in online courses may use the online lab, but can also access their coursework from any campus lab, using the student Wi-Fi, or they can access the courses off-campus. Student lab assistants are hired to assist students in the Online Lab as well as to maintain and secure lab equipment. The lab is supervised by one faculty member who is also the Information Technology Associate Professor and able to maintain the computers, equipment, and server. [2.69]

Palau Community College does not offer any DE/CE programs; however, the students enrolled in the online courses are supported by a separated online laboratory that is dedicated to support online teaching and learning. The online laboratory is equipped with necessary equipment to support student learning. The college online courses are made available anywhere in the world through the Moodle Learning Management System which is an open source program. The Palau Union Catalog that is connecting all libraries in Palau is made available to students with remote access to the institution. The college library and other student support services including support services to the online courses are evaluated regularly through assessment of student learning outcomes as well as service users' satisfaction surveys. The results of service evaluations are used to make necessary changes to improve services to ensure achievement of learning outcomes and student success.

### **Analysis and Evaluation**

Palau Community College relies on appropriate expertise of faculty, including librarians, and other learning support services professionals to select and maintain educational equipment and materials to support student learning and enhance the achievement of its mission. The PCC library and other student support services meet the informational needs of the students, faculty and staff. College faculty and staff regularly inform the college library and other support services of student needs and required equipment and services that are needed to support student learning and achievement.

### **Actionable Improvement Plans**

Palau Community College will continue to rely on appropriate expertise of faculty, including librarians, and other learning support services professionals to select and maintain educational equipment and materials to support student learning and enhance the achievement of its mission. To ensure the regular communication between the college library and college faculty and staff, the college librarian will continue to be a liaison between the college library and the faculty. The librarian will conduct monthly meetings with different academic program / department faculty to consult with them at least once a year in regards to library materials required to support student learning.

- 3. The Institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.**

### **Evidence of Meeting the Standard**

Palau Community College evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

The mission statement, goals and objectives, and the library's SLOs were created in October 2010 and can be found on the library website at <http://www.palau.edu/library.htm>. The library's current service area goals/objectives are: Goal 1: To collect, organize, and provide access to the materials, which will promote, reinforce, and enrich classroom teaching and learning at Palau Community College and throughout the community; Goal 2: To empower the students to fully utilize library resources through library information instruction; Goal 3: To promote the rights of every individual in the local community to have access to all library materials and to ensure their privacy in the use of such materials; Goal 4: To promote the use of the library by making the community aware of the materials and services available. The creation of a library mission statement, goals, and objectives helped to guide the development of student learning outcomes. The selection of library SLOs was also based upon Information Literacy Competency standards for Higher Education set forth by the Association of College Research Libraries (ACRL) which defines information literacy as, "... a set of abilities requiring individuals to recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information." ACRL standards 1, 2, and 3 were aligned with assessable library SLO statements, while ACRL standards 4 and 5 are assessed separately in the Library and Information Services courses. Library services fall into the following three categories, 1) Library Instruction, 2) Collection Services, and 3) Circulation/Technical Services. [2.70]

The college library evaluation tools were developed during 2011-2015 and include the SS100 Library Scavenger Hunt, the Library User Satisfaction Survey, and the Library Computer Lab Evaluation. The library scavenger hunt is given to all students during library orientations and is used to assess SLOs one through three. This specific assessment tool was first implemented in fall 2011 and results showed that 80% of the students were at the proficiency level for SLOs aligned with this tool. During the spring semester 2015, the average result had increased to 85%. The library user satisfaction survey is for students and assesses SLOs five and six. [2.71]

The PCC Library continues to enhance its services by measuring patron satisfaction of its services. Patron satisfaction for the library centers on accessibility and quality of service and is assessed every spring semester. 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 performance and 4 representing excellent performance. The areas being measured include staff helpfulness, if the patron was able to find what was needed, whether skills/knowledge provided by staff was helpful, library appearance, and whether services offered met the patron's needs. The Library computer lab is assessed by library patrons every fall semester. Results of the different surveys are used to determine which services are working for patrons and which services need to be improved. [2.72]

The library assessment results have led to the purchase of new computers with faster processing speeds in fall 2015 to replace existing devices, the blocking of Facebook from library computers in order to improve Internet access speed, and the increase in library bandwidth. [2.73]

Other services supporting student learning, such as the computer labs and the Learning Resource Center evaluate services and use the results of evaluations to improve services to support student learning. The computer labs, including online lab are assessed using an online lab evaluation tool on a regular basis. Evaluation results along the years have helped the college improve its

services to support student learning needs. The Learning Resource Center evaluates its services on a regular basis. Evaluations of tutoring services, career/transfer counseling services and workshops are ongoing where results of evaluations are used to improve services. Regular evaluations of library and other learning support services include assessment of use, access, and relationship of the services to intended student learning outcomes. The evaluation of services from different service areas includes students who are enrolled in courses done in traditional and online classes. [2.74]

### **Analysis and Evaluation**

Palau Community College evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement. The library currently has survey instruments that measure student, patron and faculty satisfaction of the services. The surveys were designed with customer satisfaction in mind. The results are then utilized to help improve services. The library also has instruments to measure the effectiveness of its services and whether student learning objectives are being met. The computer labs and Learning Resource Center services are assessed on a regular basis and results of these evaluations help the college improve its services. Evaluations of library and other learning support services include assessment of use, access, and relationship of the services to intended student learning outcomes.

### **Actionable Improvement Plans**

Palau Community College will continue to evaluate its library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these learning outcomes will continue to be conducted. Palau Community College will continue to use the results of these evaluations as the basis for improvement. The library and other learning support services will continue to use evaluation instruments that evaluate the use, access, and relationship of the services to intended student learning outcomes. The college will continue to use the results of its library and learning support services to make improvements to its services to ensure student achievements.

- 4. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness.**

### **Evidence of Meeting the Standard**

The college library has a contract service agreement through an annual renewal fee with the Follett Software Company who provides the college with the Destiny Union Online Catalog and Operating system. Through the Destiny Union Catalog, access to the PCC online catalog is now

available via [library.palau.edu](http://library.palau.edu), a sub-domain of the PCC website, [www.pcc.palau.edu](http://www.pcc.palau.edu). Through the Palau Union Catalog, off island and local users can locate resources of interest that are available in all libraries in Palau. For example, if a particular book is not available at the PCC Library, the Palau Union Catalog can be utilized to see if the book is available in other union catalog member libraries, such as the Palau National Congress- Olbiil era Kelulau (OEK), Palau Public Library, the Belau National Museum or the public elementary schools. The agreement with the Follett Software Company is to provide upgrades and licensing for the system as well as provide technical assistance when needed. This software provides the library with classification and organizational tools to keep its collection in order and allows for electronic access to the collection. [2.75]

The college library also has a contract service agreement through an annual renewal fee with EBSCO (Elton B Stephens Company). EBSCO is the largest subscription agency in the world. The PCC Library is also able to access EBSCO host database through [www.prel.com](http://www.prel.com). These resources support academic programs and general interest areas for patrons and are some of the best ways for students to access scholarly publications. A dedicated DSL line in the library helps ensure that students are able to access EBSCO for researching purposes. [2.76]

The Director of Computers and Data Processing maintains the library's computer software upgrades in compliance with the college's licensing agreement with Follett Software and in accordance with the college Technology plan. The library staff does simple computer maintenance and troubleshooting regularly. Such simple maintenance and troubleshooting includes reporting errors to the computer technician, defragmenting computers, and clearing cookies and temporary files. With the assistance of the Technology Resource Committee, antivirus software and Deep Freeze software was recommended, obtained, and installed in the library computers. Computer use in the library computer lab is monitored by library staff to ensure that students and other patrons are not accessing inappropriate Internet sites in order to avoid infecting library computers with viruses. The computers campus wide also use filtering software to avoid any harm to campus computers and to protect information saved on its servers. The library is running on Follett Destiny Library Software, which is managed by the library staff and the Director of Computers and Data Processing. [2.77]

All patron information is private and confidential and secured by passwords and firewalls. Authorized library staff can modify patron and collection information. To ensure the safety of library materials, certain books are put on reserve for patrons to be used solely within the library. Reserve collections cannot be signed out of the library unless authorized by the library director. The college provides effective maintenance and security for its library and other learning support services. Maintenance and security of the library facility has greatly improved with the new building and maintenance of the 3M library security gates. Security gates are aligned with the barcoding and security devices and installed at the main doors to prevent unauthorized removal of the library collections from the library. To ensure security of the children's library resources, the Kids Corner was relocated to an area that allows for closer supervision by the library personnel. [2.78]

To improve the security of the Online Lab, the lab was relocated from the lower campus building, Keskas, to the upper campus building, Btaches. The DSL line and a dedicated server

that is used for distance education courses were relocated from another building to the Online Lab for better maintenance and security. This lab also uses Deep Freeze and antivirus software to protect the computers. In addition the same monitoring system that the library is using is used in this lab. Student lab assistants are hired to assist students as well as to maintain and secure lab equipment. The lab is supervised by a faculty member who is also the Information Technology Associate Professor and is able to maintain the computers, equipment, and server. When library and support services are not open for student or patron use, campus security patrols the facility to ensure their safety. Policies and procedures exist for the Library, various computer labs, and Learning Resource Center to guide students on the use of services and materials that help to ensure the security of the resources. [2.79]

In June 2012, Palau Community College entered into an agreement with the U.S. Embassy-Koror and Regional Education Advising Coordinator (REAC) for Japan, Korea, Australia, New Zealand, and the Pacific Islands based in Tokyo to host the Education USA Advising Center on Campus. The Center is part of a network of over 450 overseas educational advising centers around the world that provide information about U.S. educational opportunities to prospective international students and scholars. It offers accurate, comprehensive, and current information about a full range of accredited educational institutions in the United States and provides guidance to qualified individuals on how best to access educational opportunities. [2.80]

The Technology Resource Committee continues to monitor the Five Year Technology Plan which was created to effectively manage technology needs of the college. As a result of the plan, technology services are regularly monitored and services are improved based on findings. Such improvements included relocation of the Information Technology Program laboratory classroom and installation of Deep Freeze software in classrooms labs. The Learning Resource Center recently underwent renovation in 2014 to ensure a conducive learning environment for students as well as for the security of equipment. The college online courses are made available by the Moodle Learning Management System, an open source program. The college sends faculty on a regular basis off island to attend the Moodle annual trainings to ensure that college personnel are properly trained to run the program effectively. The trainings have allowed faculty to be able to design online courses and maintain the program effectively for online courses as well as to provide appropriate services to ensure student success. [2.81]

## **Analysis and Evaluation**

The library currently utilizes the services of the Director of Computers and Data Processing and the recommendations of the Technology Resource Committee to maintain the library's computer hardware and software. Technology services and contract services are routinely assessed and evaluated to ensure that they are effective and support student learning and student needs. The current contractual agreements with the service providers are straightforward. For instance, EBSCO is the periodical 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 replacement. There has not been any problem dealing with this company thus far. The college keeps usage statistics of the periodicals used in the library as one way of measuring the usefulness of this contractual service. For security measures, the library has appropriate and current security devices in place to ensure the safety of the collection from theft and the safety of

patron and confidential information. The collection inventory is done every year to ensure that the collection items are reconciled with the data presented in the online public access catalog. Other learning support services, such as, the learning resource center and the computer labs have undergone relocation or renovation to ensure safe and conducive learning environments to support student learning and student success. Professional development is made available to faculty and staff to ensure programs are used effectively and appropriate services are provided to help students succeed. Current evaluations are conducted regularly to assess college services and existing plans are regularly evaluated where results are used to implement necessary changes to improve services.

### **Actionable Improvement Plans**

The college will continue to rely on and collaborate with external service providers to ensure that appropriate resources are available to support the library and other learning support services for its instructional programs. The college will continue to have formal agreements with external providers ensuring adequate services in support of its intended purposes. The college will continue its regular evaluations of its services to ensure their effectiveness. The college will begin evaluating services that are provided by external service providers through contractual agreement in 2016. The evaluation will include assessment of whether the services are useful and effective. The results of this evaluation will be used to make necessary improvements in support of the college purposes and in support of student learning and achievement. The college will continue to provide effective maintenance and security for its library and other learning resources services. The computer labs and Learning Resource Center will continue to rely on staff in place to follow security procedures set forth by the college to guarantee the security of college resources.

The college library and the college Institutional Research and Evaluation Office will work together to create an assessment tool that will be used to assess the contracted services. Such services are the Follet Software Company providing the Destiny Union Online Catalog and EBSCO. The contracted services will be assessed in the academic year 2015-2016.

### **C. Student Support Services**

- 1. The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution. (ER 15)**

### **Evidence of Meeting the Standard**

Palau Community College evaluates the quality of student support services that is provided to support student learning and enhance accomplishment of its mission regardless of location or means of delivery. Student support services include recruitment, admissions, financial aid, registration, advising, tutoring, residential housing, student government, and recreation. These services are provided to all college students regardless of location or means of delivery. The

services are regularly evaluated through student learning outcomes and service area outcomes (goals and objectives) assessments and program reviews. The results of these evaluations are discussed among unit areas and student services division constituents where action plans are developed and implemented to improve services. For example, regardless of their locations, financial aid services, academic advising and counseling as well as tutoring services are available to all students. [2.82]

Through the college recruitment services, recruitment coordinators in the Federated States of Micronesia states and the Republic of the Marshall Islands assist prospective students with admission applications and financial aid forms. The college also offers travel grants to students in the Micronesian region for financial assistance covering the flight cost to Palau. [2.83]

The College offers both online and on-site courses to the students enrolled in the PCC Nursing program in Yap State. To assess the status, progress, and support needs of the students in the Yap State PCC nursing program, the College conducts regular visits to Yap State. In spring 2012, fall 2013 and spring 2015, College officials including the Dean of Academic Affairs, Associate Dean of Academic Affairs, Dean of Students, and Director of Admissions & Financial Aid all conducted separate visits to Yap State to meet with the PCC nursing program coordinator/facilitator and the nursing students. In spring 2015, the Director of Admissions & Financial Aid went to Yap State to recruit and also assisted the PCC Nursing students with their financial aid applications. While in Yap, the College officials also meet with the students and take time to visit instructional settings, and view materials and equipment, and other learning resources to make sure they are available to support student learning. Other support services that are provided through these visits include administration of the placement tests and the TOEFL practice test. The College's visitations to Yap State nursing program is to ensure that the course delivery and support services are available and support student learning. [2.84]

The PCC Nursing program coordinator in Yap State continues to maintain communication with the college through the Dean of Academic Affairs, Associate Dean of Academic Affairs, PCC Nursing program faculty, and the assigned counselor/academic advisor to ensure the effectiveness of the program and success of the students. For example, the academic advisor assigned to the nursing students in Yap communicates regularly with the program coordinator and provides needed support services. Such services include updating the student Individual Education Plans, responding to student progress reports, identifying and requesting course needs, assisting the students with the registration process and any other required support needed to support student learning and student success. [2.85]

In addition, Palau Community College Agricultural Science program laboratories are located at the extension campus where field work is conducted. Because of the different location, the college provides transportation service for students between the main and extension campuses.

### **Analysis and Evaluation**

Palau Community College assures that the quality of students support services is provided to all students regardless of their location or the means of delivery. The college student support services are regularly evaluated to ensure student learning and success.

## Actionable Improvement Plans

Palau Community College will continue to assess the quality of student support services regardless of location or means of delivery to support and improve student learning. When need arises calling for additional support services, such services will be implemented to continue to support student learning and success.

- 2. The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.**

## Evidence of Meeting the Standard

The Palau Community College Student Services Division has identified student learning outcomes in the services that require actual student learning. The service area outcomes have also been developed for actual services. The learning support outcomes are assessed to ensure achievement of expected outcomes and results are used to improve services when necessary.

The Office of Admissions & Financial Aid provides recruitment and financial aid services to all high school students in Palau. These services have established learning support outcomes. Assessments are conducted to see if the students achieve the established learning outcomes for these services. The results in spring 2013 showed that 80% of the students were able to gain knowledge and understanding of admissions and financial aid requirements; thus the required benchmark for the learning outcomes was achieved. With 80% achievement being met, the same approach for these services continued to be used for spring 2014. [2.86]

The New Student Orientation assessment results in 2010 showed that the expected learning outcome was not met. Therefore, decisions were made to improve the New Student Orientation. One decision was to have separate rooms for advisors' presentations instead of having all the presentations simultaneously in one large room for better student concentration and discussion of information presented. In addition, it was decided to utilize Power Point presentations during the sessions for better and clearer dissemination of information. Lastly, a comprehensive campus tour was added as part of the orientation to ensure that students would know the needed offices during registration as well as the location of classrooms. The campus tour, using student representatives of the Associated Students of Palau Community College (ASPCC), includes the student support service areas to increase awareness of where to receive the support services needed to support student learning.

As part of continuous improvement process, the new student orientation assessment tool was revisited and revised in spring 2011. It was decided to remove an item regarding on-campus housing option due to the reason that students are informed of this option through the office of Admissions. After this revision, the assessment tool had only four items to be rated. Due to low ratings in two of the four items, in spring 2012, it was decided that pre-evaluation would be conducted at their respective program sessions instead of during the orientation registration. This was due to the agreement that as new students in college, and given a post evaluation at the

end of the day after being overwhelmed by a lot of new information, it is very likely that they may not recall detailed information such as pre-requisites and admission requirements to programs. With this, it was decided that a pre-evaluation will be administered before the respective program sessions and a post-evaluation after the session. It was also decided that the item regarding the students' knowledge about pre-requisites for their program courses will be eliminated from the assessment tool. The prerequisite item is a required concept under the SS100-Introduction to College course where students will further learn and use to develop their Individual Educational Plans. [2.87]

In summer 2014, the Student Life Unit also developed its service area outcomes (goals and objectives) for implementation in fall 2014. Along with this, the unit reviewed the existing evaluation surveys and revised them to ensure alignment with the newly developed service area outcomes. [2.88]

In addition, the Student Housing Tuesday Night Program was established and implemented as a means of providing needed educational programs/information for Student Housing residents. The program's assessments include student knowledge of the topics as well as student overall comments on the program. Spring 2011 assessment results showed a student request to provide Tuesday Night programs twice a semester rather than every month. In fall 2011, the Tuesday Night Program started being offered twice a semester only. In addition to changes of the Tuesday Night Program, in summer 2014, the Student Housing Unit also developed its service area outcomes (goals and objectives) for implementation in fall 2014. Along with this, the unit reviewed the existing evaluation surveys and revised them to ensure alignment with the newly developed service area outcomes. [2.89]

### **Analysis and Evaluation**

The College has identified its learning support outcomes and regularly assesses them where results identify appropriate action plans to be implemented to continuously improve student support program and services.

### **Actionable Improvement Plans**

The College will continue to assess and improve its learning support outcomes and provide appropriate student support services to achieve those outcomes. The college will continue to identify and/or revise learning support outcomes as necessary and assess them to improve its programs and services.

- 3. 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.**

### **Evidence of Meeting the Standard**

Palau Community College assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery

method. The New Student Orientation conducted every semester introduces students to all available services of the college. The New Student Orientation includes an introduction to counselors/academic advisors and exposure to academic programs, student support services, the registration process, the financial aid process, and offices/classes through campus tour. The New Student Orientation takes place to make sure that all students become aware of the available services provided to help with their success. New Student Orientation is conducted for students at the main campus and was conducted for students at the Yap campus. [2.90]

All students of Palau Community College are assigned an academic advisor according to degree programs. The college counselors/academic advisors play an essential role in providing academic advising to all students. The roles of counselors/academic advisors includes assisting students to identify their educational goals, helping students in developing Individual Educational Plans (IEP), explaining academic rules and regulations, advocating on behalf of students, and assisting students in program planning and class scheduling. Counselors/academic advisors also provide counseling services such as assisting students with personal matters. [2.91]

The college provides the same counselors/academic advisors services to students in the Nursing program at Yap State, Federated States of Micronesia (FSM). With the assistance of the counselors/academic advisor at the main campus, academic advising and counseling services at the Yap campus are provided through the Yap State Nursing program coordinator. The college academic officials regularly visit the Yap program to ensure the students are receiving appropriate services to support their learning. They also provide academic advising with the students while on Yap campus. Learning and teaching materials and equipment are also made available to Yap campus students from the main campus, such as registration worksheets, financial aid application forms, withdrawal forms, and textbooks. The Memorandum of Understanding (MOU) between Palau Community College and Yap State Department of Health, FSM, requires the Yap State Department of Health to provide classroom space, library services, laboratories, and technology resources to all students in the Nursing program in Yap. [2.92]

The Academic Tutoring Center and the Learning Resource Center (LRC) provide tutoring services for all students. The tutoring service available at the main campus is for all subject areas. LRC provides other services such as administering institutional tests, career exposure, and jobsites visits, transfer counseling and advising, transfer scholarships, and desktop computers for student use. Tutoring is available to the Nursing students at the Yap campus through the course facilitators and tutors. [2.93]

The financial assistance is made available to all eligible students. The Federal Financial Aid, State Financial Aid, and local financial aid are made available to all eligible students through the office of Admissions and Financial Aid. The office of Admissions and Financial Aid assists students with Free Applications for Federal Student Aid (FAFSA) services, Palau National Scholarship applications, and other local-based and state scholarship applications to all eligible students. The office of Admissions and Financial Aid provides regular meetings and sessions to inform students of any financial aid changes of policies and regulations. Financial assistance is awarded to eligible students according to identified student's needs. The Admissions and Financial Aid Office provides assistance and support to all eligible students regardless of student location. Admissions services include recruitment, admission and enrollment where the college

provides appropriate and comprehensive information to all high school students in Palau as well as in the Micronesian region. [2.94]

Services provided by the Registration and Records Office for all students include evaluation of transcripts, registration of courses, and processing of student records, drop/add and change of major forms. The Registration and Records Office ensures the confidentiality and security of all student records.

The college provides on campus student housing. The college has three on-campus dormitories which accommodate up to 137 student residents in single, double, and triple occupancy rooms. The Student Housing provides a centralized T.V. lounge, coin operated laundry room, and telephone. The college housing also provides essential programs to promote student learning and success. Such programs are the Tuesday Night Program and male and female retreats. Tuesday Night Program activities are twice during regular semesters and retreats are conducted annually. These educational learning programs are provided to all college housing residents. Such educational learning topics for the Tuesday Night Program and retreats include the Palau's Alcohol and Drug laws, Communicable Diseases, Healthy Lifestyle and Values. [2.95]

Recreation and sporting activities are also provided to broaden the college experiences of students. Recreational volleyball, basketball, billiard, and table tennis activities are made available to students on a daily basis. Intramural basketball, volleyball, co-ed softball, billiard, and table tennis tournaments are planned and organized for academic year. All these activities are designed to enhance students' abilities and promote discipline, good sportsmanship, healthy life styles, leadership skills, and foster respect for diversity and social quality. [2.96]

In addition, the college provides a student development service through the Associated Students of Palau Community College (ASPCC). All registered students are members of the ASPCC. Students elect officers to represent them in the governance and decision making body of the college. The governance and decision making body includes the college Board of Trustees, the Executive Committee, and standing and ad hoc committees as well as state/republic organizations. Republic of Palau Public Law (RPPL) 4-2 mandates Palau Community College to have student representation on its Board of Trustees.

### **Analysis and Evaluation**

The Palau Community College assures equal opportunities to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. From recruitment to graduation, Palau Community College provides equal opportunities to all of its students regardless of service location or service delivery method.

### **Actionable Improvement Plans**

Palau Community College will continue to assure equitable access to all of its students by providing appropriate, comprehensive, and reliable services to all students regardless of service location or delivery method from recruitment to graduation.

- 4. Co-curricular programs and athletics programs are suited to the institution’s mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.**

### **Evidence of Meeting the Standard**

Palau Community College’s co-curricular programs are suited to the institution’s mission and contribute to the social and cultural dimensions of the educational experience of the students. The Recreation Unit at the college is tasked to provide co-curricular activities to promote healthy lifestyles and foster leadership skills. The college provides recreational and sporting activities to all of its students. The co-curricular programs support the institutional mission and contribute to the social and cultural dimensions of the educational experience of its students. [\[2.97\]](#)

Through Recreation Unit, the college offers daily recreational activities for students. The daily recreational activities include indoor activities such as billiard, table tennis, foosball, and weight lifting. The outdoor activities are badminton, basketball, canoeing, and volleyball. Intramural basketball, volleyball, co-ed softball, billiards, and table tennis tournaments are planned and organized every semester for interested students. These tournaments are additional activities made available to students who wish to participate. [\[2.98\]](#)

Athletic teams representing the college join in with Palau national leagues, such as baseball, basketball, and male and female volleyball leagues. A student who is interested in joining the college teams must be an enrolled PCC student with good disciplinary standing, and have a cumulative grade point average (CGPA) of 2.00 or higher. These eligibility requirements of student athletes are verified by the Dean of Students before student athletes become members of the college teams. An official college athlete receives a tuition waiver of 50% and must maintain a minimum of 2.0 CGPA. Through a required student activity fee, all registered students are charged a forty-five dollar fee which supports the co-curricular program of the college. The Dean of Student Services has the responsibility to oversee the funds. [\[2.99\]](#)

### **Analysis and Evaluation**

The college provides co-curricular and sporting activities for students that are appropriate to the college’s mission. The activities support the social and cultural dimensions of the educational experience of the students. The college maintains control of these co-curricular and sporting activities, including the control of its finances.

### **Actionable Improvement Plans**

The college will continue to provide co-curricular activities in line with its mission to support the needs of all its students. The college will continue to ensure that funding will be available to support such activities as well as the accountability of its funds.

- 5. The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.**

### **Evidence of Meeting the Standard**

Palau Community College provides counseling and academic advising programs to support students' development and success. There are four counselors/academic advisors at the Student Life Unit who provide support to all students. Three counselors/academic advisors are assigned to handle the population in the School of Arts and Science, the School of Business, and the School of Technical Education, and one counselor/academic advisor has been assigned to non-major students, Undeclared, Enrichment, Unclassified, and Dual.

To provide appropriate academic advising, counselors/academic advisors meet regularly to discuss, update and review pertinent information used for academic advising. Such pertinent information includes degree program/course requirement changes and financial aid requirements. Counselors/academic advisors assist students with their individual education plans (IEP) where students are made aware of the requirements in their majors and their anticipated graduation timeline. Counselors/academic advisors provide individualized counseling and advising based on students' progress reports from instructors when needed during any given semester. Counselors/academic advisors hold study skills and information workshops every semester for identified students to assist in their student success and achievement.

Every semester, through the individual student's education plan, academic advisors propose course needs to Academic Affairs for courses that will need to be offered in the following semesters. This will assist students with achieving a graduation date within the required timeframe of two to two and a half years.

The college provides New Student Orientation for incoming students every semester. The New Student Orientation introduces students to all available services of the college which includes an exposure to their academic programs and requirements. The Introduction to College (SS100) course teaches students information relating to their majors, such as the entrance and exit requirements, general education courses and required program courses of their majors. Students also learn to map out courses for their chosen majors by developing their own Individual Educational Plan (IEP) which is one of the course learning outcomes for SS100. Students are also exposed to information in the general catalog such as the transfer process, academic standards and requirements, and graduation and exit requirements. [2.100]

All accurate college information including changes of policies, regulations, procedures, and any changes of courses and/or degree programs are provided to students in a timely manner. Information of policies, regulations and procedures relating to students are shared with students through counselors/academic advisors during individual meetings, information workshops, and SS100 classes, and through a bulletin board dedicated for student information. When changes

occur to courses and/or degree programs, the information is provided to students by counselors/academic advisors. Although the changes of courses and degree programs are posted on the bulletin board dedicated for the students, counselors/academic advisors also make time to discuss the changes to the affected students during academic advising sessions. The college website, [www.palau.edu](http://www.palau.edu), is also used as a means to publish information to students. For example, the school catalog containing policies and regulations is made available through the school website. Changes to the courses and/or degree programs in the addendum format are also made available through the school website. [2.101]

Counselors/academic advisors inform students of the process of transfer credits when students transfer in to Palau Community College. When students indicate a plan to transfer, academic advisors assist students in choosing appropriate courses which should be transferable to other colleges and universities. Advisors also assist students to initiate course substitution requests.

To prepare other personnel responsible for the advising function, academic advisors work closely with the career and transfer counselor from the Learning Resource Center and academic faculty. Academic advisors provide updated IEPs to LRC counselors which include any official changes of program and/or course requirements for proper advising. Throughout the semester faculty and advisors communicate regularly through student progress reports. These reports are required by faculty to academic advisors at least three times a semester in addition to student referrals when needed. This regular communication between faculty, others responsible for advising, and advisors helps support student development and success.

Counselor/academic advisors continue to upgrade knowledge and skills through professional trainings. Such trainings are Basic Counseling Skills, Motivational Interviewing, First Aid/CPR, Impact of Drugs on the Brain, Substance Abuse Treatment Certification Training, and annually receive certification from American Counseling Association (ACA). [2.102]

### **Analysis and Evaluation**

Palau Community College provides counseling and academic advising programs to support students' development and success. To ensure proper academic advising, academic advisors continue to work closely with faculty and others responsible for advising. Academic advisors orient students to their degree program requirements, academic requirements, and graduation and transfer requirements in a timely manner to ensure student success and achievement. The college provides training opportunities to upgrade counselors' skills and knowledge in counseling and advising areas.

### **Actionable Improvement Plans**

The college will continue to provide counseling and academic advising programs to ensure that students receive support and accurate essential information in a timely manner for their development and success. Academic advisors will continue to work closely with faculty and others responsible for advising to ensure student success and achievement. PCC will continue to provide essential trainings for counselors/academic advisors.

- 6. The institution has adopted and adheres to admissions policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals.**

### **Evidence of Meeting the Standard**

Palau Community College has an established admissions policy consistent with its mission that specifies the qualifications of students appropriate for its programs. Palau Community College has an open door admissions policy which allows anyone to apply for admissions to the college provided one holds a high school diploma or equivalent, such as a General Education Development (GED) certificate. The open door admissions policy is consistent with the mission of the college which promotes student learning opportunities and developing personal excellence. The admissions policy and requirements are found in the 2012-2016 General Catalog, pages 31-33, as well as on the college's website at [www.palau.edu](http://www.palau.edu) under the Admissions tab. Admission applicants are classified into different categories: First time college applicant, transfer applicant, international applicant, returning applicant, non-degree applicant, enrichment/audit applicant, and dual enrollment applicant. Each applicant category has clear requirements which should be completed in order to enroll in the college. For instance, a first time college applicant should obtain and complete PCC's application for admissions, pay a \$10 non-refundable application processing fee, and submit an official high school, GED, or PCC Adult High school transcript. Depending on the degree program, an official TOEFL score forwarded to the Office of Admissions may also be an admissions requirement. The admissions policy and regulations are available in the general catalog and on the college website. [2.103]

Palau Community College defines and advises students on clear pathways to complete degrees, certificate and transfer goals. All degree programs offered in the name of institution are clearly defined with program admission requirements, general and program course requirements, academic requirements, and graduation requirements.

Upon admission to the college, new students are required to attend the New Student Orientation program. One of the main focuses of the program is to introduce students with the requirements of their chosen degrees. During New Student Orientation, students have the opportunity to meet the academic advisors and the financial aid counselor. The orientation includes a campus tour to familiarize the students with basic support service offices and staff.

The college's Semester-by-Semester Course Offering defines fall, spring, and summer course offerings. Based on the Academic Record form and the Semester-by-Semester Course Offering, students are able to map their individual educational plan with the help of academic advisors. The mapping process completed during the first semester shows students the clear pathway to completing their degrees and certificates. [2.104]

The required course for all new students, SS 100 Introduction to College, is used to ensure that students receive appropriate information regarding degree program requirements, mapping of degree courses, location of support services offices, financial aid requirements, academic requirements, study skills, and student policies and code of conduct. This course defines and

advises students on clear pathways to successfully complete their degrees and certificates. One of the expected student learning outcome in SS100 Introduction to College course requires students to develop their Individual Educational Plans for their majors. By having students develop their own IEPs, the clear pathways are reinforced allowing students a clear understanding of them for completion of their degree programs. [2.105]

### **Analysis and Evaluation**

Palau Community College adheres to its admissions policy and regulations consistent with its mission that specify the requirements appropriate for its programs. Palau Community College defines and advises students on clear pathways to complete degrees, certificate and transfer goals through degree/certificate program requirements and the Semester-by-Semester Course Offering.

### **Actionable Improvement Plans**

Palau Community College will continue to comply with its admissions policy and regulations consistent with its mission and continue to define and advise students on clear pathways to complete degrees, certificates, and transfer goals.

### **7. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.**

#### **Evidence of Meeting the Standard**

Palau Community College regularly evaluates its admissions and placement instruments. The college reviews its practices and instruments to validate their effectiveness, minimize biases and ensure that its admission practices and instruments remain supporting its admission policy and regulations. The regular evaluations include review of the steps on how to apply for admissions and the placement instruments. Revisions take place to the placement instruments reflecting degree program requirement changes. Practices may change according to the Republic of Palau's public laws regarding international students; necessary changes will take place to reflect the Republic of Palau laws that the college must comply with. Immigration status requirements and affidavit of financial support are such Republic of Palau regulations for international students. [2.106]

As an institution with an open door policy, Palau Community College provides equal admission opportunities for high school graduates, adult high school graduates, persons holding General Education Diploma (GED), individuals 18 years or older, those who qualify for dual enrollment, and international students. Palau Community College bars discrimination on the basis of race, color, national origin, gender, age, religion, or disabilities in accepting students. The admissions requirements under the placement instruments support its open door policy. Therefore, Palau Community College believes that its admissions and placement instruments and its practices are effective and unbiased. [2.107]

## Analysis and Evaluation

Palau Community College regularly evaluates its admissions and placement instruments. The college reviews its practices and instruments to validate their effectiveness, minimize biases and ensure that its admission practices and instruments remain supporting its open door admission policy and regulations.

## Actionable Improvement Plans

Palau Community College will continue to review and evaluate its admissions and placement practices and instruments. When changes are made to degree program requirements or Republic of Palau public laws dictate changes, the admissions and placement practices and instruments will be revised as necessary to reflect such changes to ensure their effectiveness and to minimize biases.

- 8. 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.**

## Evidence of Meeting the Standard

Palau Community College 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. Student records are maintained in accordance with federal regulations regarding the Family Educational Right and Privacy Act of 1974 (FERPA). The Admissions and Financial Aid Office, the Registration and Records Office, the Business Office, Academic Affairs, and other units of Student Services as well as the entire institution comply with FERPA. Student records are handled with the strictest confidence. Files are regularly updated and secured in locked filing cabinets. Students' electronic records are kept in the Registrar & Records' main server located at and managed by the College Computer & Data Processing office. [2.108]

With the exception of student transcripts, all student records are destroyed after a period of five years. Stored records are kept in a secure area and only authorized college officials can access them. Records are stored at the Keskas building. The institution follows the FERPA federal regulations governing the release of student records which is published in the General Catalog, Student Handbook and the Semester Course Offerings. The College continues to inform students, faculty and staff through SS-100 Introduction to College course, faculty meetings, and division and department meetings to ensure that the College remains in compliance with the Family Educational Right and Privacy Act of 1974. [2.109]

Through the Admissions and Financial Aid Office and the Registration and Records Office, the college receives authorization to release information from students. All students are required every fall semester to fill out the Consent to Release Academic Information and Prohibition of Release of Directory Information Form; this form will inform the college of the information that the student approves for release. Should the student identify in this form a decision not to release

any information, the college will not release any student information unless ordered by the Court. The Business Office, Academic Affairs, and other units of Student Services students' records are not released to anyone other than the student who owns the information. [[2.110](#)]

### **Analysis and Evaluation**

Palau Community College student records are maintained in accordance with federal regulations regarding the Family Educational Right and Privacy Act of 1974 (FERPA). To date, there have been no cases of student complaints regarding breach of privacy of records. The College continues to inform students, faculty and staff through SS100 Introduction to College course, faculty meetings, and division/department meetings to ensure that the College remains in compliance with the FERPA of 1974.

### **Actionable Improvement Plans**

Palau Community College will continue to comply with FERPA of 1974 to ensure the confidentiality and security of student records.

## **Standard II. A Evidence**

- 2.1 General Catalog p.51- 71
- 2.2 Institutional Learning Outcomes (ILO) Matrix
- 2.3 Institutional Set-Standards for Student Achievement
- 2.4 Program Review Calendar, Semester Course Assessment Listing, Course Outlines
- 2.5 Courses Modifications
- 2.6 JP109 Assessment Result Grid of Fall 2013-14, NCCER Information/Article
- 2.7 ET Program Modifications
- 2.8 CPH and CJ Review Notes
- 2.9 EMS Agenda, Course Outline Cover Pages, Internship Course Assessment
- 2.10 Library RQs for Instructional Support, Student Progress Reports Responses
- 2.11 EN 114 Course Assessment Showing GE Learning Outcomes, Institutional Learning Outcome ILO Matrix, Course Assessment FAMED Grids, Program Reviews
- 2.12 Approved Course Outlines
- 2.13 Samples of Syllabi, Syllabi Contract
- 2.14 Semester by Semester Course Offering, Course Master List, Developmental Course Outlines
- 2.15 Sign-in sheets for LRC & Academic Tutoring Center
- 2.16 EN92, EN95, EN 112 & HP181 course outlines
- 2.17 US DOE 34C.F.R. §600
- 2.18 General Catalog 2012-2016 p.68

- 2.19 General Catalog 2012-2016 p.31, Mapping, ILO Matrix
- 2.20 General Catalog p.77 -111
- 2.21 Semester by Semester Course Offering, 21 Degree Programs Timetable
- 2.22 General Catalog p.51-71, Program Curriculum, Semester by Semester Course Offering
- 2.23 Course Master Listings of Fall and Spring Semesters 2015, 2014, 2013 & 2012
- 2.24 General Catalog p.39-40
- 2.25 General Catalog, p.34, 40
- 2.26 Samples of Instructional Methods Identified in Course Outlines
- 2.27 Pictures of Shop Equipment
- 2.28 Course Master Listings of Fall & Spring, Moodle PCC Online Home Page
- 2.29 Sign-in sheets for LRC and Academic Tutoring Center, AG Bus Picture
- 2.30 Placement Tests, Midterm, Final and Unit Test Samples
- 2.31 Math and English Placement Instruments, Memos and CPC Approval
- 2.32 Challenge Test
- 2.33 Policy on Award of Credit p.32-33 Accreditation Reference Handbook, PCC Awards of Credits p.7
- 2.34 General Catalog p.35, Admissions Packet
- 2.35 Articulation Agreements, Email Correspondence
- 2.36 Institutional Learning Outcome (ILO) Matrix
- 2.37 General Catalog p.51-71, General Education Course Outlines
- 2.38 Course Outlines

- 2.39 General Catalog p.51-71
- 2.40 Samples of Internship Courses
- 2.41 College Newsletter re Alumni
- 2.42 Palau Nursing Licensure
- 2.43 TH104 and TH2 06 course outlines
- 2.44 Employee's Contract
- 2.45 General Catalog p.34
- 2.46 JP109 Course Assessment Grid FAMED
- 2.47 IT Program Review, 2009-2012, ET Program Modification, ET103 and ET214 outlines
- 2.48 CS100 Outlines
- 2.49 Developmental Course Assessments FAMED Grids
- 2.50 MAP Program Yearly Assessment Report FY2013, CE Program Review
- 2.51 AHS & ETS Evaluation Results, AHS Program Review
- 2.52 PCC Online Catalog for Library Collection
- 2.53 WCCC Collection Photo
- 2.54 Library Survey Form, Pictures of Library Computer Room, Pictures of Library Expansion
- 2.55 Pictures of the Teen's and Kids Corners, Commons Area, Coral Café and Media Room
- 2.56 FY 2015 Library Budget Proposal, Procurement Documents, Faculty Correspondence for Book Order, Follet System Documents
- 2.57 Palau Union Catalog (Online Catalog), College Newsletter re Library Information, SS100 Library Scavenger Hunt, Library User Satisfaction Survey Results

- 2.58 Library Director Email Correspondence to Faculty, Library Survey Form
- 2.59 PCC Library Policy Manual, Pictures of International Section
- 2.60 Learning Resource Center, Academic Tutoring Center, On-line Lab Survey Tool
- 2.61 Sign in Logs, PCC & DHS YAP MOU
- 2.62 PCC Library URL
- 2.63 Student Wi-Fi URL
- 2.64 PCC Library SS100 Handout, Scavenger Hunt Attendees
- 2.65 Community Support Services to Senior Citizens and the Koror Jail
- 2.66 LRC Pamphlets, Tutors and Counselors Contracts, Sign-In Sheets, LRC Annual Performance Reports, Staff Meeting Minutes, LRC FAMED Process, LRC Evaluations, Jobsite Visit
- 2.67 Pictures of Devices at Online Lab, Library Computer Lab and LRC Computer Lab
- 2.68 Online Lab Survey Form, online lab evaluation results showing the 90% and 87%
- 2.69 Online Course URL, Online Lab Assistants Work Contracts, Online Lab Supervisor's Credential
- 2.70 Library SLOs and Goals
- 2.71 SS100 Library Scavenger Hunt, Library User Satisfaction Survey, Library Computer Lab Evaluation Surveys
- 2.72 Library User Satisfaction Survey Showing Scale of 1- 4
- 2.73 Library Survey Evaluation Results
- 2.74 Open Lab Evaluation Results, Online Lab Assessment
- 2.75 Procurement of License
- 2.76 EBSCO Contract, SS100-Scavenger Hunt Tool

- 2.77 Technology Plan, Procurement Documents- Deep Freeze and Antivirus
- 2.78 Pictures of Library Security Gates, Pictures of Kids Corner
- 2.79 Policies and Procedures of the Library - Computer Labs and Online Lab
- 2.80 Memorandum of Understanding (MOU), Education USA Assigned Space
- 2.81 TRC Minutes, 5-Year Technology Plan, Renovation Documents- LRC, Trip Reports
- 2.82 General Catalog p.20-27, Program Reviews & Assessments, Minutes of Meetings
- 2.83 Recruitment Letter and Email, Travel Authorization
- 2.84 Memorandum of Understanding (MOU), Trip Reports
- 2.85 Email Correspondences
- 2.86 Recruitment and Financial Aid Night Programs, Assessment Instruments and Results
- 2.87 Individual Educational Plan (IEP), New Student Orientation Programs, Pre/Post Assessments/Results
- 2.88 Service Area Outcomes and Assessment Tools, Minutes of Meetings
- 2.89 Tuesday Night Program Assessment and Evaluation, Service Area Outcomes, Revised Assessment Tools
- 2.90 New Student Orientation Program and Schedule
- 2.91 General Catalog p.23, Counselor Logbook, Unit Monthly Reports
- 2.92 MOU between PCC and Yap, Emails - Counselor & Yap Coordinator, Trip Reports & Agenda
- 2.93 General Catalog pg.24, Sign in Sheets
- 2.94 General Catalog pg.20-22
- 2.95 Student Housing Handbook, Tuesday Night Program Agenda and Sign-up Sheets, Male and Female Retreat Program Agenda and Sign-Up Sheets

- 2.96 General Catalog p.23-24, Recreation Sign-up Sheets, Intramural Bulletins and Schedules
- 2.97 General Catalog p.23
- 2.98 Daily Recreational Activities Log Sheet, Intramural Games Tournament Schedule
- 2.99 Students Community Sporting Policy, Mesekiu Team Roster and Tournament Schedule, Requisitions and Accounts
- 2.100 New Student Orientation Program, SS 100 Outlines, Class List and Instructors, General Catalog 2012-2016
- 2.101 Counselors Log Books, Information and Study Skills Workshop, General Catalog Addendum
- 2.102 List of Trainings and Conferences Attended by Counselors
- 2.103 General Catalog p.31-33
- 2.104 Semester by Semester Course Offering, Individual Education Plan (IEP), Academic Form
- 2.105 New Student Orientation Programs, Student Handbook, SS 100 course outline
- 2.106 College Mission Statement, General catalog p.31-35
- 2.107 Financial Aid Handbook, Admissions Application Form
- 2.108 FERPA Brochure
- 2.109 General Catalog p.13, Student Handbook p.20, Semester Course Offering, Student Planner p.23
- 2.110 Student Consent Form

### **Standard III: Resources**

**The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness. Accredited colleges in multi-college systems may be organized so that responsibility for resources, allocation of resources, and planning rests with the district/system. In such cases, the district/system is responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited status of the institution (s).**

#### **A. Human Resources**

- 1. The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualification, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.**

#### **Evidence of Meeting the Standard**

Palau Community College assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. The college President who has the core responsibility of the institution holds a doctorate degree in Education with a vast working experience from other levels of education; such levels are elementary education, secondary education and school administration. The college President hired by the college Board of Trustees has been leading the college since 1999 making it sixteen (16) years to date. The college hired a director of Finance Division in 2011 with a Master of Business Administration. In 2014, the college hired a new faculty for the Education Program. This instructor holds a Bachelor of Arts degree in General Education, a Master of Arts in Education and a Master of Arts in Curriculum Studies. The faculty also has a wide experience in elementary and secondary education as a classroom teacher and a school administrator. To continue the assurance of integrity and quality of its programs and services, the college supports its faculty with their professional development. Such professional development includes individuals who continued to study to obtain a higher degree in their specific fields. For example, a faculty in the mathematics department for more than ten years enrolled in a distance education program to obtain a doctorate degree in mathematics. In 2013, the college Financial Aid Office hired an additional staff with a Bachelor of Science in Business Management to oversee the College Work Study program. In addition, an additional cook hired in 2013 to the college Cafeteria unit comes to the college with seventeen (17) years of experience from Food and Beverages Department of Palau Pacific Resort, a five star resort in the Republic of Palau. [3.1]

Palau Community College developed its hiring criteria many years ago and has continued to revise these criteria according to its institutional needs. The hiring criteria include providing

documentation of qualifications of the position, police clearance, resume, and a completed application. Hiring criteria in a form of a checklist is included in the employment application packet. The vacancy positions with hiring criteria are publicly stated and address the needs of the institution through public radio announcements, public bulletin boards, the college newsletter, the college Human Resources bulletin board and the college website, [www.palau.edu](http://www.palau.edu). Position qualifications are based on the needs of the departments and divisions of the institution. Department and division heads review the vacancy position qualifications for relevancy and update if necessary to meet the present need of the college. Position qualifications are publicly stated through vacancy announcements. The hiring selection process includes sending the complete application packet to department and division heads for review and selection. Upon selection, an interview appointment is set up and conducted, recommendations are made by the department or division heads, and recommendations are reviewed and approved or disapproved by the college president. Formal communication to applicants informing them of the college's final decision for the position applied for completes the selection process. The Human Resources Director oversees the hiring procedures to ensure that the hiring procedures are consistently applied. [3.2]

The job descriptions are directly related to institutional mission and goals. Position duties, responsibilities, and authorities defined in job descriptions are directly reflected to and in support of the institutional mission and goals. For example, a faculty position spells out duties and responsibilities of faculty in support of program curriculum and student learning outcomes. These duties and responsibilities support meeting the academic needs of students and the community that the college serves. Job descriptions are written in general form allowing individual departments and divisions to provide summaries of job descriptions in the vacancy announcements. The vacancy announcements clearly define a position, salary, the location of work, summary of description, examples of duties, minimum qualification and/or requirements, and general information. Vacancy announcements are sent out from the Human Resource Division of the college to the community through the college website, [www.palau.edu](http://www.palau.edu), public media (radio announcements and newspapers), the college newsletter, college bulletin boards, and Facebook. Faculty are directly involved in the hiring process for new faculty. When hiring a faculty to a specific degree program or academic department, faculty from the program or department review the applicant's qualifications, make recommendations and sit in on the interview process. [3.3]

Palau Community College verifies the qualification of applicants using official college transcripts as well as related work experience. The college verifies equivalencies of degrees from non-U.S. institutions and non-accredited U.S. institutions through World Education Services.

Palau Community College does not have any distance education or correspondence education (DE/CE) programs; therefore, the institution does not hire specifically for these programs.

### **Analysis and Evaluation**

Palau Community College assures the integrity and quality of its programs and services by hiring qualified employees to provide and support learning programs and services. Hiring requirements

and procedures are related to the institutional mission and goals and are clearly defined and publicly stated.

### **Actionable Improvement Plans**

Palau Community College will continue to employ qualified administrators, faculty and staff to ensure integrity and quality of its programs and services in support of its institutional mission and goals. Palau Community College will also continue to maintain and publish its written criteria, qualifications, and procedures for selection of qualified personnel. The institution is in the process of developing a human resources manual which will contain hiring procedures which include the hiring criteria, qualifications, and selection process.

- 2. Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning.**

### **Evidence of Meeting the Standards**

The college faculty qualifications include knowledge of the subject matter and necessary skills to perform and provide learning services. Factors of qualifications include appropriate degrees, professional experience, and discipline expertise, level of assignment, teaching skills, and potential to contribute to the mission of the institution. When hiring new faculty to specific academic programs and/or departments, the college involves appropriate faculty in the selection process. In 2014, the college hired a full time faculty holding a Bachelor of Science in Travel Industry Management degree and a Master of Science in Business Administration degree for the Tourism and Hospitality Program under the School of Business. In the course of the interviewing and hiring process, faculty members of the Tourism and Hospitality Program were consulted. [\[3.4\]](#)

In 2014, the college hired additional faculty to the Science department and the Environmental/Marine Science Program under the School of Arts and Sciences. This faculty holds a Bachelor of Science degree with a concentration in Business; a Master of Arts in Philosophy degree; a Master of Sciences degree in Basic Pharmaceutical Science; and a Doctorate degree in Biology with an emphasis in Ecology, Ethnobotany and Chemistry. Additionally in 2014, the college hired a faculty to the Education Program. This instructor holds a Bachelor of Arts degree in General Education, a Master of Arts degree in Educational Leadership and a Master of Arts degree in Curriculum Studies and also has extensive experience in elementary and secondary education as a classroom teacher and a school administrator. In 2014, the college hired an instructional assistant for the Automotive Mechanics Technology program. The instructional assistant holds an Associate of Applied Science in Automotive Mechanics and previously worked as an automotive mechanic technician in the private sector before coming to the college. In October 2014, the instructional assistant attended a three month vocational training program at the Taichung Nantou Regional Training Center in the Republic of China, Taiwan where she

received a certificate of completion in Automotive Technology. In 2011, an instructor was hired to the Social Sciences/Humanities Department. The instructor holds a Bachelor of Science degree in Communication and Anthropology and a Master of Arts degree in Cultural Anthropology. [3.5]

Palau Community College evaluates effective teaching through faculty observations and student evaluations of faculty during the first year of newly hired instructors. This effective teaching evaluation is also required for contract renewals or when need arises.

The job descriptions of faculty include development and review of curriculum as well as assessment of learning. [3.6]

### **Analysis and Evaluation**

When hiring faculty members, Palau Community College considers the following factors of qualification: appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Palau Community College hires qualified faculty members who are knowledgeable in their subject matter and possess required skills in their respective disciplines. Faculty job descriptions include development and review of curriculum as well as assessment of learning. Teaching effectiveness is regularly evaluated through observations and student evaluations.

### **Actionable Improvement Plans**

Palau Community College will continue to consider factors of qualification when hiring qualified faculty members who are knowledgeable in their subject matter and possess required skills in their respective disciplines. Faculty job descriptions will continue to include development and review of curriculum as well as assessment of learning.

### **3. Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.**

#### **Evidence of Meeting the Standards**

The college administrators and other employees responsible for educational programs and services possess required qualifications necessary to perform duties to sustain institutional effectiveness and academic quality. All college personnel are hired following the institutional hiring procedures to ensure that they possess the required qualifications of their positions. The Associate Dean holds a Master of Arts in Education with 25 years teaching experience, was a department chair, and presently is Committee on Programs and Curricula chair, and Assistant Accreditation Liaison Officer. The Director of Library Services holds a Master degree of Library and Information Science and a Masters of Arts Degree in History with ten years of Library work experience. The Director of Admissions and Financial Aid Office has over 38 years of experience in this capacity and possesses a Master of Arts Degree in Education. The Dean of Student Services has been with the college for 28 years, with 24 of those years serving

under Academic Affairs in administrative capacity including teaching and serving as Associate Dean and the last four years serving as the Dean of Student Services. He currently holds a Masters of Arts degree in Education. The administrators and other employees continue to attend trainings, conferences and workshops around the Pacific and in the United States to gain new knowledge and skills as part of their professional development to ensure continuous improvement of institutional effectiveness and academic quality. [3.7]

### **Analysis and Evaluation**

The college administrators and other employees responsible for educational programs and services have the necessary qualification to perform duties required to sustain institutional effectiveness and academic quality.

### **Actionable Improvement Plans**

PCC will continue to ensure that administrators and other employees who are responsible for the college's educational programs and services will continue to have the necessary qualifications to carry out duties required to sustain institutional effectiveness and academic quality. The college will continue to provide necessary professional development for its qualified personnel to ensure institutional effectiveness and academic quality.

- 4. Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.**

### **Evidence of Meeting the Standards**

Administrators and other employees of the college hold degrees from U.S. accredited institutions. The college President holds a doctorate degree in Education from the University of San Diego, the Vice Presidents of the Cooperative Research and Extension Department and the Administration and Finance Department hold Master of Arts degrees in Education from San Diego State University. Deans of Continuing Education and Student Services hold a Master of Arts degree in Education from the San Diego State University and the Dean of Academic Affairs holds a Master of Business Administration from the University of Guam. 66% of faculty, academic advisors, directors and professional staff hold degrees from U.S. accredited institutions. The college also hires and retains faculty and other professional staff holding degrees from foreign institutions or holding degrees from non-accredited U.S. institutions. Through World Education Services, academic credentials of administrators, faculty and professional staff are evaluated to ensure their equivalency with the standards of the U.S. higher education. Administrators, faculty and other professional staff holding degrees from foreign institutions and non-accredited U.S. institutions have received credentials from World Education Services meeting the U.S. standards of higher learning. Such foreign institutions and non-accredited U.S. institutions includes universities in the Philippines, Japan, Republic of China (Taiwan) and Slovakia. [3.8]

All PCC personnel, regardless of position, go through the same hiring procedures. The college verifies the qualifications of applicants and newly hired personnel through college transcripts and related work experiences. Through the hiring selection process the most qualified applicants are identified and recommended for hiring based on their credentials and years of experience. PCC hires highly qualified employees with the appropriate educational credentials that directly correlate to their teaching discipline. [3.9]

### **Analysis and Evaluation**

Palau Community College faculty, administrators and other employees hold degrees from U.S. accredited institutions and those holding degrees and credentials from U.S. non-accredited or foreign institutions receive U.S. equivalency from the World Education Services. PCC hires qualified employees with appropriate credentials to support institutional needs.

### **Actionable Improvement Plans**

Palau Community College will continue to ensure that its faculty, administrators and other employees hold credentials from U.S. accredited institutions. The college will continue to ensure that faculty, administrators and other employees holding credentials from foreign institutions or U.S. non-accredited institutions receive credentials of U.S. equivalency by the World Education Services. The college will continue to comply with its hiring procedures to ensure that qualified employees are hired.

- 5. 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.**

### **Evidence of Meeting the Standards**

Palau Community College assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The college has written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Through Merit evaluation, all personnel are evaluated annually. Merit evaluation is also conducted according to the period of employment contract. For example, a short-term contract of six (6) months requires a Merit evaluation at the end of the contract. Different employment contract periods call for different evaluation schedules. The college faculty is evaluated through the students' evaluation and with a specific faculty merit evaluation that is designed to include classroom observation, reports submission, community service, committee work and all the duties listed in the faculty job description. Faculty are evaluated by the college and by the students. [3.10]

In 2011, the college's non-teaching employee's performance merit evaluation form was revised to include knowledge and skills of individuals regarding institutional learning outcomes and job

tasks. Additionally, other responsibilities as assigned were included in the revision. The performance merit evaluation process requires a self-evaluation and a supervisor's evaluation of the employee. As part of performance merit evaluation process, the employee and supervisor meet and discuss all aspects of the evaluation. Outcomes of the discussions are documented in the actual performance merit evaluation. If areas needing improvement are identified, plans are made and formalized to improve performance by the employee and supervisor. Any personnel requiring specific provisions as a result of an evaluation including normal duties and responsibilities, must successfully accomplish these changes within a given time period. At the end of this time period, another evaluation will take place to assess the specified provisions that were required for that individual. The evaluation process seeks to assess the effectiveness of personnel and encourage improvement. The performance merit evaluation also requires the college president's review. [3.11]

The teaching faculty are evaluated through a different evaluation form. In 2013, a new performance merit evaluation was created in place of the general performance merit evaluation that was used to evaluate the faculty. The new performance merit evaluation specifically reflects faculty responsibilities. This change was to ensure that all required duties and responsibilities of a faculty were included in the evaluation. Such duties and responsibilities are the creation and assessment of student learning outcomes, teaching methodologies and assessment activities. The faculty merit evaluation was established, approved and implemented in spring 2013. [3.12]

### **Analysis and Evaluation**

Palau Community College assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. Palau Community College has in place written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. The evaluation processes seek to assess effectiveness of personnel and encourage improvement and the actions taken following evaluations are formal, timely, and documented. The college personnel evaluation requirements ensure institutional effectiveness and improvements.

### **Actionable Improvement Plans**

Palau Community College will continue to evaluate all its personnel systematically and at stated intervals. The College will continue to use its written evaluation criteria to assess the effectiveness of its personnel and to encourage improvements. The College will continue to review the evaluation instruments and make the necessary revisions when needed.

- 6. The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning.**

## **Evidence of Meeting the Standards**

The college evaluation of faculty includes the overall performance of duties and responsibilities. The faculty's use of assessment and results to improve teaching and learning is a component of the overall performance evaluation. The duties and responsibilities of a faculty include completion of student learning assessments and action plans. Faculty members are responsible for assessing courses at the end of each semester and evaluating degree programs/academic departments every three years through program/department reviews. Faculty are required to use the results of these course assessments and program/department reviews to plan and implement plans to improve teaching and learning.

Academic administrators and other personnel directly responsible for student learning are evaluated using the college performance merit evaluation where their responsibilities of using assessment results to improve teaching and learning are embedded within the evaluation instrument.

## **Analysis and Evaluation**

Palau Community College faculty, academic administrators, and other personnel directly responsible for student learning regularly assess student learning outcomes and use assessment results to improve learning and teaching. Assessment of student learning includes student learning at the course level, program/academic department level, service level and institutional level.

## **Actionable Improvement Plans**

Palau Community College will continue to evaluate faculty, academic administrators and others responsible for student learning through annual performance evaluation. The college will continue to evaluate its personnel to ensure that the learning outcome assessment results are used to improve teaching and learning. The college's Human Resources Division will continue to remind evaluators to evaluate the overall performance of duties and responsibilities of faculty, academic administrators and other personnel responsible for student learning. The overall duties and responsibilities include using the assessment results of student learning outcomes to improve teaching and learning.

- 7. The institution maintains a sufficient number of qualified faculty, which includes full time faculty and may include part time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes.**

## **Evidence of Meeting the Standards**

Palau Community College maintains a sufficient number of qualified faculty which includes full-time, part-time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes. The college has twenty-one (21) academic degree programs and eight (8) academic departments.

To ensure the quality of educational programs and services to achieve institutional mission and purposes, 100% of academic degree programs and departments are chaired by full time college faculty. All degree programs and academic departments maintain full time faculty working closely with the degree program/academic department part time and adjunct faculty. [3.13]

PCC maintains appropriate staffing levels for each program and service based on student enrollment and other college service users, and other institutional needs. For example, a degree program with fewer students may require one faculty; however, general education departments which serve all degree programs will require more faculty. The current sufficient number of qualified faculty possess appropriate educational credentials and experience to support the institutions educational programs. The faculty are responsible to review instructional curriculums, assess student learning, and attend professional development activities.

The college does not have distance education/correspondence education degree programs. Current faculty may be assigned to teach online courses in their respective programs/departments. Based on student enrollment and needs, part-time and adjunct instructors may be hired and trained to teach online courses.

### **Analysis and Evaluation**

Palau Community College maintains a sufficient number of qualified faculty to assure the fulfillment of the faculty responsibilities essential to quality educational programs and services and work to achieve Palau Community College's institutional mission and purposes.

### **Actionable Improvement Plans**

Palau Community College will continue to maintain an adequate number of qualified faculty members to ensure that the institution continues to provide quality educational programs and services and that it meets its institutional mission and purposes.

- 8. An institution with part time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.**

### **Evidence of Meeting the Standards**

The college part-time and adjunct faculty have employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. A part of any faculty's employment contract is the listing of duties and responsibilities to be performed by that individual. A teaching assignment of any given semester is spelled out in the semester course schedule identifying class days, meeting times and room assignment. Course required concepts, assignments, different methods of teaching, and evaluation are specified in the course outline assigned to all part time and adjunct faculty. Semester orientation is scheduled and conducted by the degree program/academic department chair with the part-time or adjunct faculty. Course assessment orientation is provided by the Associate Dean of Academic Affairs. During

Academic Affairs semesterly meetings and trainings, the Dean of Academic Affairs extends an invitation to all part time and adjunct faculty teaching course/courses during that given semester as part of their integration into the college. [3.14]

Part-time and adjunct faculty follow the same hiring practices applicable to all college employees. Evaluation of qualifications and the selection process ensure that part-time and adjunct faculty meet the required hiring criteria.

### **Analysis and Evaluation**

Palau Community College has employment policies and practices which provide for orientation, oversight, evaluation, and professional development of its part-time and adjunct faculty. The institution provides opportunities for integration of part-time and adjunct faculty into the life of the institution.

### **Actionable Improvement Plans**

Palau Community College will continue to follow its policies and practices for orientation, oversight, evaluation, and professional development of its part-time and adjunct faculty.

## **9. The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution.**

### **Evidence of Meeting the Standards**

Palau Community College has a sufficient number of staff with qualifications to support institutional effectiveness. The college employed 176 employees in the fall of 2015. 78% of the 176 were non-faculty providing support services to ensure effective educational, technological, physical, and administrative operations of the institution. PCC maintains appropriate staffing levels for its services based on student enrollment and institutional needs. Qualifications of support personnel are based on service area needs that may range from work experience to high school diplomas to higher level degrees. [3.15]

In 2012, the college hired an additional academic advisor/counselor to concentrate on undeclared and unclassified students. The hired academic advisor/counselor possesses a Bachelor of Arts degree in Social Work with related work experience. Hiring the additional academic advisor/counselor enabled the remaining advisors/counselors to focus on student population within each of the schools. In 2013, the college hired an additional technician to accommodate the technology needs of the institution. The additional technician possesses an Associate of Science degree in Information Technology. In 2013, the college hired an additional cafeteria cook who possesses an Associate of Science degree in Tourism & Hospitality-Food and Beverage. In 2013, the college hired an additional cook with 17 years of work experience with the Palau Pacific Resort's Food and Beverage Department. In regards to the college's Physical Plant, there is a sufficient number of qualified staff to complete projects; however, when needs

arise, such as emergency matters requiring more time and man power, the college consults and hires outside construction companies to assist the college's Physical Plant.

In 2011-2012, the college Business office went through a major turnover when most of the employees retired. The college replaced the retired employees by hiring new employees with educational credentials in the business field. The positive changes since the turnover have improved the college Business office services to employees as well as students. In 2014, the college Library hired two (2) additional library support staff to assist in providing quality services to students and other library patrons from the community. The additional library staff had allowed the college Library to continue its daily operations from 7:30 am to 7:00 pm on Mondays to Thursdays; Fridays from 7:30 a.m. to 5:00 p.m.; and Saturdays from 9:00 a.m. to 6:00 p.m. The library services are provided to ensure that student learning continues outside the classroom. [3.16]

### **Analysis and Evaluation**

Palau Community College currently has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. Qualifications vary depending on service area needs.

### **Actionable Improvement Plans**

Palau Community College will continue to effectively support the educational, technological, physical, and administrative operations of the institutions by hiring and maintaining a sufficient number of qualified employees.

### **10. The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution's mission and purposes.**

#### **Evidence of Meeting the Standards**

The college maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services. The college Chief Executive Officer who has the core responsibility of the institution holds a doctorate degree in Education with a vast working experience from other levels of education; such levels are elementary education, secondary education and school administration. The college President hired by the college Board of Trustees has been leading the college since 1999 making sixteen years to date. The college President's experiences also include six years of being one of the nineteen Commissioners of the Accrediting Commission for Community and Junior Colleges - Western Association of Schools and Colleges (ACCJC-WASC). The Dean of Student Services holds a Master Degree in Education with a concentration in Post-Secondary Leadership with more than twenty years of academic work experiences at the college. The Dean of Continuing Education holds a Master Degree in Education with a concentration in Post-Secondary Leadership and has been with the college since 1990. The college hires and maintains expert individuals to support the institution's mission and purposes. [3.17]

PCC maintains an appropriate number of administrators with required qualifications and experience to provide effective leadership and services supporting the institutional mission and purposes. The college maintains five administrators, and they are the Vice President of Administration and Finance, Vice President of the Cooperative Research and Extension (Land Grant), Dean of Academic Affairs, Dean of Student Services, and Dean of Continuing Education. The Chief Executive Officer with the five administrators provides effective administrative leadership and services to support the institution's mission and purposes.

### **Analysis and Evaluation**

Palau Community College currently maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution's mission and purposes. The college number of administrators is based on the purposes and the needs of the institution.

### **Actionable Improvement Plans**

Palau Community College will continue to provide effective administrative leadership and services by hiring and maintaining qualified administrators that work to support the institution's mission and purposes.

**11. The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.**

### **Evidence of Meeting the Standards**

The college establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. The college established policies and procedures are published through the Personnel Rules and Regulations Manual. This manual provides guidelines which must be adhered to by all employees of the institution. The college Personnel Rules and Regulations Manual goes through a regular review every four years. When the need arises, revisions will be made and implemented to ensure currency and relevancy. The college appoints a working committee to ensure that existing policies and regulations continue to meet the needs of the institution. Furthermore, specific policies and regulations such as Violence Against Women Re-authorization Act and Alcohol and Drug Abuse are available also to the college personnel through the college website, [www.palau.edu](http://www.palau.edu), and individual distributions. Personnel policies and procedures are fair and equitably and consistently administered. The Human Resources Division has the responsibility to ensure that the college is administering its policies and procedures consistently and equitably. Individuals who feel that they are not equitably treated may file a formal complaint following the grievance procedure. To date, there are no pending or unresolved grievances. [3.18]

Palau Community College's established personnel policies and procedures undergo review every four years by an appointed college committee with members representing all areas of the college, including faculty and students. Revisions are recommended by the committee to the college

President for review and approval. The approved recommendations are reviewed and approved by the College Board of Trustees for implementation. The college personnel policies and procedures have been recently reviewed and are currently undergoing final review and approval by the college President. Upon approval by the College Board of Trustees, personnel policies and procedures will be publicized in the Personnel Rules and Regulations Manual. The Manual will be disseminated to all college departments and divisions, and published on the college website.

### **Analysis and Evaluation**

Palau Community College establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered. The college personnel policies and procedures have recently been reviewed and are currently undergoing final review and approval by the college President. Upon the approval of policies and procedures, copies will be made available to all employees.

### **Actionable Improvement Plans**

Palau Community College will continue to review and revise and publish its personnel policies and procedures. The college will continue to review every four years to ensure currency and relevancy in meeting institutional needs. Copies of the Manual will be made available to all employees. The Human Resources Division will continue to ensure that the college is administering its policies and procedures consistently and equitably.

**12. Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.**

### **Evidence of Meeting the Standards**

The college creates and maintains appropriate programs, practices, and services that support its diverse personnel through transparent written policies and practices. The college Personnel Rules and Regulations Manual clearly defines salary pay levels and steps for each position. According to the college's personnel rules and regulations, an in-service personnel who earns the next degree level of higher education will move up to the next salary scale level. Upon the request of the college President, in 2014 the College Board of Trustees approved a 4% salary increment across the board.

Professional development opportunities are offered to all personnel of Palau Community College regardless of nationality, gender, race, age, religion, sexual orientation, or other diverse attributes. Professional development includes opportunities to further education to receive associate, bachelor, and master degrees. These levels of education are provided by Palau Community College and/or through the college by other institutions. For example, employees with high school diplomas are given opportunities to further their education in any of the

college's twenty-one degree programs with tuition waivers. Employees wishing to pursue bachelor and/or master degrees are provided opportunities to enroll in such programs with San Diego State University with the support of Palau Community College. Financial assistance and payment plans negotiated by Palau Community College are made available through agreements between the students, the institutions, and the Palau National Scholarship Board. Additional services such as advising, counseling, scheduling, and Internet connectivity are provided by the institution to support successful completion of the program. [3.19]

Through the college executive committee, the Human Resources Division (HRD) continues to educate personnel of any changes or revision of the policies and regulations. HRD continues to inform all employees of any changes and updates of required/optional benefits by external agencies and obligations mandated by the Republic of Palau laws. The college provides Social Security benefits and medical health insurances to all employees. Other benefits such as group life insurance and group health insurance are available through the college for employees who may wish to apply for. The college also provides a Pension Plan Program (retirement benefit) to all employees who are citizens of the Republic of Palau, Republic of the Marshall Islands and the Federated States of Micronesia (Freely Associated States with the United States). The college provides an optional in-house retirement program to non-Freely Associated State citizens who wish to take part in the program. [3.20]

Palau Community College continues to hire and maintain diversified personnel. In 2014, a citizen of the Federated States of Micronesia was hired by the college as a dorm manager adding to an existing diverse personnel providing support to the diverse college housing residents. The college also hired an additional counselor/advisor that is from the United States, to help support the needs of the diverse student population. The college faculty is a proof of a great diversity. Faculty include individuals from the Republic of Palau, United States of America, Japan, Republic of China (Taiwan), Slovak, Ghana, Republic of the Philippines, Australia, and the Federated States of Micronesia. The college's diversified personnel are required to adhere to all written personnel rules and regulations of the institution. [3.21]

Because the Republic of Palau does not mandate employment with regards to diversity, Palau Community College is not required to employ people of different nationalities. However, the Republic of Palau Public Law (RPPL) 4-2 mandates that Palau Community College's intended student population are citizens of the Republic of Palau, citizens of the Republic of the Marshall Islands, and citizens of the Federated States of Micronesia and other such students who may wish to apply for admissions to the college. With this mandate, Palau Community College employs people of different nationalities to ensure that the needs of a diverse student population are met as well as to support the institutional mission and its purposes. [3.22]

### **Analysis and Evaluation**

Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. Such programs, practices, and services include salary increments, social security and pension benefits, life and health insurances, and professional development opportunities among others. The institution continues to inform personnel of any changes or revision of its policies and regulations as well as changes in benefits

and obligations mandated by the Republic of Palau laws. The college employs people of different nationalities to help support the needs of its diverse student population and the institutional mission.

### **Actionable Improvement Plans**

Palau Community College will continue to institute and maintain programs, practices, and services that support its diverse personnel. Palau Community College is not mandated to employ people of different nationalities; however, the college will continue to ensure having diverse personnel to meet the needs of its student population and support its institutional mission as the college continues to strive to provide quality and excellence.

### **13. The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.**

#### **Evidence of Meeting the Standards**

The college upholds a written code of professional ethics referred to as unifying principles for all of its personnel. The unifying principles are highly valued statements or beliefs which form the basis for policy setting, planning, daily interaction with one another, and decision-making. The unifying principles serve as a cornerstone on which the college builds a successful institution. Palau Community College believes in teamwork, quality, open communication, managing with goals, promoting leadership, integrity and loyalty, community ownership, continuous improvement, creativity and innovation, people and respect for others. The college requires all employees to promote and engage in the same beliefs. [3.23]

To promote such beliefs, the college publishes them in different publications, such as the annual reports, the general catalog, posters, and the Fact Books, and on the college website, [www.palau.edu](http://www.palau.edu). They are also promoted in college wide general assemblies and meetings. [3.24]

These unifying principles are the foundation of the personnel rules and regulations. The established rules and regulations outline the consequences for violation. The college personnel rules and regulations must be upheld by all employees. [3.25]

#### **Analysis and Evaluation**

Palau Community College upholds a written code of professional ethics referred to as unifying principles for all of its personnel. These principles are the cornerstone of the college's established personnel rules and regulations which include consequences for violation.

### **Actionable Improvement Plans**

Palau Community College will continue to uphold professional ethics (unifying principles) for all its personnel. The college will continue to foster these unifying principles as well as enforce the consequences for violation in accordance to its personnel rules and regulations.

**14. The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.**

#### **Evidence of Meeting the Standards**

The college plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs.

Every year the college Board of Trustees members attend trainings, such as Asia Pacific Association of Fiduciary Studies (APAFS) and annual trainings for community colleges board of trustees. Administrators attend annual meetings and trainings sponsored by the Pacific Post-Secondary Education Consortium and conferences sponsored by ACCJC-WASC such as Academic Resource Conferences (ARC) and Strengthening Student Successes (SSS). In 2014 the college Dean of Academic Affairs had an opportunity to attend a Pacific Leadership Training at the University of Hawaii-Manoa for three months. The Institutional researcher attends the Annual Association for Institutional Research (AIR) Forum. These trainings allow the college institutional researcher to obtain the updated requirements of the U.S. Department of Education for institutional reports. In March 2015, deans, directors, faculty and staff attended an emergency management training workshop in Guam. [3.26]

The college faculty are given opportunities to attend on-island and off-island trainings relevant to their field of expertise as well as other topics pertinent to instructional and institutional needs. On island trainings include course assessment and analyzing data and ACCJC 2014 standards. In addition, in fall 2015, technical education faculty participated in a three day NCCER (National Center for Construction Education and Research) training focused on teaching methods and instructional delivery for the technical education classroom. The Criminal Justice faculty participated in a three day workshop in 2014 on the updated Palau penal code to ensure that the college's current Criminal Justice program remains current and relevant to the Republic of Palau. Because of the development of two new courses, mathematics and English faculty attended trainings on teaching methodologies. [3.27]

The faculty also participate in off island trainings. Faculty from the Small Engine and Outboard Marine Technology program attended a week training in Japan in September 2015 specifically on Yamaha engines. This specific training was needed to ensure that the program remains in support of the community needs of Palau and Micronesia. The Automotive Mechanics and the Air-conditioning and Refrigeration programs faculty attended trainings in Taiwan, R.O.C. in 2014 and 2015 respectively. These training durations of three months gave the faculty an opportunity to upgrade and enhance their skills and knowledge in their fields. [3.28]

Through different grant trainings, science faculty are given opportunities to attend grant related professional development to ensure that grant funds continue to support teaching and learning. The science department has obtained needed equipment and materials to support teaching

activities as well as the opportunity for students to travel outside Palau to participate in student presentations, student conferences and fieldwork sponsored by these grants. [3.29]

Annually, the Director of Library Services and library support staff are given opportunities to attend trainings provided by the Association of American Librarians and Pacific Islands Association of Libraries Archives and Museums (PIALA). College counselors attend the American College Counselors Association (ACCA) annually to maintain certification and given an opportunity to be trained with the Republic of Palau Ministry of Health's Bureau of Behavioral Health professionals. The college support staff attends trainings such as those sponsored by ACCJC-WASC. Such trainings are the Academic Resource Conferences (ARC) and Strengthening Student Success (SSS), customer service training, technology training and English writing training. [3.30]

The college provides professional development to personnel under the Finance Division both on island and off. Such trainings include MIP Fund Accounting and the Association of the Pacific Islands Public Auditor (APIPA) conference trainings. The Director of Financial Aid attends U.S. Department of Education annual trainings to ensure that the college remains eligible for Title IV grants. [3.31]

In 2010, the college provided assessment training college wide with the assistance of Dr. Mary Alan. A series of trainings on research methods and data collection provided by Mid-Continent Research Education Laboratory (McREL) was held at the college for college personnel from March 2014 to November 2014. With the implementation of the TracDat assessment system in 2013, the college has provided opportunities for on island and off island trainings. In October 2013, college personnel who attended the Strengthening Student Success Conference in California participated in a half-day TracDat training. In June 2015, college personnel participated in TracDat training in Pennsylvania and in fall 2015, Dr. Rene Ray Somera conducted a one-day on-island training on TracDat and assessment. [3.32]

The college personnel are also given professional development opportunities through the Maintenance Assistance Program (MAP), Continuing Education program as well as through Palau Community College associate degrees and San Diego State University distance education bachelor's and master's degrees programs. [3.33]

The college gives opportunities for its personnel to attend annual ACCJC Pacific trainings. In 2010, 2012 and 2015, the college provided opportunities for administrators, faculty and staff to attend annual ACCJC meetings and Pacific regional trainings. To date, 100% of the College employees have completed the Accreditation Basics Online course. [3.34]

Professional development needs are identified by individual employees' requests through performance evaluations, program reviews, and division/department specific needs as well as institutional needs. Requests are provided in writing to ensure that the specific professional development is relevant to the needs of the individual and the division/department to support overall institutional effectiveness. Professional development opportunities are offered within the financial means of the institution. [3.35]

In 2010, post-training evaluations of professional development became a requirement for all personnel who travel outside of Palau in the name of the institution attending trainings, conferences and meetings. The required Post- Training Evaluation Form must be completed and submitted to the Human Resource Division, Business Office, and the immediate supervisors reporting what was learned, how the information will be shared amongst the constituents, and reasons why the college should continue its attendance. All employees traveling outside of Palau are required to submit a trip report to the college President upon return. Information sharing begins at the Chief Executive Officer's level. Professional development information sharing continues through department/division meetings and Executive Committee meetings, and also through specific workshops/trainings/information sharing with appropriate personnel. The continued professional development in and out of Palau is in support of the institutional mission and ensures academic quality, student achievement and institutional effectiveness. [3.36]

Professional development activities have impacted improvement of teaching and learning by carrying the knowledge and skills acquired into all aspects of instruction, including teaching preparation, delivery and style, assessment of teaching and learning and implementation of changes to improve student learning. For example, learning outcomes assessment training has helped fulltime, part time, and adjunct faculty assess the student learning outcomes and use the results to improve teaching. Learning outcomes assessment has led faculty to change teaching delivery methods, learning activities or assessment tools which all contribute to better meeting the individual needs of the students as well as meeting the expected learning outcomes. [3.37]

To support the online courses, faculty and technical support staff attended MoodleMoot conferences. Through such trainings, faculty were able to improve the design of the online courses to a more user friendly interface to support student learning. Technical support personnel were able to obtain knowledge of the technical support services of Moodle. All faculty who teach online courses go through training prior to teaching. [3.38]

The continued trainings and workshops by the U.S. Department of Education have allowed the college Director of Financial Aid to stay abreast of the updates of policies and regulations pertaining to financial aid assistance. With these trainings and workshops, the college has maintained its Title IV eligibility enabling the college to continue to provide teaching and learning services. [3.39]

### **Analysis and Evaluation**

Palau Community College plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The college provides professional development to ensure that individual, division/department, and institutional needs are met. Professional development attended outside of Palau requires evaluation and trip report submission by college participants. The college has provided professional development opportunities within its financial means to improve teaching, learning and other services to administrators, faculty, staff, students and the community.

## **Actionable Improvement Plans**

Palau Community College will continue to provide all its personnel with appropriate opportunities within its financial means for continued professional development consistent with its institutional mission and based on evolving pedagogy, technology, and learning needs. Palau Community College will continue to provide professional development opportunities relevant to individual, division/department, and institutional needs. To ensure professional development opportunities are systematically evaluated and that the college uses the results of such evaluations as the basis for improvement, there is a need to revise the current professional development Post-Training Evaluation Form to reflect all aspects of the FAMED process (institutional assessment process). This revision should include a process that includes completion of the Post-Training Evaluation form, development of plans on how the training information will be shared, implementation of those plans, evaluation of how information was shared, and an overall report of results to the institution. This information will be included and available under the Human Resources Division - Administration and Finance Department phase of TracDat by the end of 2016.

**15. 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.**

## **Evidence of Meeting the Standards**

The college makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law. Palau Community College has a written policy for the security and confidentiality of personnel records. Personnel records of all employees are secured at the Human Resources Division. The only individuals allowed access to personnel records according to the policy are the individuals themselves, the individual's supervisor, and the college President. In the event access to a personnel file is requested by anyone other than the individual, the supervisor, or the college President, written permission from the individual is required in order for the release of information. Individuals can access and view their personal files in person only at the Human Resources Division Office at any time. [3.40]

## **Analysis and Evaluation**

Palau Community College has provisions for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

## **Actionable Improvement Plans**

Palau Community College will continue to adhere to security and confidentiality of employee records by keeping them in a secure location and to insure that access to employee files are limited to only those who are permitted access to them.

## **B. Physical Resources**

- 1. The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.**

### **Evidence of Meeting the Standard**

Palau Community College (PCC) assures safe and sufficient physical resources at all locations where it offers courses, programs and learning support services. The college's main campus is located in Koror State. The Republic of Palau Public Law (RPPL) 4-2 that created PCC designated the land at that time for the college's use. All facilities situated on the main campus are fully owned by the college. These facilities include classroom buildings, offices, technical trade laboratories, computer labs, science labs, staff housing, cafeteria, dormitories, library, restroom facilities, and numerous summer huts. All these facilities are under the care of the Physical Plant Division which is comprised of the Maintenance Unit and the Security Services Unit. [3.41]

The Maintenance Unit has a team of sixteen (16) personnel that includes electricians, carpenters, a landscaper, a custodian, maintenance technicians, and a secretary. The primary role of this unit is to ensure a safe and secure campus to promote a healthy learning and working environment. To ensure a safe and secure campus, the maintenance unit projects and daily operations include facilities repairs, renovations, construction of new facilities, landscaping, trash collection, housekeeping, land and water transportation services and logistical services. In the event when the college has multiple projects and requires additional manpower and/or specific expertise, it procures outside services for assistance. The Ibokill training center was constructed by the Mabuchi Construction, whose services were secured to complete this needed College facility. In addition, the College also secures the services of various PCC student organizations to assist in campus landscaping and grounds maintenance projects. [3.42]

The existing facilities are sufficient for the college's current programs and services. In any given academic year, there has always been enough classrooms for all offered courses, including the TRIO programs and Adult High School classroom needs. The computer and science laboratories on campus for academic programs are adequate to meet the needs of the program requirements. This is evident in the service schedules that are prepared on a semester basis. Furthermore, the College made available student Wi-Fi dedicated for student use which enables them to access learning resources online. This provides an extension of the computer services to support student needs. Tutoring centers and learning service areas such as academic advising and counseling, and financial aid counseling have sufficient space to meet student needs. The three college dormitory buildings have the capacity to house 124 students. For the past several years, the dorms have never reached capacity; however, for fall 2015 semester, the College accepted all 124 dorm resident applications to reach its 124 student occupancy. [3.43]

Palau Community College also has facilities located outside the main campus. The PCC Cooperative Research and Extension Department's Multi-Purpose Hatchery and Research and

Development Station are located in Ngeremlengui State. These facilities are located on lands that are leased to the college. The Multi-Purpose Hatchery and Research and Development Station facilities, which are used for research and field work, are owned by the college and their safety and security are maintained by the Physical Plant Division and the Cooperative Research & Extension Department. The existing facilities at these extension campuses sufficiently support research and student learning activities. [3.44]

PCC also offers its Nursing Career Ladder Degree Program on the neighboring island of Yap, Federated States of Micronesia. The classrooms and laboratories for these courses are held at the Yap State Department of Health. The Yap State Department of Health, through a memorandum of understanding with Palau Community College, provides classroom and lab space, technology and library resources, and security and safety services. Thru this memorandum of understanding between these two institutions, Palau Community College ensures the sufficient control of the quality of off-site facilities in Yap State. PCC personnel including the dean and associate dean of Academic Affairs, Student Services representatives, and the Accreditation Liaison Officer make periodic visits to the Department of Health, Yap State, FSM to ensure the resources are adequate to support a healthy learning and working environment. [3.45]

PCC's facilities are constructed and maintained to assure access, safety, security and a healthful learning and working environment. Republic of Palau Public Law 5-13 (RPPL 5-13) mandates that all access to all government facilities must be accessible to persons with special needs. RPPL 5-13 is a law that amended 30 PNC Chapter 5. To comply with this act, PCC has provided parking spaces for people with special needs located near the front entrance of buildings, wheelchair access to the first floor of each building through ramps for individuals, wide doorways for accommodating wheelchair users, and at least one male and one female restroom facility with oversized doorways and safety rails. For example, the Administration Building has designated parking for people with special needs. The main entrance to the building has a ramp and an automatic door allowing easy wheelchair access. All student support services are offered on the first floor of buildings ensuring easy access to all service receivers. Proper accommodations are made to ensure that students with special needs have easy access to all classes, including all instructional support services. [3.46]

The Security Services Unit is responsible for keeping the campus safe and secure. The college security officers are required by the College to attend the national Police Academy program under the Ministry of Justice, which all have completed. The national Police Academy program provides physical fitness; first aid/CPR; emergency, fire and other disaster drills; incident report writing; and ticket writing trainings. [3.47]

Security officers' work schedules are staggered as such that the college is able to provide 24 hour security services throughout the year on the upper area of the main campus, which encompasses all college classrooms, labs, offices and the library. The lower campus, which includes both the dormitories and Cafeteria are provided security services daily from 8am to 5pm and from 9pm to 6am. However, the college has three live-in dorm managers who help ensure the safety and security of students and dorm facilities between 5pm and 9pm daily. On those occasions when there is a function held on the lower campus such as International Nights, Valentine's Bash, and Residents' Christmas or New Year's parties, the college secures the services of the Bureau of

Public Safety to provide additional security services. The Cooperative Research and Extension Department's Multi-Species Hatchery and Research and Development Station also have security personnel that provide security services for these two off-site facilities. [3.48]

To promote the safety and security of college students and personnel, the college makes available its critical safety and security tips as well as guidelines for reporting crimes through its website at [www.palau.edu](http://www.palau.edu), new student orientation, and the faculty and staff general assembly. In 2015, the College sent a team of seven members to Guam to attend a Federal Emergency Management Agency (FEMA) training on Higher Education Emergency Management System by the US Department of Homeland Security. The College took part in this training in order to better plan for and prepare in the event of natural disasters and emergencies. This training has allowed the College to revisit its Emergency Procedures Manual to ensure its currency and relevancy. [3.49]

Palau Community College does not offer any degree programs thru distance education or correspondence education. However, the online computer laboratory receives the same services the College offers for all of its facilities and equipment. The lab is evaluated on a regular basis.

### **Analysis and Evaluation**

Palau Community College assures safe and sufficient physical resources at the college's main campus in Koror, the extension campus in Ngeremlengui, and the off-site location in Yap State, FSM where it offers courses, programs and learning support services. The college facilities are constructed and maintained to assure access, safety, security and a healthful learning and working environment. The College provides adequate access to the campus and its facilities to support people with special needs. The College participates in emergency preparedness training and activities to ensure adequate safety and security of students and personnel, as well as its facilities. The College has established a Campus Emergency Preparedness Task Force that has been directed to review the existing Emergency Preparedness Manual for its currency and relevancy, establish a plan that will be used in the event of a natural disaster/emergency, and establish an emergency operations center on the campus.

### **Actionable Improvement Plans**

PCC continues to ensure safe and sufficient physical resources at all locations where it offers courses, programs and learning support services. It will continue to construct and maintain accessible, safe and secure facilities and campuses to promote a healthful learning and working environment. The Campus Emergency Preparedness Task Force will submit its plan to the College President for review, approval and implementation by the end of March 2016.

- 2. The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.**

## Evidence of Meeting the Standard

Palau Community College assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission by planning or building, maintaining, upgrading, and/or replacing its physical resources which include facilities, equipment, land, and other assets.

Strategic Direction 3, Goal 3.2, Objective 3.2.1 of the 15-Year Institutional Master Plan requires Palau Community College to provide adequate, safe and accessible facilities to meet the space needs of a learning-centered institution. To comply with this goal, the college continues to plan, build, and renovate facilities. Such buildings under the plan are the new academic building and student center. Facilities under the plan that have been completed include the Palau Tourism and Hospitality School of Excellence and the Multi-Species Hatchery. The Automotive Mechanics Technology shop has been upgraded and the Tekrar building housing the General Electronics Technology, Electrical Technology, and Air Conditioning and Refrigeration Technology programs was reroofed in 2014. The Keskas and Dort buildings housing classrooms and offices were also reroofed in 2014. The Learning Resources Center has been renovated increasing the tutoring lab for students. The main parking lot in front of the Administration building was resurfaced in 2014. The main hall of the cafeteria underwent renovation as well in 2014. These activities, among others, were made in support of effective utilization and assure the continuing quality required to support programs and services in order to achieve the college mission.

Palau Community College considers the needs of programs and services when planning its buildings. At present, three new classrooms are being constructed within the Temekai building to support the degree programs that will be undergoing renovations in their respective areas. These classrooms are being constructed according to the affected program and service needs.

The College has completed reconstruction of the Tutau building which now provides two housing units for personnel. In addition, two buildings each with four units have been completed to provide additional housing for personnel. The three dormitory facilities have been renovated to ensure adequate housing accommodations for students. [3.50]

Through program and/or service area program reviews, action plans identify needed equipment that is required to support college programs and services. The Cafeteria service area program review in 2012 identified a need to replace an existing gas oven. The College procured a new gas oven as a result of the assessment action plan. In 2014, the College procured sixteen (16) split type air conditioning units to replace the old air conditioning units in the college Library. The college acquired laser printers, office jet printers, scanners, and video to DVD converter among other equipment to ensure necessary support to its programs and services. The Information Technology (IT) program review of 2005-2009 identified as a major need for improvement the relocation of the IT program classroom. This need has been met as reported in the 2009-2012 program review where the IT classroom was relocated from the lower campus to where it is currently located in the Btaches building on the upper campus. [3.51]

When RPPL 4-2 created PCC, it designated land at that time to the college. This land is located in Koror State housing the college's main campus. The college has use of the lands in

Ngeremlengui State on lease agreements. The PCC Cooperative Research and Extension Department Multi-Purpose Hatchery and Research and Development Station are located on these lands. [3.52]

Palau Community College has acquired other assets such as vehicles, boats, a saw-mill, servers, and satellite dish and continues to add as necessary. Vehicles and boats have been acquired to ensure availability of transportation for the institution's programs and services. Such programs and services are student land/water field trips, student transportation between classrooms and the field laboratory, and student observations and practicum conducted off campus and outside of the city of Koror. The saw-mill was purchased to support the academic program activities in the area of the Construction Technology Program and also to support the construction work around the campus. The college purchased servers to support the online courses, storing of official student data, assessment data, and financial data, the student Wi-Fi, and the storing of student Federal Financial Aid information as well as to support uploading college information to the US Department of Education website amongst others. These, in addition to other assets, have been acquired to support college programs and services to achieve its mission to ensure quality learning and institutional effectiveness.

### **Analysis and Evaluation**

Palau Community assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission by planning or building, maintaining, upgrading, and/or replacing its physical resources which include facilities, equipment, land, and other assets. Through regular evaluations and program reviews, the College addresses its programs and services needs to provide an environment that is conducive to learning and working.

### **Actionable Improvement Plans**

Palau Community College will continue to plan and acquire or build, maintain, upgrade or replace its physical resources to support the institution mission. Through evaluations, program reviews, and its 15-Year Institutional Master Plan, the College will continue to provide facilities and equipment to ensure an environment that is conducive to learning and working.

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

### **Evidence of Meeting the Standard**

Palau Community College plans and evaluates its facilities and equipment on a regular basis. The College uses evaluation results to assure the feasibility and effectiveness of its physical resources to support institutional programs and services. Through regular program reviews, service users' satisfaction surveys, computer classroom evaluations, and the College campus walkthroughs, the College assesses the use of its facilities and uses the results to make improvement.

Through program reviews, action plans identify needed equipment that is required to support college programs and services. The Cafeteria service area program review in 2012 identified a need to replace an existing gas oven. The College procured a new gas oven as a result of the assessment action plan. The Information Technology (IT) program review of 2005-2009 identified as a major need for improvement the relocation of the IT program classroom. This need has been met as reported in the 2009-2012 program review where the IT classroom was relocated from the lower campus to where it is currently located in the Batches building on the upper campus. [3.53]

Through satisfactory survey results, needs are identified to improve programs and services. For example, the Student Life unit satisfactory survey indicated a need for additional office space. In 2013, the College constructed additional space to support academic advising services. [3.54]

A general evaluation of facilities and equipment is done on a regular basis through a walkthrough of the campus grounds. The President and college administrators conduct a walk to compile a “To Do List” of tasks which is then assigned to the appropriate unit. At times, requests made during the walkthrough assessment by program/service area personnel are approved and addressed immediately due to the urgency of the request. For example, in summer 2015, the Small Engine and Outboard Marine Technology lab underwent improvement as a result of a walkthrough. Thirteen student lockers were constructed, the lab was repainted and the entire shop area was cleaned and organized to provide a clean and conducive learning environment for students. [3.55]

Work orders are prepared by divisions/departments for some requests that need maintenance attention. Such requests include air conditioning repair/replacement, constructing bookshelves and office partitions, door replacements, and roof repairs as well as water transportation requests. Water transportation is provided to support teaching and learning needs; such needs are science field trips and education internship visits to outlying states. [3.56]

Request for minor repairs such as light bulb replacements, door knob replacements, and clogged toilet bowls and other matters that require immediate attention will be directed to the maintenance unit which acts upon the request without a work order. For example, in a case that required immediate attention which was a broken water pipeline that the main campus water system is connected to, the maintenance team performed an onsite evaluation and addressed the situation immediately. In this situation, the maintenance team was able to create a temporary backup system which allowed the college to have running water while the main water line was being repaired. Addressing this situation immediately allowed the college to remain open to continue providing its programs and services. [3.57]

The college plans and evaluates its equipment on a regular basis through the college 15-Year Institutional Master Plan, Five Year Technology Plan, program reviews, and goals and objectives of the U.S. Federal programs. The Five-Year Technology Plan, Goal 10 requires the college to assess the technology plan and equipment. Goal 4 requires an established replacement of hardware on a systematic cycle. Under Goal 4, 4.1, an upgrade or replacement of servers is required every five years if necessary. Goal 4, 4.2 requires replacements of computers and battery backups every three years. The 15-Year Institutional Master Plan includes physical

resources planning for the college to support its programs and services; the institution regularly plans and evaluates its equipment to comply with the goals and objectives of the 15-Year Institutional Master Plan. In 2012, the college obtained the TracDat data management system based on assessed needs of the college to improve data assessment collection, storage and reporting. The college's U.S. Federal programs plan, evaluate, and procure needed equipment based on program goals and objectives. The Educational Talent Search program replaced its computer equipment in 2013 with newer models to better meet the needs of participants in the program. [3.58]

### **Analysis and Evaluation**

Palau Community College regularly plans and evaluates its facilities and equipment. Evaluation results are used to assure the feasibility and effectiveness of its physical resources to support institutional programs and services. Regular program reviews, service users' satisfaction surveys, computer classroom evaluations, and the College campus walkthroughs are all means of assessments the College uses to assess its physical resources. The College uses the results of these assessments to make improvement.

### **Actionable Improvement Plans**

Palau Community College will continue to plan and evaluate its physical resources through different means of assessments and use the results to support its programs and services.

Palau Community College will continue to assure the feasibility and effectiveness of its physical resources through regular evaluations of its facilities and equipment. With the academic and non-academic programs and services assessments slated to be incorporated into the TracDat management system by 2016, the College will be able to better identify institutional physical resources needs, and therefore, be able to improve planning, resource allocation and implementation to meet those needs and to ensure institutional effectiveness.

### **4. Long-range plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.**

### **Evidence of Meeting the Standard**

Palau Community College long-range plans support institutional improvement goals identified under the 15-Year Institutional Master Plan. Such plans include total cost of ownership of new facilities and equipment. The 15-Year Institutional Master Plan (2009-2024) contains the institution's improvement goals, such as a new academic building and a student center. These facilities will allow the college to better support student learning and student achievement. For example, the completion of the academic building will support the College to maintain a vibrant and diverse range of education and training programs that reflect the changing learning environment to meet the needs of students and the community it serves. The student center will allow the College to ensure that its learning support services are centralized and are sufficient to support instructional programs; thus, improving student learning and student achievement.

[3.59]

In preparation to meet its long-range plans, the college established a Library Fund account in May 2004. The library funds went to the construction of the PCC library building that was completed in 2010. The college kept the said account with a name change to Infrastructure Fund account and in 2012 began setting aside \$2,000 on a monthly basis into the said account for the college infrastructure improvement. At the same time, the college has identified possible additional sources that will help toward meeting the total cost of ownership of some of these facilities and equipment. These new buildings will be used to support existing programs; therefore, current staffing will be utilized as well as existing equipment, including acquisition of any necessary additional equipment needed. [3.60]

### **Analysis and Evaluation**

Palau Community College's long-range plans support its institutional improvement goals where the total cost of ownership includes new facilities and equipment. The College's efforts to build the infrastructure fund as well as identify other possible funding sources for its long-range capital projects indicate its commitment to support instructional programs and improve student learning and student achievement.

### **Actionable Improvement Plans**

The College will continue to make sure that its long-range capital projects support institutional improvement goals, reflecting projections of the total cost of ownership of new facilities and equipment. The College will continue to build its infrastructure fund as well as identify other possible funding sources for its long-range capital projects.

### **C. Technology Resources**

- 1. Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.**

### **Evidence of Meeting the Standard**

Palau Community College technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the college's management and operational functions, academic programs, teaching and learning, and support services. The college Computer Service Division provides various technology services including management, maintenance and troubleshooting of computer technology. Other technology services are outsourced with outside vendors who provide maintenance and troubleshooting services.

The college has an established technology plan that helps guide the college with its technology resources. The 5-Year Technology Plan is embedded into the 15-Year Institutional Master Plan, Strategic Direction 3 – Resources to ensure alignment with the college mission and institutional goals. The plan consists of goals and tasks relating to computer technology. Such goals and tasks identify various computer technology needs of the college, estimated associated cost, persons responsible for implementing tasks and the timeframe for implementation. The

Technology Resource Committee appointed by the college has the responsibility to oversee the plan. The Technology Resource Committee, where the Director of Computer Services sits as the chairperson, is comprised of members representing all areas of the college. [3.61]

The 5-Year Technology Plan requires regular evaluation to identify technology needs. Computer and other technology needs are also identified through program reviews. A requisition request made by department/division personnel is also a means of identifying technology needs. In addition, grant objectives and goals identify technology needs of the programs which receive grants. [3.62]

Identification and procurement of technology needs based on the specific requests of the service area or program ensure the needs are being met effectively. The process of procuring requests requires justification of how procurement of such request will improve student learning. Program reviews, student learning outcomes assessments, and student achievement evaluate the effectiveness of the institution's technology resources in meeting its needs.

The institution has appropriate and adequate technology resources for its programs, teaching and learning, operational functions and support services. For example, the Student Services Office uses an ID Works® identification software to generate student ID cards for new students enrolled at Palau Community College. The library has TVs and DVD players available at the media center used by students, faculty and staff, and the community for support in research, academic programs, and teaching and learning purposes. The college telephone system is a multi-line system through PBX in which all the offices have an extension that can be reached by the college reception area. Through contractual agreement with Palau National Communications Corporation (PNCC), maintenance and equipment replacement of the system is provided at the expense of the college. A memorandum of understanding with a local print company (PIE Print Shop) provides the institution with copiers for duplication needs for the office of the President, Continuing Education Office, Admissions and Financial Aid Office, Academic Affairs Office and the College Library. The rest of the departments, divisions and units make use of small photocopier machines and all-in-one printers. [3.63]

The College has appropriate and adequate technology resources to support management and operational functions, academic programs, teaching and learning and support services. The college utilizes proprietary and open source software programs to meet its institutional needs. Currently the college owns twelve servers and has contractual agreements with several software vendors to provide specific software need, such as online course management system and the institutional assessment management system. The college makes available maintenance and management services for the Library (Follett) Server, Student Record (CPortal) Server, the Financial/Management (MIP) Server, Data Assessment (TracDat) Server, PCC Online (Moodle) Server, Student WiFi (Packetfence) Server, Local Web (local.palau.edu) Server, Financial Aid (EdExpress) Server, and the Domain/Name Server (DNS), Dynamic Host Control/Protocol (DHCP) and two Proxy Servers. In maintaining and troubleshooting the college local network, the Computer Services Division of the college is responsible for laying out cables, installing and configuring network switches, wireless access points and firewalls. The college provides Internet connectivity and other web based services including Email, local and outside hosted college website, and Remote Desktop Connection Protocol (RDP). The college also provides

maintenance and troubleshooting services to computer related equipment such as desktop computers, laptops, printers, scanners, and digital projectors. [3.64]

The college provides software to support learning, teaching and other services. Such software includes Microsoft Office, Visual Studio, Adobe Photoshop, Acrobat, and InDesign, DeepFreeze, Mozilla Thunderbird and Mozilla Firefox, and Avira and Clam Antivirus. [3.65]

Palau Community College provides adequate technology support. The existing Computer Services Division office space is adequate to support technology services and activities for the college. Currently the main Computer Services Division houses the Director of Computers and Data Processing and the Systems Analyst. Adjacent to the main Computer Services Division is the college primary Server Room. The college has three staff responsible to give assistance in terms of technology support for the college. The Computer Services Division is led by the Director of Computers and Data Processing who holds a Bachelor of Arts in Applied Mathematics with a minor in computer science with 26 years of experience. The Director provides management of all college servers, DSL lines, email support and network connection and security. The Computer Services Division staff, who is the Systems Analyst, holds a Bachelor of Science in Business Management with a minor in computer science with 25 years of experience, oversees software and applications used for student records, financial management, and data assessment and also maintains the college website. The Systems Analyst provides server software installation, configuration and maintenance activities, assists software users in the use and troubleshooting software problems as well as updating the college antivirus software. Moreover, through a goal under the college 15-Year Institutional Master Plan, a Computer Technician, who holds an Associate of Science in Information Technology, was hired to provide additional technological support for the college's programs and services. Upon the hiring, the college provided an additional office in a separate building in the lower part of the campus to house the Computer Technician. [3.66]

The college continues to provide technical support through other means also. In the summer of 2013 and 2014, three graduate intern students from Carnegie Mellon University were assigned to the college to assist with technology services. Technical services included the redesign of the college website, network design and email service, and installation and configuration of the student Wi-Fi. Additional professional technology support is provided through an Information Technology program instructor, who holds a Master of Science in Software Engineering, to maintain the PCC online course management system and also the PCC Online and the Open Computer Laboratories. [3.67]

### **Analysis and Evaluation**

Palau Community College technology services, technology professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services. The college ensures appropriate and adequate hardware, software, professional support staff, facilities, and other technology support services through its 5-Year Technology Plan. Through contractual agreements with external agencies and through procurement, the college makes technology resources available to support institutional effectiveness.

## Actionable Improvement Plans

Palau Community College will continue to ensure that technology services, technology professional support, facilities, hardware, and software remain appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services. The college will continue to provide appropriate and adequate hardware, software, professional support staff, facilities, and other technology support services through its 5-Year Technology Plan. Through contractual agreements with external agencies and through procurement, the college will continue to make technology resources available to support institutional effectiveness. To continue providing adequate and appropriate technology support, there is a need to identify a larger office space for relocation of all three computer service personnel along with all necessary equipment as required to ensure a more organized technology services campus wide.

- 2. The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.**

## Evidence of Meeting the Standard

Palau Community College continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality, and capacity are adequate to support its mission, operations, programs, and services through its 5-Year Technology Plan. Through the plan's required dedicated technology budget, the college is able to plan, update and replace technology resources for teaching and learning support. Such technology resources include the student Wi-Fi DSL line, faculty laptops, student computers for classroom and online laboratories, servers, network firewalls, network switches, and surge protectors. The college 5-Year Technology Plan ensures a robust, current, sustainable, and secure technical infrastructure that promotes maximum reliability for students and faculty. [3.68]

The 5-Year Technology Plan is in its second cycle and the plan undergoes continuous revisions and updates throughout the five year timeframe. The agenda for each meeting contains a technology review and update of goals. The review ensures that the plan is implemented and remains current and relevant to the needs of the institution. The established technology procurement process allows the technology resource committee to ensure that technology decisions are based on evaluation results of programs and services. With the process, the technology resource committee prioritizes needs when making decisions to procure technology equipment and services. As stated in the process, student learning needs and faculty teaching needs are the priority of any technology purchase. Other division and department technology needs will be accommodated based on the urgency of the need. [3.69]

The technology plan outlines specific goal and tasks needed to plan for, update and replace computer related equipment throughout the college. The College also ensures that needed software is acquired, updated, and maintained to support programs and services. Goal 2.- Acquire legal licensed software for college use Tasks 2.1 to 2.3 of the technology plan enables the College to identify, procure, update and upgrade needed software to support ongoing

programs and services. The technology plan also states as Goal 3 - Upgrade College Local Area Network and Goal 4 - Establish replacement of hardware on a systematic cycle. One of the tasks, 4.3, is to upgrade, repair and/or replace all necessary technology needs as necessary. It also outlines Goal 5 which is to increase technology support with one of its tasks, 5.2, to continue to equip the library with technology equipment for teaching/learning needs as necessary. Goal 6 - Support Distance Learning Activities has as one of its tasks, 6.3, to ensure a dedicated server, computers and other necessary equipment to support online courses are purchased, maintained or upgraded as necessary. [3.70]

Following the plan under Goal 4- Establishing replacement of hardware on a systematic cycle, task 4.2 requires replacement of computers and battery backups/power surge protectors every three years. In 2012, the college, through the Asian American Native American Pacific Islander Serving Institution (AANAPISI) grant, procured desktop computers for three computer laboratory/classrooms. Also in 2012, the college purchased laptops for faculty. In 2014, through the technology budget, the college purchased a server for the student Wi-Fi, five desktop computers for the Office of Admission and Financial Aid and four laptops for the Student Life Office. [3.71]

The institution continuously plans for better technological infrastructure to ensure its quality and capacity are adequate to support its mission, operations, programs, and services. Email communication is one of the most common ways for the college personnel to communicate with one another, offsite agencies, and outside of Palau. However, the mail server was accessible only on campus. To improve the email service to support quality communication, the college, in 2013, decided to outsource its email services using Google Apps which is free for educational domains. [3.72]

### **Analysis and Evaluation**

Palau Community College continuously plans for, updates and replaces technology through its technology plan to ensure its technological infrastructure, quality, and capacity are adequate to support its mission, operations, programs, and services. The college technology decisions are based on the evaluation results of programs and services. Technology needs are prioritized using the procurement process in place for technology purchases. Outsourcing the email service has led to improvement in accessibility by being user friendly and also allowing for connection outside campus. Security of the email service has also improved with a more secure encryption of passwords and redundancy.

### **Actionable Improvement Plans**

The college will continue to plan for, update, and replace technology to promote student learning and institutional effectiveness according to its technology plan. It will continue to implement its 5-Year Technology Plan, and continue to monitor, review, and revise the plan for relevancy and currency.

- 3. The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.**

### **Evidence of Meeting the Standard**

Palau Community College assures that technology resources at all locations where it offers courses, programs and services are implemented and maintained to assure reliable access, safety, and security. The college technology plan and the college technical support staff as well as contractual agreements help plan, implement, manage, maintain and operate its technology infrastructure and equipment. The college's main Internet provider is Palau National Communications Corporation (PNCC) which is the nation's primary Internet provider. Reliability of Internet connectivity depends on the corporation's services.

The college 5-Year Technology Plan, Goal 6 - Support Distance Learning, task 6.3, ensures that a dedicated server and other necessary computer equipment are maintained and updated to support distance learning. This task ensures the integrity of all PCC distance learning courses and ensures that all distance learning students have access to the same PCC courses offered online. The college utilizes the Moodle course management system to house all distance learning online courses. Once students are officially registered to an online course, user names and passwords are required to access the online course site. Faculty teaching online courses are also required the same to access the online course site. The college through the same Moodle course management system makes online courses available to students at the main campus and also at the Yap state campus. All college online courses are accessible to PCC online students anywhere in the world given they have an Internet connection. The Moodle server is protected by a network firewall and antivirus program to ensure the safety and security of its contents. Additionally, all distance learning courses are backed up daily on the server and external drives to ensure security and safety of data. [\[3.73\]](#)

The college provides technology resources to all the college programs and services regardless of their location. Such technology resources are desktop computer, laptops, digital projectors, printers, scanners, video camera, and Internet connectivity. The 2007 Memorandum of Understanding between Palau Community College and Department of Health, Yap State, Federated States of Micronesia provided for offering of the PCC nursing degree program to practical nurses in Yap state. The agreement between these two entities calls for PCC to provide the nursing degree program and learning resources while the Yap Department of Health provides the onsite facility, technology resources and any other technical support. [\[3.74\]](#)

The college Land Grant program (Cooperative Research and Extension-CRE) is equipped with technology resources to sustain their mission which is to generate, develop and disseminate practical and sustainable technologies and knowledge in agriculture, aquaculture, environment, food and human sciences to benefit the people of the Republic of Palau. Such technology resources are desktop computers, laptops, digital projectors, printers, scanners, video camera, research equipment and Internet connectivity which is through a dial-up Internet connection at both agriculture and aquaculture locations at the extension site in Ngaremlengui State and a Digital Subscriber Line (DSL) at the CRE main office at the main campus in Koror. The

programs and services at PCC-CRE are implemented and maintained to assure reliable access, safety, and security in regards to their grant purposes. [3.75]

The college through the Electronic Rights and Responsibilities under the 5-Year Technology Plan ensures the safety and security of all computer equipment. The Technology Resources Use Agreement between college personnel and students and the college defines electronic rights and responsibilities while using college technology resources. The college ensures the safety and security of critical data through systematic backups. The college performs daily, weekly, monthly and yearly backups for the Library Destiny System, the Abila MIP Fund Accounting System, FxScholar/CPortal Student Records System, Financial Aid system, and TracDat Data Management System. All college desktop computers and laptops are protected by antivirus programs. Computers in computer laboratories and classrooms are protected by DeepFreeze, a program that prevents users from making changes to the computer programs and settings as well as prevents the saving of student files to the computer. Moreover, the college, through the use of network firewalls, ensures the safety and security of its local computer network by filtering incoming and outgoing network traffic. The eleven DSL lines that the college uses are all protected by dedicated network firewalls and proxy servers. The network firewalls and proxy servers are kept current through annual maintenance which provides troubleshooting assistance and software updates. [3.76]

### **Analysis and Evaluation**

Palau Community College assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security. The college technology plan and the college technical support staff as well as contractual agreements help plan, implement, manage, maintain and operate its technology infrastructure and equipment. Palau Community College has sufficient technology infrastructure and equipment with reliable backups and practices, including for emergencies, to support its courses, programs and services on campus and at off-site locations.

### **Actionable Improvement Plans**

Palau Community College will continue to ensure the accessibility, safety, and security of its technology resources to support its programs and services. The college will ensure that its technology plan and the college technical support staff as well as contractual agreements will continue to help plan, implement, manage, maintain and operate its technology infrastructure and equipment. Appropriate personnel will continue to follow reliable backup management and maintenance practices to ensure safety and security of its technology resources and critical data.

- 4. The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.**

## Evidence of Meeting the Standard

Palau Community College provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to programs and services offered by the College. The college has provided instruction in the form of courses, trainings, orientations, and off island conferences and trainings for various programs used by the college, including CPortal, TracDat, MIP, Moodle, Follett, and EBSCO among others. [\[3.77\]](#)

The semester course schedule printed by the college every semester contains information regarding where faculty, staff, students, and administrators can receive technology training or can obtain information regarding computer technology use and services. For example, on page 2 of the spring 2015 Course Schedule provides information of online courses training and includes information on student orientation for online courses, dates of the orientation and venue of the orientation. Any research related information and trainings, including the use of EBSCO and the Palau Union Catalog (Follett) can be obtained from the library. The library staff receives training in the use of the Follett system for book collection data keeping. Through the SS 100 Introduction to College course, students receive training on how to use technology resources at the college library to gather research materials as well as do research work. Other computer related matters are addressed by professional support staff at the Computer Services Division. [\[3.78\]](#)

The College also offers technology related instruction and support in the form of courses. All degree programs offered by the college require that students successfully complete the CS100 Computer Literacy course. This ensures that students have basic computer literacy skills to do research and other related assignments required under their degree programs as well as use effectively technology and technology systems. [\[3.79\]](#)

The Maintenance Assistance Program (MAP) also provides computer related trainings. Even though the program's focus is to offer trainings to infrastructure related agencies and entities within the community, college faculty, staff, students, and administrators are allowed to participate in the trainings. For example, in spring 2014, the Maintenance Assistance Program (MAP) conducted a training workshop on Microsoft Excel and Microsoft Access. Two faculty members were able to attend the training. [\[3.80\]](#)

The College also takes advantage of information technology related trainings on and off island for faculty and staff. After procuring the TracDat software, trainings were conducted by the Nuventive, LLC representatives through online and off island approaches. From June 7-9, 2015, the college participated in the Nuventive Users Conference in Pittsburgh, PA, to gain more skills in the use of TracDat software for data assessment and also learn features of the new version (version 5) of the software. With the trainings that the college has participated in, the college has been able to train its faculty and staff in the effective use of this technology system in the assessment data related to its programs and services. [\[3.81\]](#)

In October 2013, several college staff attended the Strengthening Student Success Conference for Technology in the Classroom. In 2011 and 2013, two faculty members attended

MoodleMoot conferences that were held in the United States. This conference is conducted by Moodle experts across the United States. It allows Moodle users and educators to share ideas on how to effectively develop online courses as well as tips on how to manage and maintain the Moodle Learning Management System. The College conducts or supports additional trainings when the need arises. In September 2014, the College's business office upgraded their Abila MIP Fund Accounting software. The MIP training was conducted to ensure that appropriate personnel become familiar with the new features in the new version. [3.82]

The College also utilizes other entities in providing support and technical expertise to assist in the continuous improvement of technological infrastructure to support its programs and services. Carnegie Mellon University has sent graduate students in the area of information technology and computer science to assist the college in planning, developing, improving and introducing new technology concepts, knowledge, and techniques. In summer of 2013 and 2014, three students from Carnegie Mellon University assisted the college with its network backbone and website development, setup and configuration of the student Wi-Fi, conducted the PacketFence training for the student Wi-Fi, and conducted other related trainings for the college Computer Services staff. [3.83]

The college offers trainings in other technologies to support its academic degree programs. For example, in 2014, a training in solar energy technology was offered to technical education faculty to support teaching and learning in the technical education areas. In fall 2014 and 2015, technical education faculty participated in technical trainings in automotive and air conditioning technologies in Taiwan (ROC). In spring 2015, a general electronics faculty and students attended a robotics technology training on island, and in fall 2015, two faculty attended a marine outboard technology training in Japan. These trainings were offered to support instructional teaching and learning as well as to ensure that the college technical education degree programs and faculty remain current and relevant with the ever changing technology. [3.84]

The college uses the Technology Resources Use Agreement which college personnel and students are required to sign as instruction for the effective use of college technology resources. Technology trainings are evaluated both formally and informally. For example, off island trainings are evaluated formally through the Post Training Evaluation form. The CS100 course is evaluated formally through student evaluations and course assessments. [3.85]

Informal evaluations are reflected in the effective use of technology by faculty, staff, students and administrators. Informal evaluation also occurs when instructors receive technology trainings and are able to apply knowledge gained in their teachings effectively. For example, when online instructors trained to design and teach courses online do so effectively, this informal evaluation also demonstrates effective training. Business office personnel receive training in MIP and effective use of the software is an informal evaluation of the training. [3.86]

### **Analysis and Evaluation**

Palau Community College provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations through trainings offered on and off island.

The college also provides appropriate instruction and support for students in the form of courses, orientations, and trainings to support learning and to ensure the effective use of technology and technology systems.

The College provides technology trainings for faculty, staff and administrators. Such trainings include the use of TracDat, CPortal, Follett, Moodle, MIP, and EBSCO. Such training ensures that the College faculty, staff and administrators have the knowledge and skills to effectively use technology resources accordingly. The college evaluates its technology trainings through formal and informal evaluations to ensure that the trainings and technical support it provides for faculty, staff, students, and administrators are appropriate and effective to support programs and services.

### **Actionable Improvement Plans**

Palau Community College will continue to provide appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations. The college will continue to evaluate technology trainings, both formally and informally and use the results to ensure that the trainings and technical support are appropriate and effective.

### **5. The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.**

#### **Evidence of Meeting the Standard**

The Palau Community College 5-Year Technology Plan guides the institution in the appropriate use of technology in the teaching and learning processes. To ensure the appropriate use of technology, the plan included guidelines on the proper use of the college technology resources. These guidelines provide privileges, prohibitions, and consequences of misuse of technology resources. [3.87]

All college employees and students are required to sign a Technology Resources Use Agreement that defines technology use, rights and responsibilities. This document outlines the appropriate use of any college computer related technology. [3.88]

The student learning needs and faculty teaching needs are the priority of any technology resources distribution as required under the procurement process of the 5-Year Technology Plan. Other division and department technology needs will be accommodated based on the urgency of the need. The distribution of technology resources procedure, with priority to support instructional teaching and learning, ensures that the college continues to provide adequate and sufficient technology resources to uphold its mission and institutional goals. Decisions and distributions of technology resources are also based on evaluation results and formal and informal assessment needs of programs and services. [3.89]

## **Analysis and Evaluation**

The Palau Community College 5-Year Technology Plan guides the institution in the appropriate use of technology resources in the teaching and learning processes. Under the plan, all college employees and students must adhere to the terms and conditions for the acceptable use of all college technology resources. Decisions and distributions of technology resources are based on evaluations and assessment results of programs and services with priority being instructional learning and teaching needs.

## **Actionable Improvement Plans**

The Palau Community College 5-Year Technology Plan will continue to guide the institution in the appropriate use of its technology resources as well as with its decisions and distribution of its technology resources, with instructional learning and teaching needs as the institution's priority.

## **D. Financial Resources**

### **PLANNING**

- 1. Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. (ER 18)**

### **Evidence of Meeting the Standard**

The college ensures that its financial resources are sufficient to support student learning programs and services and improve institutional effectiveness. The college receives funding, directly and indirectly, from the Republic of Palau appropriation, U.S. Title IV funds, the National Science Foundation (NSF), Island of Opportunity Alliance - Louis Stokes Alliances for Minority Participation (IOA-LSAMP), Laura Bush Library Grant, Asian American and Native American Pacific Islander Serving Institutions Program (AANAPISI), College Of Micronesia Land Grant (COM), Maintenance Assistance Program-U.S. DOI, Talent Search TRIO Program, and Upward Bound TRIO program, and the college's auxiliary programs. The institution's overall budget is sufficient to support and sustain student learning programs and services, and improve institutional effectiveness. The college continues to apply for grants to support its programs and services. [\[3.90\]](#)

Distributions of resources are based on the needs of each department of the institution. Every fiscal year, a budget call memo is sent to each department requesting an annual budget for each department and their sub division for the coming fiscal year. Once the budget is received at the Finance Office, the Director of Finance and the Vice President of Administration and Finance review each department's request and create an overall institutional budget which is then submitted to the President for review and approval. The institution then puts forth a request to the Palau National Government for approval and appropriation. Distribution of the budget at the

college level depends on requested needs for programs and services from different divisions and departments. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. Grants are distributed according to the approved goals and objective of the individual program. Each grant has its own cycle that has been approved by the granting agency. [3.91]

The requisition process is another means of assurance and security of the college's financial resources. Every division and department provides a justification to procure needed requested based on the students learning outcomes of services, courses, programs, and the institution. In compliance with the Generally Accepted Accounting Principles (GAAP) the college manages its financial affairs with integrity and in a manner that ensures financial stability. For the past several years, the institution has ended each fiscal year with a surplus. In the event that the college has an emergency, the Republic of Palau Congress will appropriate funding to support the college which is stated in RPPL 4-2 in section 5. The College also has a separate Reserve Fund with a local FDIC bank that is available in the event it becomes needed. The institution's Endowment Fund Investment Policy Statement states that in the event of an emergency, the college is able to withdraw from its endowment fund to support its operations. [3.92]

Palau Community College does not have distance education programs; however, the College online courses are adequately addressed in the Academic Affairs' budget planning and allocations.

### **Analysis and Evaluation**

Palau Community College has sufficient revenues to support educational improvements and innovations. The College manages its finances with integrity in a manner that ensures financial stability. The established budget call process provides a means for setting priorities for funding institutional improvements. The College financial resources are sufficient to ensure financial solvency. The College has reserve funding of 5% of its overall budget to ensure financial stability.

### **Actionable Improvement Plans**

The college continues to work with the Republic of Palau for the annual appropriations, search and apply for grants to support its programs and services. The college continues to raise funds to support its endowment program for the future of the college. The College will continue to maintain at least 5% of its overall budget to ensure financial stability.

- 2. The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.**

## Evidence of Meeting the Standard

Palau Community College mission and goals are the foundation for financial planning and financial planning is integrated with and supports all institutional planning. The mission and goals of the institution drives the College 15-Year Institutional Master Plan, Institutional Learning Outcomes, and Institutional Set-Standards. In turn, these college goals and its purpose serve as the basis for financial planning. All departments and their sub divisions prepare their annual budget based on assessment and evaluation results of programs and services that support institutional goals and its purposes.

Palau Community College established priority among competing needs so that it can predict future funding. Planning, decisions, and allocations are based on evaluations and assessment results of programs and services with priority being instructional learning and teaching needs. The college 15-Year Institutional Master Plan strategic directions and goals are clearly linked to the financial plans of respective departments and divisions that are responsible for such goals. The annual budget planning of divisions and departments is aligned with the strategic directions and goals of the institutional master plan. For example, the 5-Year Technology Plan within the 15-Year Institutional Master Plan contains Goal 5- Increase Technology Support. Task 5.1 required the institution to hire an additional technician to increase technology technical support. In 2013, the college hired an additional technician to complete this task in support of additional technical assistance to improve teaching and learning services. Strategic Direction Three - Resources under Goal 3.2 objective 3.2.5 c states that funding be secured to build new proposed programs. Under the requirement of this strategic direction, the college has established and implemented the Palauan Studies Program and the Science Technology Engineering and Mathematics (STEM) Disciplines Program. Financial planning of the institutions relies on institutional plans for content and timelines. The college regularly reviews its 15-Year Institutional Master Plan to ensure currency and relevancy. When revisions are necessary, all affected areas revise accordingly. [\[3.93\]](#)

Palau Community College has policies and procedures in place to ensure sound financial practices and financial stability. The Republic of Palau Public Law 4-2 (RPPL) mandates Palau Community College to be a fiscally sound institution. As such, the PCC Board of Trustees mandated by RPPL 4-2 is required to create and enforce policies that ensure sound financial practices and stability. Such policies include personnel salary and increments and student tuition and fees. [\[3.94\]](#)

The college Administrative Procedures Manual (APM) guides the college in the administration of its finances. Part IV of the APM outlines the procedures for budget planning, budget formulation, and priority and expenditures as well as for budget fiscal process/budget management. For example, under APM Part IV Financial Resources Section D Fiscal Process/Budget Management no.5, Travel Procedures require purpose of travel, travel authorization, travel reimbursement, per diem, travel day, domestic travel and trips of less than one day, airline delays, allowable expenses, travel dates between official business, meals, salary while on travel status, communications while on travel status, method of payment, rental of room for official use, conversion of currency and travelers checks, travel advance, travel voucher, mode of transportation, receipts, and extension of travel time. These requirements ensure sound

financial practices and financial stability for anyone traveling in the name of the institution. [\[3.95\]](#)

The Financial Status Report is first provided to the college's Board of Trustees during its regular meetings for review and adoption. The governing board's review is to ensure that fiscal planning is linked to college institutional planning. The approved financial report is disseminated to the department /division heads. [\[3.96\]](#)

Palau Community College's ending balance of unrestricted funds for the past three years has been sufficient for the institution's daily operation. The college has set aside \$500,000 in its reserve funds which is an estimated 5% of the annual budget. Section 5 of RPPL 4-2 (Higher Education Act of 1993) states that supplemental appropriations can be requested from the National Government if the institution deems it necessary. This allows the college to request for additional funding from the National Government in the event of an emergency. In addition, the institution's Endowment Fund Investment Policy Statement states that in the event of an emergency, the college is able to withdraw from its endowment fund to support its operations. [\[3.97\]](#)

The college receives revenues from the Republic of Palau appropriation, U.S. Title IV funds, the National Science Foundation (NSF), Island of Opportunity Alliance - Louis Stokes Alliances for Minority Participation (IOA-LSAMP), Laura Bush Library Grant, Asian American and Native American Pacific Islander Serving Institutions Program (AANAPISI), College Of Micronesia Land Grant (COM), Maintenance Assistance Program-U.S. DOI, Talent Search TRIO Program, and Upward Bound TRIO program, and the college's auxiliary programs. These receipts do not pose cash flow difficulties for the college. [\[3.98\]](#)

Palau Community College has sufficient insurance to cover its human and physical resources. The college has self-funded insurance policies only for its properties and vehicles with a local insurance agency to help address any cost that would be incurred in the event of a property or vehicle damage and/or loss. The college has embedded such expenses into the overall institution budget. [\[3.99\]](#)

## **Analysis and Evaluation**

Palau Community College's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. Institutional planning includes the 15-Year Institutional Master Plan, institutional learning outcomes and institutional- set standards. The college policies and procedures ensure sound financial practices and financial stability. The college disseminates appropriate financial information to its governing board and its institutional leaders.

## **Actionable Improvement Plans**

The mission and goals of the college will continue to be the foundation for its financial planning integrated with its 15-Year Institutional Master Plan, institutional outcomes and institutional-set standards. The college policies and procedures will be adhered to, to ensure sound financial

practices and financial stability. The college will continue to disseminate appropriate financial information to its governing board and institutional leaders.

**3. 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 budget.**

**Evidence of Meeting the Standard**

The college's Administrative Procedures Manual Part IV Budget, Section B. Budget Formulation delineates the guidelines and processes which the college follows in its financial planning and budget development. Department and division budget formulation begins each year with a budget call from the Administration & Finance Department. Following the budget call, each department and division then formulates its budget, which includes participation of its respective constituents within their department/division. For example, the units under the Student Services Division formulate and submit the units' budgets to the Dean of Student Services. The Dean reviews, compiles and approves the overall division budget, which is then submitted to the Administration and Finance department. The Director of Finance and the Vice President of Administration and Finance then compile each department's budget into the overall institutional budget for the college President's review and approval. The college President presents the overall institutional budget to the College's Board of Trustees for the Board's final approval. The College Board submits the overall institutional budget to the Office of the President of the Republic of Palau for appropriate action. [3.100]

**Analysis and Evaluation**

Palau Community College adheres to its defined guidelines and processes in its financial planning and budget activities. The defined guidelines and processes ensure involvement of all appropriate college constituencies in its financial planning and budget development.

**Actionable Improvement Plans**

The college will continue to adhere to its defined guidelines and processes in the formulation of its financial planning and budget formulation. The institution will also continue to ensure the involvement of all appropriate college constituencies in its financial planning and budget development.

**FISCAL RESPONSIBILITY AND STABILITY**

**4. Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.**

**Evidence of Meeting the Standard**

Palau Community College's institutional planning reflects a realistic assessment of financial resource availability and the development of its financial resources. The college's institutional

planning and development of financial resources take into consideration the fact that most of its financial resources come from the following sources: the national government's annual appropriation to the college, Title IV funds and college auxiliary services. To ensure that institutional planning is in line with financial resources available, annual budget planning is reflective of a level funding. The college continues to develop and nurture its major funding sources. At the same time, the college also continues to aggressively build its endowment fund until such time that it becomes sufficient as an additional operational funding resource. [3.101]

Palau Community College involves its constituents in institutional planning by providing them with accurate information about available funds as well as providing relevant financial reports to help in budget planning. Such relevant financial reports are monthly financial status report, prior year expenditure report, and current year expenditure report. Anticipated fiscal commitments are taken into consideration during institutional budget planning. Such anticipated fiscal commitments are plans under the 15-Year Institutional Master Plan and action plans called for by program reviews. Because the institutional planning involves campus wide participation, established funding priorities which include focus on student learning are addressed in a manner that allows the institution to achieve its mission and goals. [3.102]

The College's institutional planning reflects a realistic assessment of its partnership. The college has a partnership with Palau Ministry of Education and Belau Tourism Association. Through these partnerships, the college continues to receive numerous benefits directly and indirectly to support the Tourism and Hospitality Program. [3.103]

The College's institutional planning reflects a realistic assessment of its expenditure requirements called for under annual appropriations from the national government that are expended by the college in accordance to RPPL 4-2 and the earmarked line items delineated in the annual appropriations. Likewise, the college also adheres to requirements under the Title IV funds as well as expenditure requirements of other fund sources.

### **Analysis and Evaluation**

Palau Community College institutional planning utilizes accurate information about available funds which includes the annual institutional budget showing ongoing and anticipated commitments. The institution involves all divisions and departments in the planning process where program review action plans and goals under the 15-YIMP are integrated into the overall budget planning. The involvement of individual divisions and department help ensure the achievement of student learning and institutional mission and goals.

### **Actionable Improvement Plans**

Palau Community College will continue to involve all divisions and departments using accurate and relevant financial information in its institutional planning. Institutional planning will continue to focus on student learning and student achievement aligned with program reviews and the 15-Year Institutional Master Plan.

- 5. To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.**

### **Evidence of Meeting the Standard**

Palau Community College assures its financial integrity and responsible use of its financial resources in accordance with its educational mandate and the United States (U.S.) federal grants. For the past several years, the independent financial annual audit report confirms the college's financial integrity and the responsible use of the college resources. In fact, the institution's external audit reports for the past several years have resulted in unmodified audit opinions. Furthermore, the college has an adequate internal control structure reflecting appropriate control mechanisms as validated in the external audit reports. The Administrative Personnel Manual Part IV BUDGET clearly defines guidelines and procedures for funds disbursement. The Financial Status Report is provided regularly to departments and divisions to make appropriate financial decisions aligned with available financial resources to ensure sound financial decision-making. In addition, the monthly Financial Status Report is disseminated to the College's Board of Trustees for review and adoption to ensure that financial resources are expended in accordance with the approved budget and in line with the governing legislation. [3.104]

Palau Community College receives several U.S. Federal grants, including Title IV funds. As such, the college is required to comply with Office of Budget and Management (OBM) Circulars accounting standards and reporting requirements. The college administers these grants in accordance with each specific grant's regulations, Generally Accepted Accounting Principles and Governmental Accounting Standards Board. The college undergoes annual external comprehensive financial audits. The use of an independent auditor ensures regular review of the college's fiscal management practices to ensure financial integrity of the institution and effective use of its financial resources. The external audit includes all financial management practices, including compliance with grant requirements. [3.105]

The college regularly communicates its audit reports to appropriate institutional leadership and constituents; for the past several years, the college has been audited by an external auditing firm and has not received any reportable conditions.

The college regularly evaluates its financial management practices defined in the Administrative Procedures Manual (APM) in a five year cycle with the most recent review completed in spring 2015. In fall 2014, the college President appointed a task force to review and update the APM. The APM task force submitted its recommendations to the President in spring 2015 for review and approval. In fall 2015, the President submitted the recommendations of the task force to the Board of Trustees for its review and approval. [3.106]

The institution reviews the effectiveness of its past fiscal planning as part of planning for current and fiscal needs. When the annual budget goes through the planning process, the past year's

budget is reviewed along with the current fiscal conditions to create the next year's budget. [3.107]

### **Analysis and Evaluation**

The institution ensures the financial integrity of the institution and incorporates responsible use of the college's financial resources as evident in the college independent annual audit reports. In addition, the institution's internal control structure and the established institutional administrative procedures provide the appropriate control mechanisms. Through the Financial Status Reports and the external audit reports, the college widely disseminates dependable and timely information for sound financial decision making.

Regular evaluations through the college's program reviews enable the college to ensure that financial resources support student learning programs and services. The institution regularly evaluates its financial management's practices and uses the results to improve internal control systems.

### **Actionable Improvement Plans**

The institution will continue to assure its financial integrity and responsibly use its financial resources guided by its internal control mechanisms. Through the Financial Status Reports and the external audit reports, the college will continue to widely disseminate dependable and timely information for sound financial decision making.

Regular evaluations will continue through the college's program reviews to continue to ensure that financial resources support student learning programs and services. The institution will regularly evaluate its financial management's practices and use the results to improve internal control systems.

Upon the approval of the revised administrative procedures by the College Board of Trustees, implementation of such procedures will take place to guarantee financial integrity and the responsible use of financial resources.

**6. Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.**

### **Evidence of Meeting the Standard**

Palau Community College financial documents including the budget are credible and accurate reflecting appropriate allocations and use of financial resources to support student learning programs and services. Budget planning includes all department and division needs based on regular evaluations of student learning outcomes and program reviews. The overall institutional budget planning is a data driven plan; therefore, the allocation of funds is to support student learning programs and services. [3.108]

Every year the college undergoes a comprehensive external audit by a US certified public accounting firm. For this accreditation self-evaluation cycle, each year, the college has had unmodified audits. This confirms that the college has in place sound financial management and practices prudent use of financial resources. [3.109]

The institutional budget is planned by each department and division heads based on student learning outcome assessments and program reviews; thus, the budget depicts an accurate reflection of institutional spending.

The college regularly communicates its audit reports to appropriate institutional leadership and constituents, such as the Palau National Government and the Accrediting Commission for Community and Junior Colleges; for the past several years, the college has been audited by an external auditing firm and has not received any reportable conditions.

### **Analysis and Evaluation**

Palau Community College financial documents including the budget are credible and accurate reflecting appropriate allocations and use of financial resources to support student learning programs and services.

### **Actionable Improvement Plans**

The institution's financial documents, including the budget, will continue to have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.

## **7. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.**

### **Evidence of Meeting the Standard**

Since the college last self-evaluation and the Commission's last evaluation visit, the institution has not had any findings in its financial audit reports. Should the college receive audit findings, the college President will communicate the audit report's information to all college constituents which includes the College Board of Trustees, the College management team, faculty and staff in a timely manner to immediately address the findings. [3.110]

### **Analysis and Evaluation**

The college regularly communicates its audit reports to appropriate institutional leadership and constituents, such as the Palau National Government, Federal Audit Clearinghouse and the Accrediting Commission for Community and Junior Colleges; for the past several years, the college has been audited by an external auditing firm and has not received any reportable conditions.

## **Actionable Improvement Plans**

Palau Community College will continue to communicate its audit reports to appropriate constituents. Should the college receive any audit findings, the college President will communicate the audit findings to all college constituents to immediately address the audit findings.

### **8. The institution's financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.**

#### **Evidence of Meeting the Standard**

The College's financial and internal control systems are evaluated and assessed to ensure validity and effectiveness on a regular basis. The Administrative Procedures Manual (APM) provides guidelines on how the college conducts its financial transactions. In 2009, a presidential appointed task force reviewed and updated the College's Administrative Procedures Manual. The task force recommended a periodic review of five years which was approved, with the most recent review completed in spring 2015. In fall 2014, the college President appointed a task force to review and update the APM. The APM task force submitted its recommendations to the President in spring 2015 for review and approval. In fall 2015, the President submitted the recommendations of the task force to the Board of Trustees for its review and approval. [\[3.111\]](#)

The college undergoes an annual financial audit conducted by an independent audit firm. The audit covers the college's internal control practices as well as its compliance under established requirements. The college has an adequate internal control structure reflecting appropriate control mechanisms as validated in the external audit reports. The college undergoes a comprehensive external audit on an annual basis where all institution funds are included in the audit. The audit reports validate that the college's appropriated and grant funds are administered in a manner consistent with the intent and requirements of the funding sources.

Since the college last self-evaluation and the Commission's last evaluation visit, the institution has not had any findings in its financial audit reports. Should the college receive audit findings, the college President will communicate the audit report's information to all college constituents which include, the college Board of Trustees, College management team, faculty and staff in a timely manner to immediately address the findings. [\[3.112\]](#)

#### **Analysis and Evaluation**

Palau Community College's financial and internal control systems are evaluated and assessed for validity and effectiveness every year during the institution's annual independent audit and the results of this assessment are used for improvement. The APM is reviewed on a five year review cycle to assess validity and effectiveness with the results being used for institutional improvement.

## Actionable Improvement Plans

The college will continue to evaluate and assess its financial and internal control systems for validity and effectiveness, using the results for improvement of student learning and institutional effectiveness.

### **9. The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.**

#### Evidence of Meeting the Standard

Palau Community College has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences. Palau Community College's ending balance for the past several years has been sufficient for the institution's daily operation. The college has set aside \$500,000 in its reserve funds which is an estimated 5% of the annual budget. Furthermore, as the only public institution of higher education in the Republic of Palau, the college receives annual appropriations from the National Government to support the college's programs and services. Section 5 of RPPL 4-2 (Higher Education Act of 1993) states that supplemental appropriations can be requested from the National Government if the institution deems it necessary. This allows the college to request for additional funding from the National Government in the event of an emergency. In addition, the institution's Endowment Fund Investment Policy Statement states that in the event of an emergency, the college is able to withdraw from its endowment fund to support its operations. [3.113]

The college has sufficient support strategies for appropriate risk management. Palau Community College has purchased insurance policies for its properties and vehicles. In 2010, Palau National Health Care Fund law was established requiring all employees of the Republic of Palau to contribute to the Medical Savings Account and National Health Insurance; through this, the National Government has ensured medical coverage for all college employees. Furthermore, the college has optional health insurance and life insurance programs for its employees. In addition, the institution health insurance fee for students allows the students to receive free medical services from the Belau National Hospital. [3.114]

The College has set up an infrastructure fund to support the college's facilities needs in accordance with the 15-YIMP. To date, the account has a balance of \$321,170.53. While this fund is for infrastructure needs, the college has the discretion to utilize such funds to address institutional needs in the event of financial emergencies and unforeseen occurrences. [3.115]

#### Analysis and Evaluation

Palau Community College ensures that it has sufficient cash flow and reserves to maintain stability to implement contingency plans in order to meet financial emergencies and unforeseen occurrences. With the ending balance, the reserve fund, the National Government support, the

infrastructure fund and the insurance policies, the college also has adequate cash flow and reserves as well as support strategies for appropriate risk management.

### **Actionable Improvement Plans**

The college will continue to ensure that sufficient cash flow and reserves are available in the event of financial emergencies and unforeseen occurrences as well as support strategies for appropriate risk management.

### **10. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.**

#### **Evidence of Meeting the Standard**

Palau Community College practices effective oversight of its finances. The college being a recipient of the federal financial student aid, other grants, and other externally funded programs is required to comply with the OMB Super circular accounting standards, Educational Department General Administrative Regulations and Generally Accepted Accounting Procedures. The college administers these funds in compliance with the terms and conditions set forth in the grants. [\[3.116\]](#)

The college also administers effective oversight of its finances, including contractual relationships, auxiliary activities, investments and assets, in accordance with established policies and Generally Accepted Accounting Principles. The annual external audit review of the college includes financial aid, grants, externally funded programs, contractual relationships, auxiliary activities, investments, and assets as well as the Republic of Palau annual appropriations. Within this self-evaluation cycle, the annual audit reports indicate that the college practices effective accounting oversight of its finances. [\[3.117\]](#)

The institution's Administrative Procedures Manual provides the college clearly defined guidelines to ensure effective administration of its finances. The APM Part IV. Financial Resources, which includes budget planning, formulation, expenditure, and management provides guidelines for the college in conducting its financial transactions. For example, the college purchasing process outlined in the APM includes the required steps that must be complied with in order for procurement to take place. [\[3.118\]](#)

The institution practices effective oversight of its investments and assets. The college's investments and assets are under the fiduciary responsibility of the Board of Trustees. The Board-adopted Investment Policy Statement provides guidelines on how the college manages its endowment fund. The Board of Trustees on an annual basis attends the regional Asia Pacific Association of Fiduciary Studies for investment networking and updates to assist the Board in making sound financial investment decisions. The Board is also kept abreast of the College endowment investment performance several times a year by the college investment consultant. [\[3.119\]](#)

## **Analysis and Evaluation**

Palau Community College practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary services, institutional investments and assets through its established policies, guidelines and procedures and in accordance with established policies and Generally Accepted Accounting Principles.

## **Actionable Improvement Plans**

Palau Community College will continue to practice effective oversight of its finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations and institutional investments and assets through its established policies, guidelines and procedures and in accordance with established policies and Generally Accepted Accounting Principles. The College Board of Trustees will continue to make sound financial decisions for effective oversight of the college's finances.

## **LIABILITIES**

**11. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.**

### **Evidence of Meeting the Standard**

Palau Community College level of financial resources provides reasonable expectation of both short-term and long-term financial solvency. When the college makes its short-range financial plans, it considers its long-range financial priorities to ensure financial stability. The 15-Year Institutional Master Plan is the evidence of the long-term fiscal planning and priorities, identifying the short-term and long-term goals of the college, which in turn guide the financial planning of the institution. [\[3.120\]](#)

The College's budget for fiscal year 2015 was 7,347,803.11 and the projected budget for fiscal year 2016 7,435,315.38. 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 called for in the 15-Year Institutional Master Plan, including those mandated programs by the Republic of Palau. During the annual budget development process, the college takes into consideration its liabilities and obligations, including debt, health benefits, insurance costs, Other Post-Employment Benefits, building maintenance costs, among other liabilities and obligations. [\[3.121\]](#)

To support long-term fiscal planning of the institution, the college created two separate fund accounts. In 2004, the college established a separate fund for infrastructure projects. In November 2012, the college began allotting \$2,000 on a monthly basis, this infrastructure account which has a balance of approximately \$321,170.53 to date. One of the institution's long-term plans is to put in place an academic building to support student learning services and

programs. In January 20, 2011, a management information system fund was established which has a balance of 412,511.27 to date. Monthly allotments of \$17,000 are deposited into this account with the college's long-range plan of acquiring a centralized data management system to support the college in its systematic assessment for improved planning, resource allocation, and implementation. [3.122]

Under RPPL 4-2, also known as the Higher Education Act of 1993, the Palau National Government appropriates funding on an annual basis to the college for its operations. This appropriation ensures the financial solvency of the college. In 1997, the college endowment fund was created to ensure the long term financial stability and solvency of the college. To date, the endowment fund has a balance of over three million dollars. The Palau Community College endowment fund investment policy statement specifies that when funds reach \$10 million, PCC will then be able to use a percentage of its interest earnings for the college operations including but not limited for payments of liabilities and future obligations. [3.123]

### **Analysis and Evaluation**

Palau Community College level of financial resources provides reasonable expectation of both short-term and long-term financial solvency. When the college makes its short-range financial plans, it considers its long-range financial priorities to ensure financial stability.

Palau Community College has established its endowment fund, infrastructure fund, and management information system fund to support its long-term fiscal planning and priorities. The college annual budget development includes its liabilities and obligations, such as debt, health benefits, insurance costs, Other Post-Employment Benefits, building maintenance costs, among other liabilities and obligations. This annual budget development is supported by the National Government of Palau appropriations.

### **Actionable Improvement Plans**

Palau Community College financial planning will continue to consider both short-range and long-range priorities with clearly identified plans, which allocate resources for payments of its liabilities, future obligations, and ensures financial solvency and stability. The college will continue to build on the separate fund accounts for procurement of the management information system and construction of future facilities called for by the 15-Year Institutional Master Plan. The college will also continue to build its endowment fund to support the college's future financial stability and solvency.

**12. The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.**

## **Evidence of Meeting the Standard**

The college ensures that its financial resources are sufficient to support appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations when planning for its annual budget. The institution's overall budget includes allocated resources for liabilities and future obligations, such as utilities, insurance policy for capital assets, social security employment benefits, retirement plans for both Palau pension plan and Non-Freely Associated States citizens, health insurance, life insurance, compensated absences, infrastructure fund, endowment fund and management information system fund. Annually, the college submits its budget request to the National Government of Palau which includes the needs of institutional programs and services. Upon budget approval, the college allocates appropriate funds to the institutional programs and services, including addressing its liabilities and obligations. [3.124]

The college complies with the 2013 actuarial plan required by the National Government. Palau Community College plans for and allocates appropriate resources for the payments of liabilities and future obligations including OPEB. The college participates in the National Civil Service Pension Plan program for its Palauan, Marshallese and Micronesian employees and social security program for all its employees. Participation in these programs ensures that eligible employees receive financial benefits on a regular basis after retirement from the college. The college has established a retirement program similar to the National Civil Service Pension Plan for employees of the college who are not eligible to participate in the National Civil Service Pension Plan. With this initiative, PCC guarantees equitable post-employment benefit opportunities for its employees. [3.125]

According to the Palau actuarial plan, the college obligation of employee social security benefits and National Civil Service Plan benefits is 6% each of an employee's annual salary. The institution is fully funding its 6% obligations under both benefit plans. The college retirement program for Non-FAS citizens allows an employee to invest from 6% to 12% of his or her annual salary where the college matches such investment percentage. The college obligations are supported by the Palau National Government appropriations as well as specific US Federal programs. To date, Palau Community College OPEB, health insurance, life insurance and medical insurance payment contributions are current. [3.126]

## **Analysis and Evaluation**

Palau Community College plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The institution complies with the Palau National Government's actuarial plan and is current with all its contribution obligations.

## **Actionable Improvement Plans**

Palau Community College will continue to plan for and allocate appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The institution will

continue to comply with the Palau National Government's actuarial plan and remain current with all its contribution obligations.

**13. On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.**

**Evidence of Meeting the Standard**

Palau Community College assesses and allocates resources for its daily operations. The institution does not incur annual debts but does have a monthly charge account with several local vendors. Charge accounts are paid on a monthly basis. Supplies that are needed on demand such as food supplies for the College cafeteria, materials for the Physical Plant division, and monthly utility bills are paid within 90 days upon receiving billing statements. The procurement from outside of Palau vendors such as textbooks, instructional materials, supplies and equipment usually requires actual payment before shipment is made to Palau Community College. With this practice, Palau Community College does not incur annual debt. [3.127]

**Analysis and Evaluation**

PCC assesses and allocates resources with timely payments to all vendors. With its current practice, Palau Community College does not incur annual debt.

**Actionable Improvement Plans**

The College will continue to assess and allocate resources, and continue to ensure that all its financial obligations are carried out in a timely manner.

**14. All financial resources, including short-term and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.**

**Evidence of Meeting the Standard**

The institution's financial resources are used with integrity and in a manner consistent with the intended purpose of the funding source. The college auxiliary activities include the college bookstore and cafeteria. 90% of the auxiliary proceeds support the college operations with 10% earmarked for the endowment fund. Proceeds from the College annual Thanksgiving Endowment fundraiser and all other contributions to the endowment fund are sent on an annual basis to be invested in the money market. These funds are invested in accordance with the Endowment Fund Investment Policy Statement. The Endowment fund is to ensure the long term stability of the institution. All grants administered by the college are managed in accordance with the specific grant's requirements and in accordance with the grant's funding source. [3.128]

## **Analysis and Evaluation**

The institution's financial resources are used with integrity and in a manner consistent with the intended purpose of the funding source.

## **Actionable Improvement Plans**

The College will continue to use its financial resources with integrity and in a manner consistent with its intended purpose.

**15. The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.**

## **Evidence of Meeting the Standard**

Palau Community College is not eligible for student loans under the Title IV funds. Therefore, Palau Community College does not monitor or manage student loan default rates, revenue streams or assets to ensure compliance with federal requirements.

## **Analysis and Evaluation**

Palau Community College is not eligible for student loans under the Title IV funds. Therefore, Palau Community College does not monitor or manage student loan default rates, revenue streams or assets to ensure compliance with federal requirements.

## **Actionable Improvement Plans**

Palau Community College is not eligible for student loans under the Title IV funds. Therefore, Palau Community College does not monitor or manage student loan default rates, revenue streams or assets to ensure compliance with federal requirements.

## **Contractual Agreements**

**16. 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 and the quality of its programs, services, and operations.**

## **Evidence of Meeting the Standard**

Palau Community College ensures that the contractual agreements with external entities are consistent with its mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and to ensure quality of its programs, services, and operations.

Palau Community College Yap Nursing Program was made possible through a contractual agreement with the Department of Health, Yap State, Federated States of Micronesia. The contractual agreement in the form of a memorandum of understanding provides the specific obligations of both entities. PCC provides the Nursing degree program and instructional materials while Yap Department of Health provides facilities and other resources. [3.129]

Contractual arrangement for delivery of educational services including curriculum, learning support services, student support services, and other instructions are in place to maintain the integrity of the institution and the quality of its programs, services and operations. For example, local dive shop businesses provide field lab services for diving courses required under the Tourism and Hospitality degree program. To further support instructional services, the college hires part-time and adjunct instructors on a semester basis to meet the college's instruction delivery needs. Palau Community College has appropriate control over these contracts where changes or termination of contracts can take place when provisions of the contract are not met. For example, when a contract provision is not met, payment is withheld pending fulfillment of all contract conditions, or contract is terminated. [3.130]

### **Analysis and Evaluation**

Palau Community College has contracts with external entities that are consistent with the missions and goals of the institution. The contracts are governed by institutional policies and maintain the integrity and quality of the programs, services and operations. The college has appropriate control over these contracts and changes or termination of contracts may take place when required standards are not met.

### **Actionable Improvement Plans**

Palau Community College will continue to execute contracts with external entities that are consistent with the missions and goals of the institution. The contracts will continue to be governed by institutional policies and maintain the integrity and quality of the programs, services and operations. The college will continue to have appropriate control over these contracts and changes or termination of contracts will take place when required standards are not met.

### **Standard III Evidence**

- 3.1 Employee's Credentials
- 3.2 HRD Procedures
- 3.3 Personnel Rules and Regulations Manual (PRRM), College Vacancy Announcements, Faculty Job Description, HRD Procedures, College Website URL, College Newsletters, and Facebook Information
- 3.4 Faculty Job Description, TH Instructor Credentials, TH Faculty Involvement of Hiring
- 3.5 Credentials and Resume
- 3.6 Full-time Faculty Job description
- 3.7 Credentials, Trip Reports
- 3.8 Credentials, World Education Services Evaluations
- 3.9 List of Qualifications and Credentials
- 3.10 Employee Performance and Merit Evaluation Form and Samples of Evaluation, Student Evaluation on Instructors, Classroom Observation Form and Samples
- 3.11 Employee Performance and Merit Evaluation- Revised Form, Managerial Merit Performance and Merit Evaluation- Revised Form, Merit Review with Provisions
- 3.12 Revised Faculty Performance Evaluation Forms and Samples
- 3.13 Academic Programs and Departments, Listing of Faculty
- 3.14 Faculty Job Description, Semester Course Schedule, Course Outlines, Meeting Attendance and Minutes, Meetings With Adjunct Faculty, Assessment Training Agenda and Sign-in Sheet
- 3.15 Personnel Listing
- 3.16 Employee's Contracts, Vendor Proof of Payment
- 3.17 Administrator's Credentials
- 3.18 College Website URL, PRRM 2005 revision
- 3.19 List of Employees Received Degree during Employment, List of Employees Received SDSU BA/MA Degrees, SDSU-PCC MOU, PNSB MOU

- 3.20 Benefits and Obligations Mandated by Laws, PRRM - Benefits Section
- 3.21 Ethnicity of Employees
- 3.22 RPPL 4-2, College Mission Statement
- 3.23 Unifying Principles
- 3.24 General Catalog p.12, Posters, PCC Fact Book, College Website URL
- 3.25 PRRM and Addendums
- 3.26 APAFS-Annual Pacific Region Investment Conference, Academic Resource Conference, Strengthening Student Success Conference, Pacific Islands Leadership Program, AIR Forum, Emergency Management
- 3.27 In-house Trainings (NCCER Training, Course Assessment & ACCJC Trainings, Palau Workshop on Penal Code, Faculty Training EN157 & MA157)
- 3.28 Faculty Off-island Trainings (SE & AM Trip Reports and Travel Documents)
- 3.29 Grant Trainings (Trip Reports and Travel Documents)
- 3.30 Support Staff Trainings (PIALA Conference, American Counseling Association Convention, Academic Resource Conference, Strengthening Student Success Conference, Basic Counseling Skills Training, Business English Course Training)
- 3.31 MIP Report and Certificates, APIPA Certificates, Trip Reports and Travel Documents, PacFAA Conference
- 3.32 Assessment of Academic Program Training Materials, McRel Training Certificate of Completion, Tracdat Training and Trip Report, TracDat Training Documents
- 3.33 Maintenance Assistance Program (MAP) Training, Continuing Education Trainings, Listing of Personnel Received AA, BA and MA during Employment
- 3.34 ACCJC Regional Trip Reports and Travel Documents, Accreditation Basics Completion Report, Accreditation Basics Certificate
- 3.35 Professional Development and Training Needs
- 3.36 Post Training Evaluation Form, Trip Reports and Completed Post Training Evaluation Form
- 3.37 FAMED Course Assessments

- 3.38 Moodle Moot Trip reports and Travel Documents
- 3.39 Federal Student Aid Conference Trip Report and Travel Documents, COSFA Meeting Minutes
- 3.40 HRD Procedures- Personnel Record Policy, Written Approval Sample
- 3.41 RPPL 4-2 Designated Land Use Rights, Land Map, Campus Map
- 3.42 Maintenance Projects (Completed Work Orders, Complete Work Orders, Boat Checklists, To Do List), Monthly Accomplishment Reports, Vendor Proof of Payments
- 3.43 Fall Course Schedules, TRIO and AHS assigned classroom schedules, Computer Laboratories Sign-In Sheets, RQ's for LRC Student Tutoring Area Expansion with pictures as well, Extension of Counseling Area for Student Life, Extension of Computer Lab for UB, Dorm Residents Listing
- 3.44 Lease Agreement for Ngeremlengui State and the land use rights
- 3.45 PCC and DHS Yap MOU, Yap Trip Reports
- 3.46 RPPL 5-13, Special Needs Ramps (PCC)
- 3.47 Police Academy Certificates
- 3.48 Security Guard Schedule, National Police Service Re Memo & Payment Checks, CRE Security Timesheet
- 3.49 ICSC Approved Definitions and Policies, General Assembly- Critical Safety & Security Tips, Emergency Management Certificates, Emergency Procedures Manual
- 3.50 Strategic Direction 3 Goal 3.2, Procurement Document, Photos of PCC Buildings
- 3.51 Procurement Documents, Cafeteria Program Review, IT Program Reviews
- 3.52 RPPL 4-2 and Land Map, Lease Agreement of Ngaremlengui State
- 3.53 Cafeteria Program Review, IT Program Reviews
- 3.54 Student Life Meeting Minutes and Photos
- 3.55 Maintenance To Do List, Changes to SE Shop Photo
- 3.56 Boat Work Orders, Physical Plant Monthly Reports
- 3.57 Pipeline Project Evidence from Physical Plant Monthly Report

- 3.58 15-Year Institutional Master Plan Goal 4, Procurement of TracDat and TracDat Annual Maintenance Fees
- 3.59 15-Year Institutional Master Plan, Designs for Academic Building and Student Center, RFP for Academic Building Map Site
- 3.60 Bank Statement
- 3.61 Technology Plan and Technology Resource Committee (TRC) Plan, 15 Year Institutional Master Plan, TRC Appointment Letter
- 3.62 Procurement of Equipment, Computer Services Program Review and Yearly Assessment
- 3.63 College Fixed Assets Inventory, Vendor Proof of Payment (PNCC, PIE)
- 3.64 Computer Services Division Logbook, Vendor Proof of Payment (Software Programs), TRC Computer Inventory List
- 3.65 Procurement of Licenses and Software
- 3.66 Computer Services Division Credentials
- 3.67 Memorandum of Understanding, Employee's Contract
- 3.68 Technology Plan 2nd Cycle, Procurement of Equipment
- 3.69 TRC Agenda and Meeting Minutes, Technology Resources Procurement, Process Bulletin, Procurement Documents
- 3.70 PCC 5-Year Technology Plan, TRC Meeting Minutes
- 3.71 Technology Plan Goal 4.2, Procurement Justification
- 3.72 Screenshot of Google Apps
- 3.73 PCC Five Year Technology Plan
- 3.74 PCC-Yap DOH MOU
- 3.75 CRE Equipment Inventory, College Fixed Assets Inventory
- 3.76 DSL Line/Server List, Employees Technology Resources Use Agreement, Student WiFi Use Agreement
- 3.77 Trip Reports and Travel Documents, MIP Trainer Documents

- 3.78 Spring 2015 Course Schedule, SS 100 Course Outline p.2
- 3.79 CS100 Course Outline, Procurement of Equipment- Library
- 3.80 MAP Training Certificates, MAP Training Documents
- 3.81 Trip Report and Travel Documents, TracDat Training Agenda and Sign-up Sheet
- 3.82 Trip Reports, Travel Documents, Training Document
- 3.83 Carnegie Mellon Report
- 3.84 Trip Report and Travel Documents, College Newsletter on Solar Panel Project, Robotic Training, AM Taiwan Training
- 3.85 Technology Resources Use Agreement, Post Training Evaluation, CS100 Course Assessment
- 3.86 Online Course Screenshot, Staff Software Use
- 3.87 Technology Plan, Technology Resource Use Agreement
- 3.88 Technology Use Bulletin, Signed Technology Resources Use Agreement, Signed Student WiFi Use Agreement
- 3.89 Procurement Documents
- 3.90 ROP Appropriations, Title IV Awards, Grant Awards, Cafeteria and Bookstore Sales and Revenues
- 3.91 Budget Call Memo, Department Budget and Overall Institution Budget, Federal Programs' Budgets
- 3.92 Sample RQs, Audit Reports, RPPL 4-2 Section 5, Investment Policy Statement, Reserve Fund Bank Statement
- 3.93 15-Year Institutional Master Plan Report Card, Technology Plan, ACCJC Approved Program Proposals (PW, STEM, CPH)
- 3.94 RPPL 4-2, BOT policies
- 3.95 Administrative Procedures Manual
- 3.96 Board Approved FSR

- 3.97 Audit Reports, RPPL 4-2 Section 5, Investment Policy Statement, Reserve Fund Bank Statement
- 3.98 Grant Award Budgets, ROP appropriations, Audit Reports, Auxiliary Reports,
- 3.99 Insurance Policies
- 3.100 APM part 4 Section B, Student Services Budget and Overall Institutional Budget, Budget Call, Continuing Education Budget
- 3.101 Title IV Grant Awards, Investment Policy Statement, ROP Allotments
- 3.102 Financial Status Report (FSR), Prior Year and Current Year Expenditure Report
- 3.103 College Newsletter Article
- 3.104 RPPL 4-2, Audit Reports, Administrative Procedures Manual
- 3.105 Websites for OMB, GAAP and GASB
- 3.106 APM December 2015, APM Appointment Letter
- 3.107 Overall Budget and Budget Justification
- 3.108 Continuing Education Budget, SS Division Budget, Institutional Budget Plan
- 3.109 Audit Reports
- 3.110 Audit Reports
- 3.111 APM December 2015, APM Appointment Letter
- 3.112 Audit Reports
- 3.113 RPPL 4-2, Reserve Fund Bank Statement, Endowment Fund IPS and Audit Report.
- 3.114 Property and Vehicle Insurance Policies, Health Care Act, Health and Life Insurance, General Catalog
- 3.115 Bank Statement for Infrastructure Fund
- 3.116 Audit Reports
- 3.117 Audit Reports, Investment Policy Statements
- 3.118 Administrative Procedures Manual December 2015

- 3.119 Trip Report, Investment Policy Statement, BOT Minutes with Asia Pacific Group
- 3.120 15 Year Institutional Master Plan
- 3.121 Health Insurance, Maintenance and Utilities in FY 2015-16 Budget
- 3.122 Management Information Systems Bank Statements
- 3.123 RPPL 4-2, RPPL Appropriation Acts, Investment Policy Statement
- 3.124 FY15 Budget, Endowment Asset Allocation Status, Infrastructure & Management Information System Bank Statements
- 3.125 Actuarial Plan, Non-FAS Pension Plan
- 3.126 Pension Plan & Social Security Administration Allotments
- 3.127 Vendor Proof of Payment (PPUC, TPAC)
- 3.128 Bookstore Sales, Cafeteria Revenues, Endowment Thanksgiving Fundraiser, Upward Bound Budget & Expenditure, Endowment Wire Transfer to Citigroup
- 3.129 PCC & DHS YAP MOU
- 3.130 Memorandum of Understanding, Math Adjunct Contract, Consulting & Training Services

## **Standard IV: Leadership and Governance**

**The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and are designed to facilitate decision that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. The multi-college district or system has policies for allocation of resources to adequately support and sustain the college.**

The Republic of Palau Public Law 4-2 RPPL4-2, commonly referred to as the Higher Education Act of 1993 established the college as a public non-profit corporation which shall assume the role of a postsecondary educational agency for the purpose of making high quality postsecondary education available to citizens of Palau and the neighboring island nations. The roles and responsibilities of the governing board and the administrator clearly delineated in the statute are designed to promote student success, sustain academic quality, and ensure integrity, fiscal stability and continuous improvement of the college. For example, the statute states that “The purpose of the college are to make high quality, postsecondary education available to the citizens of the Republic of Palau, the Republic of the Marshall Islands, and the Federated States of Micronesia and such other students as may be recruited by the College”. It also mandates that the college “Maintain accreditation by the Western Association of Schools and Colleges”. With respect to governance roles, the statute mandates that the college has a representative structure to ensure institutional integrity, autonomy, and academic freedom, has principles of equity, and insulation from political interference in order to best serve the public interest and meet minimum accreditation requirements. The statute further states that the governing board approve mission and goals of the college, annually review and approve long range plans for the development of the college, approve new degree programs, ensure institutional integrity and autonomy of the college, act as liaison between the college and the community, ensure that educational programs and physical facility plans are of high quality and consistent with purposes of the college, and ensure the well-being of the faculty, students and staff through the approval of appropriate policies and procedures.

The President of the College is the chief executive officer of the college and has the full charge and control of the administration and business affairs of the college. The President is charged with the implementation of board policies. [\[4.1\]](#)

Based on the board approved organizational structure, the college has established governance structures, processes, policies and practices that allow faculty, students, administrators and staff to work together to ensure institutional effectiveness. For example, the Executive Committee of the college which serves as the management team has representatives of departments, divisions and programs of the college. The Standing Committees of the governing board have as ad-hoc member representatives of relevant decision-making bodies such as the Faculty Senate Association, Associated Students of Palau Community College, and Classified Staff

Organization. The governing board committee specified memberships are requirements under the governing board by-laws. [4.2]

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

- 1. Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for 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 planning and implementation.**

### **Evidence of Meeting the Standards**

The leadership of the college believes in and encourages innovations leading to continuous improvement and institutional excellence. The governing board supports its personnel and students by taking initiatives that lead to improvement of the institution's programs and services. For example, at the governing board level, it was through the initiative of the board members and the President of the College that the college's enabling legislation was amended through the enactment of RPPL 4-45 to include a student elected Student Trustee who is a full-fledged member of the board and represents the interests of the students. The Student Trustee chairs the Student Affairs Committee of the board. [4.3]

At the institution level, the college traditionally involves college staff and students in various decision-making bodies and working committees and groups in order to initiate dialog and discussions that may result in improvement of practices, programs and services. For example, in spring 2015, the Mission & Vision Task Force was appointed to review both the mission and vision statements. The membership involved representatives of various functions of the college as well as representatives of the faculty, students and classified staff. In addition, a survey designed to gather input from the college community was administered to members of the governing board, administrators, faculty, staff, students and community. [4.4]

The institution's vision, mission and goals reveal the institution's commitment to student success and educational excellence. The vision of the institution states that the college strives to guarantee quality and excellence. The college mission "Palau Community College is an accessible public educational institution helping to meet the technical, academic, cultural, social and economic needs of the students and communities by promoting learning opportunities and developing personal excellence." The goals referred to as the institutional learning outcomes are critical thinking and problem solving, communication, quantitative and qualitative competence, diversity, civic responsibility and aesthetics. The institution's values referred to as unifying principles are highly valued statements or beliefs which form the basis for policy setting, planning, daily interaction with one another, and decision making. They are: teamwork, quality, open communications, managing with goals, promoting leadership, integrity and loyalty, community ownership, continuous improvement, creativity and innovations, and people and respect for others. [4.5]

To assist the college with the articulation and understanding, the institution's vision, mission, goals and values are displayed through posters, wallet size cards, publications, and the college website at [www.palau.edu](http://www.palau.edu). These are also discussed through meetings, radio talk shows, and trainings. [4.6]

The institutional performance encompasses mission, academic quality, institutional effectiveness and integrity, student learning programs and support services, resources, and leadership and governance. It includes information on student learning outcomes, student achievement, the annual budget, and progress of the institutional master plan as well as programs and services offered in the name of the institution. The institution reports such information to the college community as well as to the public. The current information is discussed and dispersed through the governing board level down through the institutional levels. Board information relevant to the Executive Committee membership is discussed during Executive meetings allowing for administrators to share such information with their department and division staff providing opportunities for college wide participation. Executive Committee membership comprises representation of all areas of the college and includes faculty and student members. The college also uses radio talk shows, publications, and college and community functions to inform its constituents of institutional performance. The college performance results are integrated with institutional planning for decision making, particularly the published information as in the Fact Book and the Annual Report. [4.7]

### **Analysis and Evaluation**

The governing board of Palau Community College creates and encourages innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for 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 planning, decision making, and implementation.

### **Actionable Improvement Plans**

Palau Community College will continue its current practices to encourage innovation toward institutional excellence. The governing board will continue to support its personnel, regardless of their titles, in their efforts to continue to improve the practices, services and program of the college. College wide participation will continue to ensure institutional effectiveness.

- 2. The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.**

## **Evidence of Meeting the Standards**

The college employs representative and participative forms of decision-making. As such, the college President appoints committees to establish policies and procedures. For example, the Policy Review Committee, the Committee on Programs and Curricula (CPC), the Retention Committee, and the Committee on Student Financial Aid (COSFA) and the Administrative Procedures Manual Task Force are decision-making bodies that recommend policies and policy changes to the President of the college and the governing board. Their memberships are carefully selected to include representatives of appropriate areas of the college and those who have direct and reasonable interest, including representatives of students. The members are appointed by virtue of their positions; as such, they represent their respective areas. In the case of Associated Students of PCC, COSFA, and CPC, the manner in which their representatives are selected are stated in their bylaws regulations or handbooks. [4.8]

Committee members are notified through appointment letters which state the purpose and charge of the committees and represent the authorization for the members to participate in the discussions and to make decisions. Committee decisions in the form of recommendations are presented to the president for review and approval. Upon approval of the President, recommendations are forwarded to the governing board for review and approval. Committee membership comprised of college wide participation, completion of the committee purpose and approval of committee recommendations, and implementation of such policies and procedures all demonstrate evidence of the effectiveness of the policy and procedures authorizing college wide participation in decision making processes. [4.9]

The college appointment letters for specific curriculum development committees as well as the CPC handbook with its curricular procedures for program and course development and revisions describe the official responsibilities and authority of faculty and academic administrators in curricular and educational matters. [4.10]

## **Analysis and Evaluation**

Palau Community College establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. At Palau Community College, students are represented on all committees. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.

## **Actionable Improvement Plans**

Palau Community College will continue its current practices to ensure that policies and procedures authorizing college personnel's participation in decision-making are established and implemented. It will continue to ensure participation of staff and students in matters affecting them.

**3. Administrators and faculty, through policy and procedures, 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.**

**Evidence of Meeting the Standards**

Administrators and faculty are represented in the governance structures, including the standing committees of the board, the Executive Committee, Committee on Programs & Curricula (CPC) and other college committees. Administrators and faculty have a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.

The Executive Committee, which includes vice presidents, deans, directors, the Faculty Senate Association (FSA) President, Classified Staff Organization (CSO) President, and Associated Students of Palau Community College (ASPCC) President serve as the advisory body to the President of the College. It addresses issues affecting the college, institutional planning and budget development and implementation. The Committee on Programs and Curricula ensures relevant and quality curricula that are consistent with the mission and goals of the college. Its membership includes administrators from appropriate departments and key members of the faculty and academic function of the college. [\[4.11\]](#)

The Retention Committee's main role is to support programs and services to improve student achievement. 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 the FSA, CSO, and the ASPCC. [\[4.12\]](#)

The Committee on Student Financial Aid ensures full compliance with United States Federal Student Aid regulations. Its membership also includes administrators from Academic Affairs and Student Services as well as representatives of faculty and students. [\[4.13\]](#)

Institutional planning and budget development involves administrators and faculty. Budget development begins at the program/unit level where it is integrated into the division level/department level. The division/department level budget plan is then integrated into the overall institutional planning. The college established policies and procedures describe the roles for each group in governance as well encourages college wide participation in institutional planning. [\[4.14\]](#)

**Analysis and Evaluation**

Through policies and procedures, administrators and faculty 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.

### **Actionable Improvement Plans**

The college will continue to ensure that through policies and procedures, the roles of the administrators and faculty are clearly defined with respect to institutional policies, planning and budget.

- 4. Faculty and academic administrators, through policy and procedures, and through well-defined structure, have responsibility for recommendations about curriculum and student learning programs and services.**

### **Evidence of Meeting the Standards**

Faculty members and academic administrators, through established decision-making structures are involved in the development and improvements of curriculum and student learning programs and services. At the governing board level, the Dean of Academic Affairs, Committee on Programs and Curricula (CPC) chair, President of Faculty Senate Association (FSA), Dean of Continuing Education and President of Associated Student of Palau Community College serve on the Board's Academic Programs Committee as well as on other board standing committees. At the institutional level, faculty and academic administrators serve on the governance structures that oversee the development and improvement of curriculum and student learning programs and services, such as CPC, the Retention Committee and the Committee on Student Financial Aid. For example, during the approval process for the Palauan Studies Program, as members of the CPC, FSA representative and academic administrators participated in the discussions and recommended the approval of the program. The recommendation or proposal was submitted to the President of the college who approved it and submitted it to the Board of Trustees for approval. The Board of Trustees referred the matter to the board's Academic Programs Committee. The Academic Programs Committee whose membership includes a faculty representative and the Dean of Academic Affairs, along with the Associate Dean of Academic Affairs and a social science instructor recommended the Palauan Studies program proposal for adoption by the full board.

All of Palau Community College's 21 degree programs underwent the same review and approval process following the well defined structures of curriculum development. [\[4.15\]](#)

### **Analysis and Evaluation**

Through established policies and procedures, the faculty and academic administrators of the college have responsibility for development and recommendations about curriculum and student learning programs and services.

### **Actionable Improvement Plans**

The college will continue to have policies and procedures that enable the faculty and academic administrators to be responsible for development and recommendations regarding curriculum and student learning programs and services.

- 5. Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.**

### **Evidence of Meeting the Standards**

The college's system of board and institutional governance ensures a participative decision-making process that is timely and utilizes expertise and responsibilities of appropriate college personnel. At the policy governance level, administrators and representatives of faculty and students serve on the Board Standing Committees. The institutional governance includes the Executive Committee whose membership includes department heads, division heads and program heads as well as representatives of faculty, students and classified staff. The college also utilizes the expertise of its key personnel through their membership in other decision-making structures such as FSA, CSO, CPC and COSFA. For example, the Dean of Students, Vice President for Cooperative Research and Extension, Vice President for Administration and Finance, Dean of Academic Affairs, and Director of Physical Plant are members of the Board's Facilities Committee. The membership of the Executive Committee includes all department heads, division heads, program heads, and stand-alone functions such as the Institutional Research and Accreditation Office. The members of the other decision-making bodies are also selected by virtue of their areas of responsibilities. [4.16]

Because the college's system of board and institutional governance requires a wide participation in its decision making, administrators, faculty, staff and students have essential information about institutional efforts to achieve goals and improve learning through effective communication and collaborative efforts in the various groups. Essential information is also shared with students through different student group meetings with the President of the college every semester. Faculty and staff receive essential information also through college wide general assemblies, meetings, bulletins, and the college's newsletters. [4.17]

### **Analysis and Evaluation**

The college's system of board and institutional governance ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.

### **Actionable Improvement Plans**

The college will continue to employ a board and institutional governance system that ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.

- 6. The process for decision-making and the resulting decisions are documented and widely communicated across the institution.**

## **Evidence of Meeting the Standards**

The operating structure organization of the college which guides the institution's communication and decision-making process is duly adopted by the Board of Trustees and reviewed and updated by the college on a regular basis. It is published in every major publication of the college, including the General Catalog, the Personnel Rules and Regulations Manual, Annual Reports and the Fact Books. Based on this structure and the expertise of college personnel, the President of the College appoints members of the college's decision-making bodies among which are the Executive Committee, the Retention Committee, CPC and the Policy Review Committee. All committees are required to maintain records of the meetings including the reports containing recommendations to the President of the college. Once decisions are made by the President or the governing board, the results are shared with affected areas and college wide when appropriate. The major administrative and policy decisions are made known across the institution through memorandums, meetings and the college website, [www.palau.edu](http://www.palau.edu). The members of these decision-making bodies, including the Executive Committee, are representatives of their areas and are also responsible to communicate the resulting decision to those within their areas. [4.18]

## **Analysis and Evaluation**

The college's decision-making process and the resulting decisions are documented and widely communicated across the institution.

## **Actionable Improvement Plans**

The college will continue to ensure that the decision-making process and the resulting decisions are documented and communicated across the institution.

- 7. Leadership roles and the institution's governance and decision-making policies, procedures, 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.**

## **Evidence of Meeting the Standards**

For continuous improvement, the college evaluates its governance, decision-making policies, procedures and processes by reviewing them for their relevancy and currency to ensure their integrity and effectiveness. The college's review includes: 1. Vision and mission statement, 2. Operating structure, 3. Personnel policies and regulations, 4. Administrative policies and procedures. [4.19]

On a five-year cycle, the college reviews and revises when appropriate its administrative procedures and processes contained in the Administrative Procedures Manual. The most recent review took place toward the end of 2014. The recommended changes to the policies and procedures were submitted to the President of the college in 2015 for review and approval. The revised administrative procedures were approved and published in December 2015. Another

example is the review of personnel rules and regulations. In 2011, the president appointed a Policy Review Committee headed by the Director of Human Resources to review the Personnel Rules and Regulations Manual to assess the integrity and effectiveness of the personnel rules and regulations set forth in the manual. The mission and vision statements of the college are also reviewed on a five-year cycle. In spring of 2015, a task force was created to review both statements. During the review, the task force conducted a survey of the college community as a tool to assess the integrity and effectiveness of the two statements. Resulting from the review the vision statement was revised based on the committee's recommendation. The revised statement has been approved and distributed college wide. [\[4.20\]](#)

The results of the evaluations are used for improvements and are communicated throughout the institution. For example, the Vision Statement was revised to include "strive to" so that it reads "We Strive to Guarantee Quality and Excellence". Based on the results of the evaluation, particularly the input from the survey respondents, strategies were devised to improve the awareness and understanding of the college community of the two statements. One strategy was to publish the revised Vision Statement along with the Mission Statement in poster form. Another strategy was to include both the mission and vision statements on every issue of the college's newsletter. [\[4.21\]](#)

Through the Executive Committee, the college's 15-Year Institutional Master Plan is evaluated and necessary adjustments are made. All units of the college are required to do program reviews in accordance with the established program review calendar. The results are used in department and institution-wide decision-making, including budget planning and implementation. Necessary changes will be implemented for improvement with continuous evaluation to ensure the effectiveness of such changes. [\[4.22\]](#)

The institution established the Institutional Research and Evaluation Office in April 2014. Its primary responsibilities are to assist with college wide evaluation efforts, such as with program reviews, the progress of the 15-Year Institutional Master Plan implementation and annual performance evaluations of the governing board and the college President.

### **Analysis and Evaluation**

The college's leadership roles and the institution's governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution communicates the results of these evaluations and uses them as the basis for improvement. The establishment of the Institutional Research and Evaluation Office has contributed to improvement in the analysis of the evaluation results so that the evaluation results are now being effectively shared and used for decision making.

### **Actionable Improvement Plans**

The college will continue to regularly evaluate its leadership roles and decision-making policies, procedures, and processes to assure their integrity and effectiveness. With the assistance and expertise of the Institutional Research and Evaluation Office, the college will continue to

compile, analyze and communicate the results of these evaluations and use them as the basis for improvement.

## **B. Chief Executive Officer**

- 1. The institutional chief executive officer CEO has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.**

### **Evidence of Meeting the Standards**

In March of 1993, the Republic of Palau 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. The governing board gives the institution's chief officer the primary responsibility of institutional quality. The college's Chief Executive Officer CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness through the support of the management team, and different standing and ad-hoc committees. Such standing committees are the Executive Committee (ExCom), Faculty Senate Association (FSA), Classified Staff Organization (CSO), Associated Students of Palau Community College (ASPCC), Committee on Programs and Curricula (CPC), Retention Committee (RC) and Institutional Assessment Committee (IAC). Examples of ad hoc committees are the Graduation Committee and Charter Day Committee. These committees consist of memberships from different departments and programs of the college from administrators, faculty, staff and students. [4.23]

Members of the college standing and ad-hoc committees are appointed by the college CEO. Through such appointment, committees are organized with specific tasks and responsibilities for the quality of the institution. The Executive Committee which serves as the advisory body to the CEO consists of the vice presidents, deans, directors, faculty representative, classified staff representative, student representative, institutional researcher, accreditation liaison officer and executive assistant to the President. The ExCom supports the CEO in planning, organizing, budgeting, selecting, and developing personnel through their participation in meetings in which issues affecting the college are addressed. Individual members represent their respective areas in the ExCom meetings. For example, when the CEO brings a particular issue to the ExCom all members have an opportunity to not only be familiar with the issue but become part of the discussion and the eventual decision as well as become familiar with its implications to their areas and the entire college. Collectively, they support the CEO by providing different perspective to the issues. Moreover, because of their involvement they become willing participants to the implementation of the resulting decision by the CEO. [4.24]

The membership of the FSA, CSO and ASPCC's representatives in the ExCom is assist with decision making, to ensure wider and relevant perspectives and to utilize the expertise and responsibilities of those who are affected by the resulting decisions. The FSA membership includes full time faculty, counselors and the Director of Library Services. The purpose of the association is to represent the interest and needs of the association and its members as employees of the college. The Classified Staff Organization was established in 2006 to provide cultural,

social and community support for all CSO staff at the college. Members of the CSO compose of full time and part time staff of the college not including faculty, counselors, or managers. The Associated Students of PCC is a student body that consists of all registered students in degree programs. The association elects its officers annually to form the student senate that is responsible for administering the affairs of ASPCC. The association is responsible for the general well fare of the student body. [4.25]

In addition to CSO, ASPCC and FSA, other governance structures exist to support the CEO in decision-making. For example, the Retention Committee which oversees the college's academic policies and processes assists the CEO in assuring the quality of the institution by utilizing the expertise of key college personnel in assessment and decision-making. For continuous improvement of the institution, the Institutional Research and Evaluation Office IREO has been established to oversee the program review process, data and analysis, and the 15-Year Institutional Master Plan for all areas of the institution. The 15-Year Institutional Master Plan includes four strategic directions: Student Success, Institutional Culture, Resources, and Culture of Evidence. The IREO, which includes the institutional researcher and the accreditation liaison officer, reports directly to the CEO. The institutional assessment process, FAMED, is the mechanism in place linking institutional research, planning and resource allocation. [4.26]

The Chief Executive Officer has the primary responsibility for the quality of the institution. The CEO provides effective leadership through unit, division, and department supervisors. The CEO communicates institutional values, goals and directions through executive committee meetings and general assemblies as well as student meetings and bulletins.

### **Analysis and Evaluation**

The President of the college who is the chief executive officer CEO has primary responsibility for the quality of the institution. With the assistance of the Executive Committee members, the President provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

### **Actionable Improvement Plans**

The President of the college will continue to have the primary responsibility for the quality of the institution. With the assistance of the Executive Committee members, the President will continue to provide effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness, and to use the results of the evaluations towards improvement.

- 2. The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.**

## **Evidence of Meeting the Standards**

The President of the college effectively plans, oversees, and evaluates an administrative structure organized and staffed to reflect the college's purpose, size, and complexity. The administrative structure of the college is led by the President of the college supported by departments, divisions and programs consistent with the purpose, size and complexity of the college. When necessary, the President of the college recommends modifications reflective of changes of the direction and focus of the college to the governing board for its action. The President ensures that the administrative structure is organized and staffed to meet its purpose. For example, in 2015, at the recommendation of the CEO, the board reviewed and revised the organizational structure to include the Intuitional Research and Evaluation Office to reflect the institution's purposes and to support strategic directions under the 15-Year Institutional Master Plan, specifically the culture of evidence. [\[4.27\]](#)

The President staffing plan takes into consideration the institution's purposes, size, and complexity. In 2011, with the approval of the college President, the college hired both a director of finance and a director of human resources. In 2011, an instructor assistant who could speak the language and understand the different cultures was also hired to mentor, advise, and tutor students from the Republic of the Marshall Islands and the Federated States of Micronesia. A need to hire such mentor was to ensure that students from the Micronesian region had a smooth transition from island life to college life. In 2013, the services were expanded to include an academic tutoring center. Recognizing the important role the library plays in student learning, in 2014, the President recommended and the board approved the re-classification of the Librarian into Director of Library Services. [\[4.28\]](#)

The President of the college delegates authority to administrators and other key college personnel according to their responsibilities and expertise. The position descriptions for department heads and other key personnel include delegation of authority for a specific aspect of the college's operation. For example, the Position Description for the Vice President for Cooperative Research & Extension states, "To provide leadership, supervision, management and administrative control of Palau Community College Cooperative Research & Extension Department". Another example of authority delegation is found in the Administrative Procedures Manual in which a division head can authorize expenditures up to \$1,000 and a department head can authorize expenditures of up to \$3,000. [\[4.29\]](#)

## **Analysis and Evaluation**

The President of the college has put in place an administrative structure that is appropriately staff and organized to reflect the purpose, size and complexity of the college. The President delegates authority to administrators and other key college staff based on their responsibilities when appropriate.

## **Actionable Improvement Plans**

The college will ensure strict compliance with its administrative regulations and processes. The regular assessment of the college's policies and process will include the assessment of the college's compliance with established policies and processes.

### **3. Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by:**

- **establishing a collegial process that sets values, goals, and priorities;**
- **ensuring the college sets institutional performance standards for student achievement;**
- **ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions;**
- **ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning;**
- **ensuring that the allocation of resources supports and improve learning and achievement; and**
- **establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.**

## **Evidence of Meeting the Standards**

The college President guides the institutional improvement of teaching and learning. The President of the college led in the development of the college's current 15-Year Institutional Master Plan 2009 - 2024. The plan is in support of and consistent with the college's vision and mission statements. The President also guided the college in the development of its Unifying Principles. The master plan strategic directions are appropriately organized with Student Success as the first direction followed by Institutional Culture, Resources and Culture of Evidence.

Through established policies and procedures, the President appointed different committees to establish institutional learning outcomes and institutional-set standards for achievement. The institutional learning outcomes development was led by the Dean of Student Services and the Dean of Academic Affairs in 2009. In November 2013, a committee appointed by the President was tasked with the development and implementation of institutional-set standards. In March 2015, the president of the college through a memorandum approved the Institutional-Set Standards for Student Achievement ISSA to be implemented at the beginning of the academic year 2015-2016. The ISSA have been published on the college's website. [\[4.30\]](#)

The president of the college ensures that evaluation and planning is based on high quality research and analysis of external and internal conditions. In 2006, the college developed an academic program assessment process referred to as FAMED Formulate, Assess, Measure, Evaluate, Develop. In 2010, it was reviewed and revised to include all programs and services and was adopted as an institutional assessment and evaluation process. In 2015, it was again reviewed according to the revision timeline to include institution-set standard assessment. To ensure its full utilization throughout the entire institution, the revised FAMED process will again

be publicized in poster form. In 2014, the President of the college established the Institutional Research and Evaluation Office of the college that reports directly to the President. [4.31]

To provide high quality research and analysis, the President of the college hires qualified researchers and provides training and avenues for professional development. The institutional researcher and others who are involved in the institutional research participate in local and regional research alliances such as the Mid-continent Research Education Laboratory McREL alliance and Association for Institutional Research AIR. Through this effort, the college's IREO publishes the annual Fact Book which serves as an outcome report as well as provides the college's information to the IPEDS of the U.S. Department of Education. [4.32]

To ensure integrated institutional evaluation, planning and resource allocation, the college President appointed the Institutional Assessment Committee IAC in March 2011. IAC is a sub-committee of the Executive Committee with the following functions: oversee institutional assessment process to ensure that it is systematic and follows established time frame, monitors the quality of assessment to ensure findings are valid and actionable, makes recommendations to improve the institutional assessment process, makes recommendations regarding publication of assessment results, monitors the implementation of assessment/program review recommendations, and reports the results to the Executive Committee. The results of the evaluation and program review are used in the planning and resource allocation to support student achievement and learning. [4.33]

The assessment and program review results are used to develop recommendations to improve programs and services in support of student learning. They are used in the development of department/program budgets which are compiled in the overall institutional budget. For example, through assessment, it was determined that the computers at the Library used by the students needed to be replaced in order to meet the needs of the students. Resources were allocated, and in spring 2015, all student computers at the Library were replaced. In 2010, the Agricultural Science degree program review indicated a need for the program to provide student transportation between the main campus and the extension campus where laboratory work is conducted. In 2011, the college procured a bus to transport the students on laboratory days. In 2014, as a result of the Physical Plant division's security unit evaluation, the college hired an additional security officer to ensure security and safety of students and personnel during college daytime operations. [4.34]

The college's overall planning and implementation efforts are evaluated to assess their effectiveness. The college's institutional plan, the 15-Year Institutional Master Plan is monitored through the use of a Master Plan Report Card. This is a tool used by the Executive Committee to evaluate the master plan and its implementation. It is through this evaluation that the college makes necessary modifications to the plan. The college's assessment and evaluation process, FAMED, was last reviewed in 2015. [4.35]

### **Analysis and Evaluation**

Through established policies and procedures, the President guides institutional improvement of the teaching and learning environment by establishing institutional performance standards. The

President ensures that evaluation and planning depends on quality research and analysis of all the factors affecting the college and ensures that educational planning is integrated with resource planning and allocation to support student achievement and learning. In addition, the President ensures that the allocation of resources supports and improve learning and achievement, and establishes procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.

### **Actionable Improvement Plans**

Through established policies and procedures, the President of the college will continue to guide institutional improvement of the teaching and learning environment.

- 4. The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.**

### **Evidence of Meeting the Standards**

The President of the college has the primary role for accreditation and ensures that the institution meets or exceeds accreditation requirements by actively participating in the accreditation process and establishing policies and processes that support the college's accreditation efforts. The President of the college served on the ACCJC Commission representing the Pacific Postsecondary Education Council for six years. In August 2011, the college established the Accreditation Office managed by the Accreditation Liaison Officer who reports directly to the President of the college. The President also appointed the Accreditation Steering Committee led by the Accreditation Liaison Officer to oversee the preparation of the college's Self-Evaluation Report. The President ensured that all college personnel and leadership, including the members of the governing board, are familiar with the accreditation process by providing relevant training opportunities. To date, 100% of the college personnel have successfully completed the Accreditation Basics online course. Through the President's leadership, the college secured resources that allowed college personnel to attend various accreditation trainings, including the Community College Leadership Development Institutes, Strengthening Student Success Conferences, Academic Resources Conferences, Annual ACCJC trainings, Annual Pacific region meetings, and Pacific Postsecondary Education Council meetings. In addition, in-house accreditation workshops, meetings, trainings, and communications, such as PCC's Journey on the Self-Evaluation Process, are regularly conducted. [\[4.36\]](#)

### **Analysis and Evaluation**

The President of the college has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements. The college's initiative to require all of its personnel to complete the Accreditation Basics online course and ongoing

campus-wide dialog on ACCJC Standards and Eligibility Requirements has provided the college community with a good understanding of the accreditation process and requirements.

### **Actionable Improvement Plans**

The President of the college will continue to have the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, ACCJC Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution will also continue to have responsibility for assuring compliance with accreditation requirements.

- 5. The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.**

### **Evidence of Meeting the Standards**

The statute that established the college mandates that the President of the college has full charge and control over the administration and business affairs of the college. The statute also gives the President the authority to establish and implement rules and regulations consistent with the institution's mission and policies. The President of the college attends all meetings of the board in order to ensure that the governing board has awareness of the policy needs of the college and to effectively implement board policies. [\[4.37\]](#)

The President of the college works with the board and its committees to establish fiscal policies that enable the college to meet its mission. On an annual basis, the President approves the college's budget request and works with the board and the National Congress to develop the college's spending plan, the annual budget. Once approved by the board, the President works with departments to implement the budget in accordance with fiscal control measures issued by the board and the regulations and procedures outlined in the Administrative Procedures Manual. On a monthly basis, the President of the college presents the college Financial Status Report to the governing board for review and approval. [\[4.38\]](#)

### **Analysis and Evaluation**

The President of the college assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.

### **Actionable Improvement Plans**

The President of the college will continue to assure the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.

- 6. The CEO works and communicates effectively with the communities served by the institution.**

## **Evidence of Meeting the Standards**

The college President works and communicates effectively with the communities served by the institution. The President communicates to the communities through the college weekly newsletters that are disseminated locally and abroad, in print and online. On an annual basis, the college publishes a Fact Book for the community of Palau and for the Pacific Post-Secondary Education Council institutions. The President communicates the college's annual report and annual fiscal report to the Republic of Palau President and elected leaders, ACCJC, and the U.S. Department of Education. Through radio talk shows and television programs, the college president reports to the stakeholders of the college's current state-of-affairs. The college regularly uses the local and regional media to publicize the major initiatives of the college.

[\[4.39\]](#)

The President serves on various regional boards and commissions, such as Chuuk Education Reform Council, Pacific Post-Secondary Education Council, Micronesian Voyaging Society and Asia Pacific Association of Fiduciary Studies. The President also serves on local boards, such as the Palau Chamber of Commerce, Palau International Coral Reef Center, Belau Family School Community Alliance, Civic Action Coordinating Committee, and National Emergency Council. Previously, the college President served as an ACCJC Commissioner for six years, serving two consecutive terms and as a board director for Mid-continent Research Education Laboratory.

[\[4.40\]](#)

The President of the college recently appeared on radio talk shows and discussed the accreditation status of the college, the implementation of the Republic of Palau Public Law 9-22 Palau Skilled Workforce Investment Act, enrollment and academic programs, and feature events and activities of the college. The President of the college also conducts state visits to discuss programs and services of the college. [\[4.41\]](#)

## **Analysis and Evaluation**

The President works and communicates effectively with the communities served by the institution, although challenged by the vast distances to other entities served by the institution. Because of the President's expertise in education and leadership in the Pacific region, the college President is often called upon to provide assistance where college opportunities for networking and collaboration with other institutions in the region continue.

## **Actionable Improvement Plans**

The President of the college will continue to work and communicate effectively with the communities served by the institution, both locally and regionally.

## C. Governing Board

- 1. The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution.**

### Evidence of Meeting the Standards

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 that has full authority to oversee policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. 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 National Congress. [4.42]

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 RPPL 4-45, 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. [4.43]

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. [4.44]

The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution.

Governing Board policy documents demonstrate its role in academic quality, integrity, effectiveness of learning programs and services as well as financial stability. Resulting from an ACCJC Commission sanction boardmanship workshop, the board was made aware of the need to review its policies on a regular basis. The board has adopted its policy review process beginning with the board governance policies. This is a first of its four year cycle review which will also include Ends Policies, Limitation Policies, and Board CEO Relationship Policies.

The institutional mission, vision, unifying principles, strategic directions, institutional learning outcomes, and the institutional-set standards for student achievement are all adopted and approved by the board supporting its board established policies. These institutional statements support the quality of programs and integrity of institutional actions, and ensure effectiveness of student learning programs and services. It is the policy of the College Board of Trustees to involve the President of the college and other institutional leaders in the decision making process. [4.45]

### **Analysis and Evaluation**

Palau Community College has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. It is the policy of the College Board of Trustees to involve the President of the college and other institutional leaders in the decision making process.

### **Actionable Improvement Plans**

The institution will continue to have a mandated governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The College Board of Trustees will continue to involve the President of the college and other institutional leaders in the decision making process.

### **2. The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.**

### **Evidence of Meeting the Standards**

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.

The Board protocol manual also states that all business of the board shall be conducted by a majority of the voting members. The minutes of the meetings of the board shows voting results for each motion made during an official meeting of the board. [4.46]

### **Analysis and Evaluation**

As stated in the college’s enabling legislation and in the board by-laws, the college’s governing board, the Board of Trustees, acts as a collective entity and once the board reaches a decision, all board members act in support of the decision.

### **Actionable Improvement Plans**

The college's governing board will continue to act as a collective entity. It will continue its current practice of fully supporting a board's decision once adopted by majority of the members. Only the chairperson of the Board or a designee will continue to speak on behalf of the Board.

- 3. The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.**

### **Evidence of Meeting the Standards**

The hiring process of the CEO follows the same process as the College uses for hiring employees. The selection of the current CEO included a vacancy announcement on local radio stations, standard bulletins, and newspaper advertisements as well as a nation-wide search through the Association of Community College Trustees Presidential Search Service and paid advertisements in the Chronicle of Higher Education. A search committee screened applicants 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. The governing board is in the process of revising the Protocol Manual to include the hiring process of the CEO. The governing board follows a defined policy found in the Board of Trustees Protocol Manual for evaluating the CEO of the college. [4.47]

The governing board follows a defined policy found in the Board of Trustees Protocol Manual regarding annual evaluations. It covers overall Board Performance, Individual Trustee Performance and the evaluation of the President. The President provides institutional performance reports, including financial status reports, during all regular monthly board meetings. In addition, the college's annual report and the annual audit report are provided to all board members. [4.48]

### **Analysis and Evaluation**

The governing board of the college adheres to a clearly defined policy for evaluating the CEO of the college. A written process for hiring of the CEO needs to be added to the Protocol Manual.

### **Actionable Improvement Plans**

The governing board of the college will continue to follow a clearly defined policy for evaluating the CEO of the college. It will revise the Protocol Manual to include a clearly defined policy for selecting the CEO.

- 4. The governing board is an independent, policy-making body that reflects the public interest in the institution's educational quality. It advocates for and defends the institution and protects it from undue influence and political pressure. ER7**

## Evidence of Meeting the Standards

The governing board is an independent governing body that represents the institution's integrity, autonomy, academic freedom, principles of equity, and insulation from political interference. 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 of the college and to meet accreditation standards. Members of the governing board are appointed by the President of the Republic and confirmed by the Senate of the National Congress. The fact that the members of the college's governing board are exempt from turning in their courtesy resignations when a new administration is installed attests to the board's independence.

The Board Protocol Manual contains a Code of Ethics which the board members agree to conform to the enumerated standards of conduct. Board members are required to read and sign Board Services Commitment Pledge contained in the Board Protocol Manual. One of the standards contained in the pledge is "to defend and protect the college from undue influence and political interference". [4.49]

## Analysis and Evaluation

The college's governing board is an independent, policy-making body that reflects the public interest in the institution's educational quality. It does advocate for and defends the institution and protects it from undue influence and political pressure.

## Actionable Improvement Plans

The college's governing board will continue to be an independent, policy-making body that reflects the public interest in the institution's educational quality. It will continue to advocate for and defend the institution and protect it from undue influence and political pressure.

- 5. The governing board establishes policies consistent with the college/district/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for education quality, legal matters, and financial integrity and stability.**

## Evidence of Meeting the Standards

RPPL 4-2 gives the Board general policy management and control over affairs of the college, including educational quality, legal matters, and financial integrity. The Board of Trustees reviewed and adopted both the vision and mission statements of the college, which adheres to the mandates of the college's enabling legislation. The governing board reviews and adopts the annual budget of the college. On a monthly basis, the board reviews and takes action on the Monthly Financial Status Report of the college. At the advice of the college President, the board establishes policies that control expenditure and budget. For example, in November 2014, the board adopted a policy addressing the accrued leave. In 2014, the board approved a merge of

Institutional Research Office and the Accreditation Office as one function under the President of the college and is referred to as the Institutional Research and Evaluation Office. [4.50]

To ensure the quality, integrity, and improvement of student learning programs and services, the board is involved in the development of academic programs. The Board, through its Academic Programs Committee recently reviewed and adopted the college's proposal to establish the Palauan Studies degree program. The quality and integrity of academic programs is confirmed by the Substantive Change Committee approval of ACCJC. [4.51]

### **Analysis and Evaluation**

The college's governing board establishes policies consistent with the college mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. It has ultimate responsibility for education quality, legal matters, and financial integrity and stability. With legal matters, the board utilizes the Attorney General's office or private attorneys for assistance.

The institutional-set standards for student achievement ISSA were established and approved in March 2015 and implementation began in academic year 2015- 2016. The governing board has been made aware of these set standards and results of standards evaluations will be reported to the board for its continued support and assistance in the improvement of student achievement and learning. [4.52]

### **Actionable Improvement Plans**

The college's governing board will continue to establish policies that are consistent with the college mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. It will remain in compliance with the college's enabling stature which mandates the governing board to have ultimate responsibility for education quality, legal matters, and financial integrity and stability.

## **6. The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.**

### **Evidence of Meeting the Standards**

The Board has a published Protocol Manual which contains the Code of Ethics, the by-laws, statutory and fiduciary responsibilities, as well as meeting and evaluation procedures. The Manual provides a framework for the conduct of the Board and serves as a cornerstone on which the Board carries out its responsibilities. The Board's size and composition is mandated by the enabling legislation. The governing board has six voting members, five of whom are appointed by the President of the Republic of Palau and confirmed by the OEK. Through amendments to the enabling stature, a Student Trustee who is also a voting member is elected by the students. The statute also allows for appointment of two non-voting advisory members who are noted in the Pacific region in the field of education or economic development. At present, the board does not have advisory members. [4.53]

## **Analysis and Evaluation**

The college and its governing board publishes its bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures as delineated in the college's enabling statute. Using the recently adopted Policy Making/Review Process, the board will review its governance process policies. The resulting changes will be incorporated in the revised and republished protocol manual. Continued vacancies on the board for advisory members from the Pacific region and representatives from the Federated States of Micronesia and the Republic of the Marshall Islands should be addressed by the college.

## **Actionable Improvement Plans**

The college and its governing board will continue to publish its bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures as delineated in the college's enabling statute. The college will continue to work with the National Congress to address the advisory vacancies of the Board of Trustees.

- 7. The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.**

## **Evidence of Meeting the Standards**

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 assesses and evaluates the relevance of its policies and practices on a regular basis or when necessary and revises them when necessary. In the spring of 2014, the board began reviewing its policies in accordance with Policy Making/Review Process. The review began with the Board Governance Process policies as called for in the review process. Necessary modification for effectiveness and relevance are recommended to the full board for action. [\[4.54\]](#)

## **Analysis and Evaluation**

The college's governing board acts in a manner consistent with its policies and bylaws. Using its newly adopted Policy Making/Review Process, it has begun the review of its policies.

## **Actionable Improvement Plans**

The governing board will continue to act in a manner consistent with its policies and bylaws. The board will continue to review its policies and processes on a regular basis in accordance with its policy review process.

- 8. To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.**

## **Evidence of Meeting the Standards**

The Board of Trustees reviewed and adopted both the vision and mission statements of the college, which adheres to the mandates of the college's enabling legislation. The Board also reviewed and adopted the college's master plan which is the institutional plan for improving academic quality. [4.55]

The President's Report is a standard agenda item of regular board meetings' agenda. The President Reports include student learning programs and services and student enrollment. The Monthly Financial Status Reports have been revised to include comparative data to help the board members better understand the budget and expenditures and how they impact student learning. [4.56]

The Board annually reviews the Fact Book which contains student learning, performance and achievement data, such as enrollment and graduation information. In addition, the board reviews the Annual Report which is the college's annual performance report. [4.57]

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 approves establishment of new programs and the deletion of existing programs. For example, the college has proposed the addition of General Mechanics and General Maintenance. They are now being reviewed by the Academic Programs Committee who will make recommendations to the full board. The committee membership includes academic administrators and faculty representatives. [4.58]

## **Analysis and Evaluation**

The governing board of the college ensures the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.

## **Actionable Improvement Plans**

The governing board will continue to ensure the institution is accomplishing its goals for student success. The governing board will continue to regularly review key indicators of student learning and achievement and institutional plans for improving academic quality.

- 9. The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.**

## **Evidence of Meeting the Standards**

The Board Protocol Manual, along with other major college policies and administrative manuals, serves as a basis for new member orientation. Incoming trustees undergo the New Trustee Orientation in which a significant amount of crucial information is reviewed, which includes the

college's enabling legislation and related amendments, institutional self-study reports and other Accreditation requirements, the 15-year Institutional Master Plan, policy manuals, the General Catalog, the Fact Book, audit reports and other financial reports, Board policies, agenda and minutes of meetings, board committee reports, the Board Protocol Manual and the annual evaluation. The orientation also includes a session with the college President on parliamentary procedures. [4.59]

As members of the Association of Community College Trustees ACCT, Board members attend ACCT development programs, such as the ACCT's Annual Leadership Congress. The Board members and the President have also attended and participated in Commission-sanctioned workshops such as Regional Boardmanship Workshops sponsored by the Pacific Postsecondary Educational Council. They also attend on an annual basis investment conferences which include fiduciary essentials. [4.60]

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

### **Analysis and Evaluation**

The governing board of the college has ongoing training programs for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office as stipulated in the college's enabling stature. For the reason that the terms of the initial members of the board were staggered and subsequent appointments are for four years, the terms of the members will continue to be staggered ensuring continuity of full membership of the board.

### **Actionable Improvement Plans**

The governing board of the college will continue to participate in training program for board development. The governing board will continue to have staggered membership.

**10. Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board's effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.**

### **Evidence of Meeting the Standards**

On an annual basis, the board conducts its performance evaluations which examine individual contributions to the Board as well as the overall effectiveness of the board. The first part of the evaluation assesses the individual member's contribution to the effectiveness of the board. The second part assesses the overall performance of the entire 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. The

board uses the results of the evaluation to improve the performance of its members and the board as a whole. For example, based on the evaluation results, the board decides which members are to attend a specific training or workshop. Board meeting evaluations are also conducted at the end of each meeting.

### **Analysis and Evaluation**

The board bylaws describe a process for board evaluations which assesses the board's effectiveness in promoting and sustaining academic quality and institutional effectiveness. The evaluations also assess the performance of individual members. The results are used to improve board performance, academic quality, and institutional effectiveness.

### **Actionable Improvement Plans**

The will continue to assess its effectiveness using established evaluation process. It will continue to use the evaluation results to improve its effectiveness, academic quality and institutional effectiveness.

- 11. The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution.**  
**ER 7**

### **Evidence of Meeting the Standards**

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. In addition, as appointed officials of the national government, members of are required to comply with the requirements of the National Ethics Commission.

The Standards of Conduct for the trustee contained in the Board Protocol Manual say "each trustee shall not participate in any action involving a possible conflict of interest ....." Another standard also states "... he or she shall inform the entire board or the board chair when a matter under consideration might involve or appear to involve such a conflict". 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. A trustee who is determined to be in violation of any of the boards standards of conduct may be removed by majority of the voting members.

## **Analysis and Evaluation**

The college's governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution.

## **Actionable Improvement Plans**

The governing board of the college will continue to uphold a code of ethics and conflict of interest policy, and individual board members adhere to the code. The governing board will exercise its power to discipline its members who fail to adhere to its code of ethics and conflict of interest.

### **12. The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.**

## **Evidence of Meeting the Standards**

The Board hires, 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 President of the college'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 president of the college is a solitary employee of the Board and he is responsible for the college's administration and business affairs on behalf of the Board. The president is fully accountable to the board only and the board has the power to hire and terminate the president of the college.

## **Analysis and Evaluation**

The governing board of the college does delegate full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the college.

## **Actionable Improvement Plans**

The governing board will continue to delegate full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the college.

**13. The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college's accredited status, and supports through policy the college's efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.**

## **Evidence of Meeting the Standards**

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, including the Eligibility Requirements. In addition, the board members participate in Commission-sanctioned workshop such as Regional Boardmanship Workshops sponsored by Pacific Postsecondary Education Council. Board members also attended Community College Leadership Development Institute. In addition, all board members have successfully completed the Accreditation Basics online course.

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 institutional self-evaluation process through their membership in the accreditation standards committees. The board is provided with regular updates of the institutional self-evaluation 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 institutional self-evaluation action plans undergo board review and approval.

## **Analysis and Evaluation**

The governing board of the colleges is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college's accredited status, and supports through policy the college's efforts to improve and excel. It participates in evaluation of governing board roles and functions in the accreditation process.

## **Actionable Improvement Plans**

The governing board of the college will continue to be informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college's accredited status, and supports through policy the college's efforts to improve and excel. It will continue to participate in evaluation of governing board roles and functions in the accreditation process.

## **D. Multi-College District or Systems**

### **Evidence of Meeting the Standards**

The college's enabling stature established the college as a separate institution of higher learning with its own governing board. It is no longer a multi-college district or system.

## **Standard IV Evidence**

- 4.1 RPPL 4-2
- 4.2 BOT Bylaws, BOT Standing Committee
- 4.3 Amendment to Include Student Trustee (RPPL 4-45)
- 4.4 Vision & Mission Task Force Appointment Letter, Meeting Minutes and Task Force Report, Vision Statement and Mission Statement Survey Form, BOT Approval
- 4.5 Mission, Vision, ILOs, Unifying Principles in General Catalog and Fact Book
- 4.6 Vision and Mission Poster, Vision and Mission Wallet Size Card, Assessment Training, General Assembly 2015
- 4.7 Organization Chart, Executive Committee Appointment Letter, Executive Committee Agenda & Minutes
- 4.8 PRC, Retention Committee, COSFA and APM Appointment Letters, CPC Handbook page 2
- 4.9 ISSA Appointment Letter, ISSA Recommendations Approved by President
- 4.10 Four Year Degree Program and General Mechanics Program Appointment Letters
- 4.11 Executive Committee Appointment Letter, CPC Handbook page 2
- 4.12 Retention Committee Appointment Letter
- 4.13 COSFA Appointment Letter
- 4.14 CE & SS Budget FY 2016, PCC Budget Call Memo, PCC Overall Budget
- 4.15 PW Academic Programs Committee Approval, PW College Approval, PW ACCJC Approval, STEM Program College Approval, STEM Program ACCJC Approval
- 4.16 BOT Facilities Committee Membership
- 4.17 Student Group Meetings and Schedule, College Newsletter, General Assembly Program and Sign-in Sheet, Bulletins

- 4.18 Organization Chart, Meeting Minutes, College Newsletter on General Assembly
- 4.19 Vision and Mission Statement Task Force, PRC and APM Appointment Letters, Organization Chart
- 4.20 APM December 2015, PRC Appointment Letter, PRC Meeting Minutes, Vision and Mission Statement Task Force Appointment Letter, Vision & Mission Task Force Meeting Minutes and Report to President
- 4.21 Vision & Mission Statement Task Force Report to President and BOT Approval
- 4.22 15 Yr Master Plan Report Card, IT Program Reviews (2005-2009, 2009-2012)
- 4.23 RPPL 4-2, Executive Committee Appointment Letter
- 4.24 Executive Committee Agenda
- 4.25 FSA By-Laws, CSO By-Laws, ASPCC Constitution
- 4.26 FAMED Revision, 15-Year Institutional Master Plan, Technology Plan Second Five Year Cycle, Program Review, Establishment of IREO, Consolidation & Retention Committee Membership
- 4.27 2015 Revision of Organization Chart, 15-Year IMP- Strategic Direction 4
- 4.28 Employee's Contracts, BOT Approved Re-classification of Librarian into Director of Library Services
- 4.29 APM page 8-10, Position Description- Vice President for Cooperative Research & Extension
- 4.30 Institutional Learning Outcomes, Institutional-Set Standards for Student Achievement
- 4.31 FAMED Revision
- 4.32 McREL Training Certificate of Completion, PCC Fact Book 2015
- 4.33 IAC Appointment Letter, IAC Meeting Minutes
- 4.34 Library, AG and Security Program Reviews, RQ and Procurement for Computers and Bus, Security Personnel Contract

- 4.35 PCC 15-Year IMP Report Card Strategic Direction 1
- 4.36 Accreditation Basics Certificates, samples, ACCJC Commissioners Listing, Accreditation Self-Study Steering Committee Appointment Letter, PCC Journey Email
- 4.37 RPPL 4-2, Budget Regulation (BOT Minutes), Financial Status Report, APM p.8-10
- 4.38 Financial Status Report, APM p.22-25, PCC Budget Call, ROP Budget Call for FY 2016, PCC Budget, Unified Budget Act
- 4.39 College Newsletter, PCC 2014-15 Fact Book, PCC Annual Report 2014, 2013 Audit Report, Local Newspaper Clippings, Talk Show Clips
- 4.40 PCC President Affiliations and Memberships (ACCJC Commissioner, PICRC Chairman, Palau Chamber of Commerce Director, Palau National Emergency Member, Civic Action Team-Palau Member)
- 4.41 College Newsletter (Endowment Fundraising)
- 4.42 RPPL 4-2
- 4.43 RPPL 4-45
- 4.44 RPPL 6-16
- 4.45 Vision & Mission Statement, Unifying Principles, Strategic Directions, Institutional Learning Outcomes, and ISSA Approved Standards, BOT Standing Committee
- 4.46 BOT Protocol Manual Section 7
- 4.47 Selection & Evaluation Policy
- 4.48 CEO's Report to BOT, Financial Status Report, BOT Protocol Manual for Evaluation of President
- 4.49 BOT Code of Ethics, BOT Commitment Pledge
- 4.50 Financial Status Report, Establishment of IREO, Vision & Mission Statements, Unifying Principles, Strategic Directions, BOT Minutes re Accrued Leave
- 4.51 PW College Approval, PW ACCJC Approval

- 4.52 Institutional-Set Standards for Student Achievement
- 4.53 RPPL 4-2, 4-45
- 4.54 Protocol Manual Review Process
- 4.55 15 Year Institutional Master Plan Report Card
- 4.56 Board Agenda
- 4.57 PCC 2014-15 Fact Book, PCC Annual Report
- 4.58 BOT Agenda and Minutes of New Programs
- 4.59 New Trustee Orientation Evaluation Tool, New Trustee Orientation Evaluation Orientation, New Board Member Orientation
- 4.60 BOT Training Certificates, Trip Reports

# **Institutional Quality**

## **Focus Essay**

### **1. Institutional-Set Standards for Student Achievement**

Required by the U.S. Department of Education, Code 34 and the Accrediting Commission for Community and Junior Colleges (ACCJC) – Western Association of Schools and Colleges (WASC), Standard I.B.3 and Eligibility Requirement #11, Palau Community College was required to establish institutional-set standards for student achievement appropriate to its mission, assess how well the college is achieving its set standards in pursuit of continuous improvement, and publishes the information to its constituents.

In the fall of 2014, the college President appointed an Institutional-Set Standards for Students Achievement (ISSA) Committee with a responsibility to establish the college set standards. The Committee was well represented by members from various areas of the college. The Committee membership was made up of faculty representatives, student representatives, Dean of Academic Affairs, Associate Dean of Instruction, Dean of Student Services, Dean of Continuing Education, Institutional Researcher, Accreditation Liaison Officer, and Registrar/Classified Staff Organization representative. The Committee began its work in the fall of 2014 focusing on the institutional academic data from 2009 – 2013. Data that were reviewed and discussed by the Committee members were recruitment; admission; placement testing; completion rate from semester to semester, fall to fall and spring to spring; persistent rate from semester to semester, fall to fall and spring to spring; probation rate from semester to semester, fall to fall and spring to spring; graduation rate within two-two & half years, three-three & half years and beyond three & half years; general education courses completion rate; degree program completion rate; and developmental courses completion rate. After intense review of the 2009 – 2013 data and analysis, the Committee established eleven (11) institutional-set standards for Palau Community College and made its recommendation to the college President for his review and approval. The eleven institutional-set standards were approved on March 31, 2015 by the college President to begin implementation in fall of 2015.

In April 2015, the institutional-set standards for student achievement was distributed to all college employees as attachment to salary pay checks. The set standards was also made available on the college website in April 2015 for college constituents including students and the public. In August 2015, the Committee provided educational details of the set standards to all college employees during the fall 2015 Convocation and provided educational trainings to the Academic Affairs Division including all faculty, Student Services Division and the Library Division as these divisions' effort and commitment is required for the success and achievement of the institutional-set standards for student

achievement. The trainings included how the set standards are implemented, various approaches to ensure the success and achievement of the set standards, collection and analysis of data, evaluation of data, action plans to be implemented to ensure achievement, and roles and responsibilities of individuals involved in the implementation. The ISSA Committee continues to ensure the implementation and progress of the institutional-set standards for student achievement.

Palau Community College began implementing its institutional-set standards for student achievement in the fall of 2015. The college will conduct the first cycle of evaluation after three years of implementation. At the end of academic year 2017-2018, the college will evaluate the three academic year's data, make revisions or additions should there be any required needs, and hopes to increase the expected outcome of each standard by a five percentage (5%) increase. The institutional-set standards will be evaluated using the institutional assessment process, the FAMED. The college will continue to provide training at the beginning of each academic year to ensure the success and achievement of its set standards.

## **2. Academic Building and Student Center**

Palau Community College long-range plans support institutional improvement goals identified under the 15-Year Institutional Master Plan. Strategic Direction 3, Goal 3.2, Objective 3.2.1 of the 15-Year Institutional Master Plan requires Palau Community College to provide adequate, safe and accessible facilities to meet the space needs of a learning-centered institution. Such buildings under the plan are the new academic building and student center. These facilities will allow the college to better support student learning and student achievement. For example, the completion of the academic building will support the college to maintain a vibrant and diverse range of education and training programs that reflect the changing learning environment to meet the needs of students and the community it serves. The student center will allow the college to ensure that its learning support services are centralized and are sufficient to support instructional programs; thus, improving student learning and student achievement.

In preparation to meet its long-range plans, the college established its infrastructure fund account in 2005 where the college sets aside \$2,000.00 every month into its infrastructure fund to support these plans. To date, the college has invested little over \$300,000.00 to support these projects. At the same time, the college has identified possible additional sources that will help toward meeting the total cost of the new academic building and student center. The college academic building project is in its bidding process and the actual construction of this said building will inaugurate after the bidding is awarded. The college plans to open the new academic building in the fall of 2017 to better support student learning and improve student achievement.

### **3. 4-Year Degree Program**

Palau Community College is planning to establish a 4-year degree program to academically and economically support its diverse students and communities. The college President established a 4-Year Degree Program Committee in early 2015 with a task to research, study and plan for the first four year degree program to be offered by the institution. The Committee researched for, studied four-year degree programs of other institutions, and met specifically the Republic of Palau's Ministry of Education and the Ministry of Health for specific recommendations as most in-service teachers and nurses are students or alumni of Palau Community College. The Committee submitted its first recommendation to the college President recommending to establish a four-year degree program - Bachelor of Science (BS) in Liberal Studies.

Currently, the college is recruiting curriculum experts of higher learning to assist the Committee in the establishment of the new four-year degree program. Also, the college remains open to other degree majors which may best serve its students and the communities it serves. Other degree majors include Improvement Sciences that includes different logic models of education.

After the college accreditation visit, the college will focus its effort in establishing a four-year degree program with a hope to implement the program in fall of 2017.

**Responses to  
Previous Team  
Recommendations**

## Responses to Recommendations from the 2009 Evaluation

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### Recommendation 1: Improving Institutional Effectiveness

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

a. Develop and implement a strategy that ensures appropriate feedback and dialogue wherein assessment results are communicated to all constituents groups in an accurate, timely, and systematic manner. (I.B.1, I.B.5)

**Response:** The Executive Committee is the management team of the college serving to integrate and coordinate planning and decision-making at the institutional level. The Executive Committee ensures that the college mission is central to its decision-making processes. Committee members are the Vice Presidents of the Administration and Finance and the Cooperative Research and Extension; Deans of Academic Affairs, Student Services and Continuing Education; Directors of Development Office, Institutional Research and Evaluation, Upward Bound Program, Talent Search Program, Admission and Financial Aid, Student Life and Housing, Learning Resource Center, Human Resource Division, Physical Plant Division, Technology Division, Finance Division, and the Library Services; Presidents of the Faculty Senate Association, the Associated Students of Palau Community College and the Classified Staff Organization; Institutional Researcher; and the Executive Assistant to the President. The Executive Committee members are responsible to communicate information of their divisions/departments/organizations to the Committee including assessment results and are also responsible to communicate information shared at the Executive Committee meetings back to their constituent groups. Through this process, assessment and evaluation results are communicated to all constituent groups in an accurate, timely, and systematic manner.

In 2013, the college procured the TracDat assessment software for assessment results reporting purposes. The phase I of the software concentrated on academic courses and programs implemented in fall 2013. The phase II of the software is being updated for the non-instructional and non-academic areas with implementation by the end of 2016. When all divisions and departments begin using TracDat for reporting, the TracDat will become another means of communication to all constituent groups in an accurate, timely, and systematic manner.

Furthermore, student progress reports conducted during 4<sup>th</sup>, 9<sup>th</sup> and 13<sup>th</sup> week of regular semesters communicate results of student learning assessments between faculty and academic advisors. The reports allow appropriate constituents to discuss ways student learning could be improved and appropriate support is identified to assist student learning and ensure student success.

b. Establish and implement clear written policies and procedures that demonstrate the flow of human, facilities, technology, and financial planning protocols. (I.B.2, I.B.3, I.B.4, I.B.5, II.A.2.e, III.A.6, II.B.2.b, III.C.2, III.D.3)

**Response:** The evaluation team members who visited Palau Community College on March 30 – April 1, 2011 concluded that PCC has met this recommendation. Furthermore, the college has established the flow of human, facilities, technology, and financial planning protocols with precise and specific procedures and practices. For human resources, the Human Resource Division has established written procedures for hiring process which includes the selection, recommendation, and interview protocols. The Physical Plant Division continue assessments of facilities through regular walk-through of the campus with the college President and the Vice President of the Administration and Finance to ensure that college facilities continues to be conducive structures supporting student learning and are sufficient to support all learning services. Goals and objectives of Physical Plant Division are guided by strategic directions under the 15-Year Institutional Master Plan.

Procedures and practices of conducting finance resources of the college were recently revisited and revised by the Administrative Procedures Manual task force appointed by the college in fall 2014. The task force was tasked to review the existing procedures and processes of handling college finances and make necessary recommendations to the college President for review and approval. The administrative procedures and processes were revised to help ensure that college finances are transacted in compliance with college policies and regulations as well as the Republic of Palau. The college technology matters are carried out according to the college 5-Year Technology Plan. The Technology Resource Committee has established a require process for procuring technology equipment. This process requires a thorough review of the Technology Resource Committee before actual procurement. Through this process, the committee ensures the college that requested technology equipment meets college needs and supports student learning as well as ensuring compatibility of requested equipment.

c. Ensure these written policies, procedures, and processes delineate the roles and responsibilities of the various college planning groups that will monitor implementation, assessment, evaluation, and improvement of college plans. (I.B.2, I.B.3, I.B.4, I.B.5, II.A.2e, II.B.1, II.B.4, II.C.2, III.A.2, III.A.5, III.A.6, III.B.2b, III.C.1, III.C.2, III.D.3)

**Response:** Palau Community College appointed committees and task forces have written expected roles and responsibilities outlined in every appointment letters. The roles and responsibilities help to monitor, implement, assess, evaluate and improve college plans and goals. For example, the college appointed the Institutional Compliance Steering Committee in 2014 with responsibilities to identify existing college policies that support the U.S. Department of Education policies and regulations in regards to campus crimes, alcohol and drug abuse, and campus crime definitions. The ICSC members worked within the parameters of the U.S. DOE policies and regulations and aligned existing college policies and regulations with the U.S. DOE and the Republic of Palau public laws and regulations. The Committee was required to meet a July 15, 2015 deadline for information updates to be available to college constituents through the college website. On March 31, 2015, the college President reviewed and approved the information put together by the ICSC and on April 5, 2015, the campus crime definitions,

campus crime policies and regulations, alcohol and drug abuse policies and regulations became available to all college constituents on the college website.

Furthermore, the Committee on Programs and Curricula (CPC) recently revised the CPC handbook to reflect all regulations, approved processes and practices required by the college in regards to the monitoring, implementing, assessing, evaluating, and improving student learning to ensure student achievement. The roles and responsibilities in regards to academic courses and programs are clearly defined in the CPC Handbook which is closely monitored by the CPC standing committee.

d. Establish and implement a written process by which the college will systematically review and revise as necessary its human, facilities, technology, and financial planning and budgeting processes. (I.B.6)

**Response:** An existing college process by which the college systematically reviews and revises as necessary its human, facilities, technology, and financial planning and budgeting processes is laid out within the protocols of the college Executive Committee. Outlined under the roles and responsibilities of the Executive Committee, reviews and revisions of college plans are discussed and shared by department and division heads. Updates of the 15-Year Institutional Master Plan, 5-Year Technology Plan, Institutional Assessment Committee, Institutional Compliance Steering Committee and Accreditation are some of the requirements outlined under the Executive Committee standardized agenda.

Different standing and working committees also require systematic reviews and revisions as necessary during their regular meetings and working sessions. For example, the Technology Resource Committee reviews the 5-Year Technology Plan in meetings to ensure that the plan goals and objectives are carried out following the processes and protocols in place. This is evident through the committee's minutes of meetings.

e. Establish and implement a means to assess its programs and services evaluation mechanisms through a systematic review of their effectiveness. (I.B.7)

**Response:** With the establishment of the Institutional Research and Evaluation Office (IREO), a result of merging two offices into one namely the Accreditation Office and the Institutional Research Office in April of 2014, the IREO has began evaluating the mechanisms in place to ensure that items called for by evaluation tools are actually assessing programs and services against their purposes. IREO has identified several evaluation tools that require revisions and has made recommendations to appropriate service providers to revise item/question called for under their evaluation instruments. For example, Student Life provides academic advising services where the unit needs to receive feedback from students on how services could be improved in regards to academic advising. Original questions of the evaluation instrument were changed upon recommendations by the IREO to include questions that would pertain to whether academic advising session attended helped the student with time management instead of questions that pertain to the level of noise and cleanliness of academic advising office.

The Institutional Research and Evaluation Office continues to work with individual programs and service areas to evaluate existing evaluation instruments to ensure that items in the evaluation tools are asking the right questions in regards to the purposes of programs and service areas.

In addition, the New Student Orientation – academic advising session strategies was changed from conducting three different academic sessions in one big space area to conducting three different academic sessions in three different regular size rooms as a result of the new student orientation evaluation. The college will continue to make necessary changes to improve its services using evaluation results.

### **Recommendation 2: Library and Learning Support Services**

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

**Response:** In 2010, the college hired a librarian with a two-year contract who departed the college at the end of employment contract in 2012; another librarian was hired in 2012 and departed the college in 2014 at the end of employment contract; and the college hired another librarian in 2015 who worked less than six months and has to depart the college due to pressing family issues requiring him to return home. The hired librarian in 2010 established the college library student learning outcomes with the assistance of the library staff. Student learning outcomes were implemented and assessed after the first year of implementation through the Scavenger Hunt instrument. Currently, the college library is staffed with one library manager overseeing the library daily operations and seven library technical assistants who provides services to students and other library patrons. The college recently signed a volunteer agreement with a qualified individual who is willing to provide support and assistance to the college in regards to library services.

The college library collections has increased over the past several years with a plan to bring the average age level of library collections of 17 years of age to 10 years of age. The library has begun purchasing materials to support the 21 academic degree programs with at least 50 supplemental materials for each of the degree programs. The library began this process of academic support during fall 2015 with three academic programs with a target completion date of December 2017 for all academic programs. With the assistance of academic programs faculty, the library is procuring recommended material by the instructors.

The library student learning outcomes are assessed regularly with a set schedule of assessment. The library learning outcomes are assessed every fall semester using the Scavenger Hunt instrument, and service area outcomes are assessed using customer satisfaction survey and

computer lab survey during spring semesters. Results of assessments are used for planning and implementation.

### **Recommendation 3: Human Resources**

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

**Response:** The College hired a Director for Human Resources Division in August of 2011 as well as the Director of Finance Resources Division. The college has been able to retain the two directors for the past four years. The Director of Human Resources Division was appointed to chair the Policy Review Committee (PRC) that was tasked to review and revise if necessary the Personnel Rules and Regulations Manual (PRRM). Since 2011, the PRC has made recommendations to the college President for review and approval, and those approved policies by the President were submitted to the College Board of Trustees for review and approval. The PRC has continued working and making recommendations when necessary to update and revise the personnel rules and regulations including hiring, contract status, and salary schedules. The most recent recommendations of the Policy Review Committee were submitted to the college President for review and approval in early December 2015.

The Director of Finance Division was tasked to chair the Administrative Procedures Manual (APM) Task Force in the fall of 2014 to review and revise if necessary the college procedures and practices. The APM Task Force reviews the entire manual and submitted its recommendations to the college President for review and approval. After several discussions between the task force and the President, the college President approved the necessary revisions needed to update the Administrative Procedures Manual in early December of 2015. The Administrative Procedures Manual December 2015 has been distributed college wide.

Both the Policy Review Committee and the Administrative Procedures Manual consisted of members representing different divisions and departments of the college including faculty and student representatives. The diverse membership ensured that ideas and interest of the college community were presented for discussion and decision making.

### **Recommendation 4: Leadership and Governance**

To assure improvement and full implementation of the governance process created in response to Recommendation 6 of the 2004 report, the team recommends that the Executive Committee structure be formalized. Furthermore, to assure that the mission and values statements are central to decision making, the team recommends that the college formalize, communicate, and implement all governance processes for faculty, staff, students, and administration, assess the

effectiveness of those processes, and utilize the results for improvement. (I.A.4, IV.A.2, IV.A.3, IV.A.5, IV.B.2b)

**Response:** The College has formalized and implemented its governance process since July of 2010. To help ensure the full implementation of the governance process and participation of faculty, students, and staff, the Executive Committee's Order of Business of its meetings included in its agenda the faculty representative, student representative and staff representative reports under the Reports/Communications section of the agenda. The Executive Committee has a process in place of how members place their issues/concerns on meeting agenda. The Executive Committee serves as an advisory body as well as the management team of the institution. The Presidents of the Faculty Senate Association, the Associated Students of Palau Community College and the Classified Staff Organization are members of the Executive Committee called for by the policy that established the Committee. Members representing the different organization changes from year to year depending on the results of their elections. Responsibilities of members are to communicate their division, department, organization and office matters, accomplishments and needs to the Executive Committee and communicate governance information and decisions back to their respective areas. This task ensures that institutional matters are shared throughout the institution on a timely manner.

The governance process is evaluated through regular evaluations of the Executive Committee at the end of its scheduled monthly meetings. Necessary changes are proposed and implemented for improvement.

The evaluation team that visited Palau Community College on March 30 – April 1, 2011 concluded that Palau Community College has met this specific recommendation.