MIDTERM REPORT

Submitted by: Palau Community College
P. O. Box 0009
Koror, Republic of Palau 96940

Submitted to: Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges

March 2013

TO: Accrediting Commission for Community and Junior Colleges, Western
           Association of Schools and Colleges

From: Palau Community College
           P. O. Box 0009
           Koror, Republic of Palau 96940

I certify there was broad participation by the campus community and believe this Report
accurately reflects the nature and substance of this institution.

Signatures:

           _____
           Dr. Patrick U. Tellei, President   (Date)

           _____
           Bilung Gloria G. Salii, Chairperson   (Date)
           Board of Trustees

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Statement of Report Preparation

In June of 2010, Palau Community College received notification from the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges that upon review of the College's 2009 Institutional Self Study Report and the report of the evaluation team which visited Palau Community College from March 1 – 4, 2010, that the Commission acted to issue a Warning and asked Palau Community College to correct the deficiencies noted in four (4) Recommendations. Palau Community College was required to complete a Follow-Up Report by March 15, 2011 which would be followed by a visit of Commission representatives.

Upon receipt of the Commission's letter, the President immediately initiated the effort to begin an institutional journey of self improvement. Following a report to the Board of Trustees in July 2010, the President appeared on two local television stations, had press conferences with local print media and radio stations, and utilized the College newsletter to inform the students, faculty and staff, constituents, stakeholders and the general public of the College's accreditation status and its responsive measures for improvement. The President appointed a 2011 Follow-Up Self Study Steering Committee that had the sole responsibility of re-examining the institutional self study and responding to the four recommendations and the visiting team's findings.

Palau Community College submitted its 2011 Follow-Up Report addressing the four recommendations in March 2011 to the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges. This submission was followed by a visit of Commission representatives which took place at the end of March 2011.

In June 2011, Palau Community College received notification from the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges that upon review of the College's Follow-Up Report and the report of the evaluation team which visited Palau Community College from March 28 – April 1, 2011, the Commission took action to remove Warning and reaffirmed accreditation, with the requirement that the College complete a Follow-Up Report by March 15, 2012 which would be followed by a visit of Commission representatives. The College was expected to address the four recommendations made in 2010 with complete resolution of the deficiencies to meet Accreditation Standards.

Upon receipt of the Commission's June 2011 letter, the President immediately shared the great news with the Board of Trustees, the Executive Committee, and the entire College community. The President informed the general public through the College weekly Newsletter "*Mesekiu's News*" as well as through local television stations. In preparation for the Follow-Up Report submission of March 2012, the President appointed a 2012 Follow-Up Report Steering Committee to address the four recommendations. The responsibility of the steering committee was to re-examine the March 2011 Follow-Up Report and respond to the evaluation team's findings under each of the four recommendations.

Since 2010, a series of meetings, trainings and workshops have taken place with administrators, faculty, staff and students to discuss the four recommendations and to review the ACCJC Standards and the Rubrics. Included in the discussion were assessment results, institutional improvement and institutional effectiveness. In September 2011, the four recommendations, the ACCJC Standards and the Rubrics were

printed and attached to all employees' paychecks to ensure that everyone at the College was made aware of the recommendations, ACCJC Standards and Rubrics.

Palau Community College submitted its 2012 Follow-Up Report addressing the four recommendations in March 2012 to the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges. This submission was followed by a visit of Commission representatives which took place from April 1 – 4, 2012.

In July 2012, Palau Community College received a letter dated July 2, 2012 from the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges that upon review of the College's 2012 Follow-Up Report and the report of the evaluation team which visited Palau Community College from April 1 – 4, 2012, the Commission considered the Follow-Up Report and, as with all colleges, required Palau Community College to file a Midterm Report in the third year after its comprehensive evaluation.

The members of the 2012 Follow-Up Report Steering Committee continued their work and the committee re-organized itself adding more members and began the work of addressing the four recommendations and the planning agendas of the 2009 Institutional Self Study Report in July 2012.

The committee then began working on the assigned recommendations by first reviewing the parts of the self study report that pertained to the recommendations and by also reviewing the evaluation reports. The planning agendas for each standard were also reviewed and updated. The committee sought assistance from the College faculty and staff for information, which would aid in responding to the recommendations and planning agendas updates.

The committee completed the first draft of the report in October 2012 and reviewed it in November 2012. The second draft was submitted in December 2012 and reviewed in the same month. The third draft was submitted on the last day of December 2012 and was reviewed in January 2013. The committee's final work was submitted to the College President on January 25, 2013 for his review. The committee continued to work on the report addressing comments and recommendations of the College President and submitted the final report to the President and the College Board of Trustees for their review and approval in February 2013.

Palau Community College submitted its Midterm Report addressing the four recommendations and planning agendas to the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges in March 2013.

The members of the committee that were involved in the report's preparation, review and submission are:

Deikola Olikong, Accreditation Liaison Officer/SLO Coordinator
Marianne Temaungil, Assistant ALO, English Associate Professor and Editor
Todd Ngiramengior, Executive Assistant to the President
Sherman Daniel, Dean, Student Services
Johvanna Yaoch, Information Technology Program Associate Professor
Tchuzie Tadao, Former Director, Upward Bound Math & Science
Kuye Belelai, Director, Upward Bound Program
Alvina Marcil, Director, Development Office

Tutii Chilton, Dean, Academic Affairs
Jessica Brooks, Former Librarian
Jay Olegeriil, Vice President of Administration & Finance Department
Omdasu Ueki, Director, Human Resource Division
Clement Kazuma, Director, Physical Plant Division
Bruce Rimirch, Director, Computer Systems
Uroi Salii, Director, Finance Division
Teongel Ngirkelau, Registrar and Records Technician and Recorder

RESPONSE TO TEAM'S RECOMMENDATIONS:

Recommendation #1:

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

  a. Develop and implement a strategy that ensures appropriate feedback and dialogue wherein assessment results are communicated to all constituent groups in an accurate, timely, and systematic manner. (I.B.1, I.B.5)

The college has developed and implemented a strategy that ensures appropriate feedback and dialogue wherein assessment results are communicated to all constituent groups in an accurate, timely, and systematic manner. The Executive Committee (EXCOM) is the conduit through which the appropriate feedback and dialogue concerning assessment information is communicated to all constituent groups. It is the responsibility of the members of the Executive Committee to communicate information to their constituent groups from the EXCOM and to share and bring information and requests from their groups to the EXCOM [1.1].

In addition to the Executive Committee, department/division/organization heads have regular meetings with their areas where issues, concerns, and assessment results are discussed. The Administration and Finance Department, for example, calls management meetings on a regular basis to discuss assessment information. Divisions, such as Student Services, Physical Plant and Finance, hold meetings with said staff to also discuss issues, concerns, and assessment results within the departments in order to make any necessary improvements [1.2]. Units, such as Security and Cafeteria, also meet regularly [1.3]. Furthermore, committees, such as the Technology Resource Committee (TRC), the Institutional Assessment Committee (IAC), and the Retention Committee, also share assessment and other information with the appropriate constituencies [1.4]. The Institutional Assessment Committee meets and discusses assessment information, such as program review results, assessment mechanisms, and action plans, and in turn, passes on information and/or recommendations to the institution at large through the Executive Committee to assist the department heads with dissemination of assessment information to their respective areas [1.5].

The college identifies reports that need to be published by the Institutional Research Office and the means of reporting these results, such as, the Fact Books, the Pacific Postsecondary Education Consortium (PPEC) reports and PCC annual reports. This ensures that the college uses documented assessment results to communicate matters of quality assurance to appropriate constituencies in an accurate, timely, and systematic manner [1.6](1.6a, 1.6b, 1.6c, 1.6d).

b. Establish and implement clear written policies and procedures that demonstrate the flow of human, facilities, technology, and financial planning protocols. (I.B.2, I.B.3, I.B.4, I.B.5, II.A.2.e, III.A.6, III.B.2.b, III.C.2, III.D.3)

The college continues to implement clear written policies and procedures that demonstrate the flow of human, facilities, technology, and financial planning protocols. These written policies and procedures support the institutional mission and its stated purpose.

The Policy Review Committee appointed by the President in 2011 with membership representation from all segments of the college, including faculty and classified staff, ensure policies and procedures are clearly written. The committee is continuing the comprehensive review of the Personnel Rules and Regulations Manual (PRRM) to ensure the effectiveness of the personnel policies and procedures and to make any revisions, if needed. The committee is now in a second review with an expected completion date of spring 2013 and an implementation date in the same year [1.7].

Human Resource planning is integrated with institutional planning. Department and division program review collected data indicate the number of personnel and their exact responsibilities. The college hires qualified personnel based on the positions' requirements, such as educational degree or work experience. As recommended by ACCJC, the college utilizes the World Education Service to secure an accurate and valid analysis of an individual's credential evaluation. Through this service, the college ensures the educational qualification of personnel hired from non U.S. accredited institutions [1.8] (1.8a, 1.8b).

The facility use protocol is contained in the Administrative Procedures Manual [1.9]. To maintain facilities, the following procedures are followed.   A "To Do" list is compiled from the maintenance bi-weekly building inspection. At the end of the month, an accomplishment report of completed tasks from this list is submitted to the Vice President of Administration and Finance as well as a list of unfinished tasks. Those tasks that are not done are moved to the next month's "To Do" list [1.10] (1.10a, 1.10b, 1.10c).

The Technology Resource Committee, established in 2007, 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 monitoring, technology areas which are part of the plan underwent improvements. Such improvements include relocation of the Information Technology Program laboratory classroom, installation of Deep Freeze software in classroom labs, and the policy change in the library for Facebook. Results of the Online and Open lab evaluations and implementation of changes to improve services of these laboratories are also discussed [1.11].   Since the first plan covered the five year period of 2007 to 2012, the committee completed the second Five Year Technology plan which was approved in December 2012 with a January 2013 date of implementation [1.12]. Finance policies and procedures are also contained in the Administrative Procedures Manual. Information on travel per diem guidelines, payroll process and internal control measures are some of the procedures found in the area of finance [1.9]. The college follows the Palau national government and US accounting procedure standards in its daily operation.

    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)

Roles and responsibilities of committees such as the Executive Committee (EXCOM), Policy Review Committee, Retention Committee, and Institutional Assessment Committee are clearly defined within the appointment letters of the College President to committee members [1.13]. Associations have by-laws which contain their clearly defined roles and responsibilities [1.14](1.14a, 1.14b, 1.14c). The college planning groups/committees (permanent/ad hoc) are monitored at the department/division level and reviewed at the institutional level (Executive Committee). The monitoring done at the department/division level is to ensure that goals and learning outcomes are discussed, understood, and implemented by all college members, to ensure that evaluations are analyzed using both quantitative and qualitative data, and to ensure that proper planning and implementations enhance institutional effectiveness [1.15].

The college divisions/departments play a central role in the implementation of the 15-Year Institutional Master Plan (IMP) and updates are brought to EXCOM meetings. The 15-Year IMP is reviewed, monitored and assessed at the department level with each department being responsible for its own area [1.16]. In addition, the Institutional Assessment Committee meets and discusses assessment information, such as program review results and assessment mechanisms, and reviews action plans, and in turn, passes on

information and/or recommendations to the institution at large through the Executive Committee to assist the department heads with dissemination of assessment information to their respective areas [1.5].

    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)

The college has established and implemented a written institutional planning and assessment process called FAMED that systematically reviews and revises, when necessary, its human, facilities, technology, and financial planning and budgeting processes. A non-academic program review assessment tool has been revised for use starting spring 2013 [1.17].

The college uses documented assessment results to communicate matters of quality assurance to appropriate constituencies. At the unit/program level, assessment results are discussed at the end of semester/year. Results are then communicated to department/division heads for proper planning and implementation when necessary. Most departments/divisions' first program reviews were completed before December 2009, and several programs/units completed their second cycle of program reviews in the fall of 2009 and 2010 as scheduled in the institutional program review calendar [1.18]. With the establishment of the Institutional Assessment Committee (IAC), a sub-committee of the Executive Committee, in October of 2011, ways to review the first cycle program review results were discussed by the committee members. As a result of discussion, a Monitoring Template for Program Review was then developed to show the status of programs/services' recommendations/action plans. Programs/services use this template to provide updates of plans to the Institutional Assessment Committee [1.5]. IAC also revised program review calendars for all areas of the institution and created rubrics for the institutional learning outcomes (ILOs) [1.19]. The IAC members attended a faculty meeting on December 14, 2012, to update faculty on assessment information, the academic program review revised calendar, and the revised instructional program review template [1.20](1.20a, 1.20b).

    e.   Establish and implement a means to assess its programs and services evaluation mechanisms through a systematic review of their effectiveness. (I.B.7)

Using the FAMED institutional planning and assessment process and the revised calendar of review from the Institutional Assessment Committee (IAC), the college has implemented a means of assessing its programs and services evaluation mechanisms to ensure a systematic review of their effectiveness [1.21].

The FAMED process itself underwent a review in 2011 and was revised so that it would be appropriate for all areas of the college to use. When it was first created, the process was intended for faculty to assess academic programs. The revisions allowed the FAMED process to be used as an institutional means of assessment rather than solely a faculty means. Furthermore, clear guidelines were also developed for better understanding of the FAMED process. Once the revisions were completed, trainings were conducted by IAC to communicate the changes that were made to the instrument [1.22]. Throughout 2012, IAC conducted FAMED assessment workshops and follow up sessions to various college department/divisions/organizations. Each step of the FAMED process was discussed and explained so that the process could be used as an institutional planning and assessment process for all areas. For example, the Physical Plant Division participated in a FAMED planning and assessment workshop to review and discuss the entire development and alignment of a mission statement, goals, and objectives. Once goals and objectives were developed, assessment tools were created and used to assess goals and services of this division. In August 2012, a follow up session for Finance and Human Resources Divisions took place to review and discuss revisions of mission statements, goals, objectives, and various assessment tools to assess services offered by each division. Review of evaluation questionnaires led to revisions of questionnaires to include changes to both satisfied and unsatisfied rating levels. Scheduling of the assessment cycles led to a decision to conduct quarterly assessments for the Finance Division and bi-annual assessments for the Human Resources Division. Other participants of the trainings were staff from the Student Services, Development Office, Cafeteria, Computer Office, Library and faculty [1.23].

Recommendation #2:

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

In response to the college's March 2012 Follow-Up Report, the accreditation visiting team concluded that this recommendation has been implemented fully and has been met by the college. In terms of staffing, since this visit, the college has maintained the same number of staff and provided professional development for its staff in order to adequately meet the needs of its students, faculty, and staff and the

community. As reported, the college hired a professional librarian with a Master's degree from an American Library Association (ALA) accredited institution. However, her two-year contract ended in August 2012, and she chose not to renew. In anticipation of her departure, and with her assistance, the college began a search process for a new librarian. The college is now at the final stage of the search process and should be able to hire a new librarian within this school year. In the meantime, the library is under the care of a longtime library staff who has obtained her associate degree from PCC in Library and Information Services (LS) and a bachelor's degree in Interdisciplinary Studies from San Diego State University [2.1]. Since the last report, one additional library staff has completed the LS program [2.2]. Library staff continue to provide and participate in trainings, both locally and regionally. For example, provisions of trainings such as Elton B. Stephens Company (EBSCO), cataloguing, online catalog, and Pacific Digital Library (PDL) have been provided. Trainings also attended include Pacific Islands Association of Libraries, Archives and Museums (PIALA) sponsored training, both locally and regionally, as well as ALA conferences [2.3].

The library works closely with faculty to identify and acquire additional resources. A PCC set-up account on Amazon.com allows faculty to deposit recommended instructional resources for their programs and departments. Through a collection of eBooks and the online catalog, accessibility to books has greatly improved. With available grant money and college support, additional resources such as computers and a router for the computer lab and eReaders were purchased [2.4]. Through a joint grant with the Ministry of Education, a Bookmobile was purchased to provide access to library resources for individuals who are unable to visit the college or public libraries [2.5]. Through the Palau Union Catalog, individuals can identify and locate books of interest and place requests for the scheduled Bookmobile visits.

Library programs and services are assessed and results are used for improvements if needed. For example, the library student learning outcomes are assessed through an assessment tool called the Scavenger Hunt. This specific assessment tool was first implemented in fall 2011. When students were assessed in fall 2012, results show that 80% of the students were at a proficiency level for student learning outcomes aligned with this assessment tool. Customer satisfaction surveys are also conducted on a regular basis to assess services. Customer satisfaction with the library computer lab reached 87% in fall 2012 [2.6].

The library, like all units of the college, continues to participate in regular assessment and program review using the FAMED model. An example of assessment results is the relocation of Kids Corner to ensure

security of library resources and to accommodate younger library users while ensuring minimal disruption to other library users.

The On Line Lab, a learning support service has been assessed also on a regular basis. Results show that students are satisfied with the services the lab provides. Results of the spring/summer 2012 assessment show an overall satisfaction rate of 99%. With this result, the On Line Lab continues to support online learning and will continue its semesterly assessments [2.7].

Recommendation #3:

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

To ensure a more equitable application of policies and procedures for improved practice of transparency, collaboration, and communication, the President appointed a Policy Review Committee (PRC) in December 2011. The principal duty of this committee is to ensure that the personnel policies and processes are written clearly as well as updated on a regular basis. The Human Resources Director has been tasked with leading the PRC to complete a comprehensive review of the Personnel Rules & Regulations Manual (PRRM). Members of PRC are representative of all areas of the college ensuring equal representation [3.1]. Current copies of the Personnel Rules & Regulations Manual are available in offices and are accessible to employees [3.2]. In October 2012, the first comprehensive review of the Personnel Rules & Regulations Manual was completed. A final review will be completed by the end of spring 2013. Once the PRRM revisions are approved and adopted by the Board, the College will hold sessions to update and educate all PCC employees on changes made to the manual [3.3]. This is in line with the College's 15-Year Institutional Master Plan (2009-2024), Objective 3.4.2 which calls for review of the Personnel Rules & Regulations Manual periodically [3.4].

The College's need to fill key administrative positions, such as the Director of Human Resources and the Director of Finance, has been met. Both Director of Human Resources and Director of Finance were hired on August 22, 2011 and September 12, 2011 respectively [3.5].

The Human Resources Division (HRD) is working to ensure that all components of the college are staffed with qualified personnel and that the personnel are treated equally and evaluated regularly. HRD works closely with the hiring department with the review and interview process. Further, the Human Resources Director attends different staff meetings around campus to discuss the functions of the HRD, such as the offering of employee benefits of group life and health insurance [3.6]. Programs and services to support diverse personnel continue to be offered. Such programs and services include on-campus housing, medical and life insurance, and moving expenses. In addition, for non-Freely Associated States citizens who are employed by the college, a pension plan in the form of a saving plan, similar to a 401K, is offered wherein the college will match up to 12% the amount an employee contributes [3.7].

The Human Resources Division recruits and retains professional and qualified individuals to fulfill the College's vision and mission. To help ensure that non-US degree holders have degrees that are in line with the US standards, the college requires non-US degree holders to undergo an evaluation of their credentials through the World Education Services (WES). Non-US degree holders at Palau Community College have had their credentials evaluated through this service [3.8].

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.B2.b)

As reported in the 2012 Follow-Up Report, the college adopted the revised Executive Committee policy in July 2010. Its implementation began immediately. The revised policy includes a revised Order of Business in order to ensure greater participation from the faculty, students and classified staff [4.1]. All the governance structures, both at the institutional level and department/unit levels as well as the governing board, continue to assess their effectiveness and results are used for improvement [4.2]. The governing board continues to conduct its own annual evaluation and use results as a basis for improvement, including in the area of professional development planning [4.3]. Board members attend ACCJC and Pacific Postsecondary Education Consortium (PPEC) sanctioned conferences and workshops. As a result of assessment at the administration and department/unit level, decisions are made, such as establishing the

Institutional Assessment Committee and consolidating the Retention Committee and Committee on Student Financial Aid [4.4].

The College believes that the mission and values statements are central to decision making, and in accordance with the 15-Year Institutional Master Plan and has implemented activities designed to familiarize everyone with the mission and value statements. Such activities include publication of, in poster forms, the mission statement, vision statement, unifying principles, and strategic directions. They are posted in offices throughout the campus to promote understanding and to ensure that daily tasks and responsibilities support the overall institutional purpose. The mission, vision and strategic directions were also printed on shirts and sold at the college bookstore [4.5]. In addition, it is the practice of the college to publish them, along with the institutional learning outcomes, in all major college publications including the general catalog, policy manuals, graduation programs and annual reports. The latest effort is the printing and issuance of wallet-size cards containing mission and vision statements and the institutional learning outcomes to everyone on campus. To keep the mission and values statements central to decision making, a series of workshops were also conducted by Institutional Assessment Committee to align departmental/unit mission statements with those at the institutional level [4.6].

Recommendations 1 – 4 List of Evidence

1-1   Meeting Minutes re Assessment Information

1-2   Finance Division Staff Meeting Minutes; Administration & Finance Department Management Team Meeting Minutes

1-3   Cafeteria Unit Meeting Minutes; Security Unit Meeting Minutes

1-4   Technology Resource Committee Meeting Minutes; Institutional Assessment Committee Meeting Minutes; Retention Committee Meeting Minutes

1-5   Institutional Assessment Committee Appointment Letter; Meeting Minutes; Monitoring Template

1-6   Fact Book 2011-2012; Fact Book 2012-2013; Annual Report 2010; Annual Report 2011

1-7   Policy Review Committee Appointment Letter; Meeting Minutes

1-8   World Education Services Information (1.8a); College Vacancy Announcements (1.8b)

1-9   Administrative Procedures Manual

1-10   Building Maintenance Inspection (1.10a); Maintenance Unit To-Do List (1.10b), (1.10c);

1-11   Technology Resource Committee Meeting Minutes

1-12   2nd Cycle 5-Year Technology Plan; Plan Approval

1-13   Committee Appointment Letters

1-14   Association By-Laws (1.14a – FSA By-Laws), (1.14b – CSO By-Laws), (1.14c – ASPCC)

1-15   Units, Divisions, Departments Meeting Minutes

1-16   15-Year Institutional Master Plan Report Card

1-17   Non-Academic Program Review Assessment Template

1-18   Institutional Program Review Calendar

1-19   Institutional Learning Outcomes Rubrics

1-20   Academic Program Review Template (1.20a); Faculty Meeting Minutes – December 14, 2012

1-21   FAMED Cycle and Guidelines

1-22   Original FAMED and Revised/Approved FAMED

1-23   FAMED Assessment Workshops

2-1   Library Manager's Appointment Letter; Manager's Credentials

2-2   Copy of PCC Library and Information Services Degree for Library Staff

2-3   Library Staff Trainings

Standard I: Institutional Mission and Effectiveness

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

A. Mission

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

The College has a statement of mission that defines the institution's broad educational purposes, its intended student population, and its commitment to achieving student learning. This statement is the driving force of the institution's student learning programs and services which are aligned with the institution's purposes, character and student population. A college-wide planning and assessment process called FAMED (Formulate-Assess-Measure-Evaluate-Develop) is the institutional planning and assessment process used to continuously monitor, assess, and collect data to guide future planning and decision making in line with the mission statement [1.1]. The mission statement was last reviewed in 2009 by the Vision and Mission Statement Task Force that was appointed by the college president. The committee's recommendations were presented to the College Board of Trustees for approval which was granted. As a result of the committee's review, the committee recommended to retain the same mission statement since the college's mission, purposes and function had not been altered in any manner. As a result of the 2009 review, a five year mission review cycle was created. Therefore, the next review is scheduled for 2014 [1.2].

The departments' and divisions' mission statements that dictate department and division goals are aligned with the mission's purposes. Goals and objectives are focused on the functions and purposes of their areas which are promoting the mission of the institution. 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 [1.3].

Another example is the college's Five Year Technology Plan which is monitored by the Computer Systems Division and the Technology Resource Committee. One of the goals of this plan was to establish an Information Technology program laboratory classroom and this is another example of how one of the institution's divisions supports student learning and also assists students to meet their technical learning needs. This technology plan is regularly reviewed and revised as necessary at monthly meetings to ensure that the plan undergoes an ongoing and systematic cycle of evaluation, planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished [1.4]

The Student Services Division's International Night activity is another example of a function that promotes the mission of the institution. 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 also supports one institutional learning outcome [1.5].

In addition, a request from the Palau Ministry of Education and the local community for a Science, Technology, Engineering and Mathematics (STEM) academic degree program allowed the college the opportunity to create such program to help meet the academic, technical, and economic needs of the community of Palau. STEM received its approval from the Accrediting Commission for Community and Junior Colleges (ACCJC) in May 2012 with implementation in fall 2012 [1.6]. Another academic program request came from the Palau Ministry of Health for a public health degree program. With this request, the Public Health program was created and received approval from ACCJC in November 2012. The newly approved program began its implementation in spring 2013. The Public Health program is an educational pathway for in-service personnel in the Ministry of Health to enhance their knowledge and build competency skills to provide quality health services to the communities. These are examples of how the college continues to keep the mission statement central to institutional planning and decision making [1.7].

B. Improving Institutional Effectiveness

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

The college demonstrates a conscious effort to produce, assess, and support student learning and make necessary improvements. Through the continued offering of programs and activities, the college produces student learning. Student learning continues to be assessed at the course, program, and institutional levels on a regular basis. Through assessment results, necessary improvements are made at each of the levels. For example, with JP 109 Japanese Conversation when the fall 2010 course assessment showed less than 70% of students reached the proficiency level in conversation, the action plan required instructors to increase the number of hours in the conversation part of the course. When the plan was put into action in fall 2011, 72% of the students were now able to reach the proficiency level in conversation [1.8]. The Agricultural Science 2009 program review indicated that student transportation to the agriculture farm which is located at the college campus extension was needed. Therefore, in 2011, a bus was purchased specifically for this purpose [1.9]. An example of an institutional level learning outcome assessment for ILO #6 Aesthetics is the MU100 Concert Choir course. Students gain experience and appreciation of the value of arts in music by displaying their proficiency through the 9/11 Memorial and Christmas concerts, which are community gatherings hosted by the college [1.10].

The plan to publish and distribute copies of the 15-Year Institutional Master Plan has been completed. Copies can be found in college offices and the college library, and on the college website (www.palau.edu) [1.11]. The college has begun implementing the goals of the master plan and assessing its progress toward achieving these goals and making decisions accordingly. At division and department levels, the goals are being implemented by the responsible personnel. At the management level, an instrument called the "Report Card" is used to update the governing body (the EXCOM) of the status of these goals [1.12].

The college uses documented assessment results to improve student learning and institutional effectiveness. The Freshman Student Entrance Survey, the Graduating Student Exit Survey, the New Student Orientation Survey, and computer laboratory evaluations are some of the assessment tools whose

results are used to communicate quality assurance to the appropriate constituents and to make appropriate changes to ensure institutional effectiveness [1.13].

The college systematically reviews and modifies as appropriate all parts of its cycle of evaluation. The Institutional Assessment Committee (IAC) has the responsibility to review and modify all parts of the cycle of evaluation. The institutional planning and assessment process, FAMED, was created in 2009 and underwent its first review in 2011. It was revised to ensure that the assessment instrument would be effective for all areas of the institution to use for program review and annual assessment. IAC conducted trainings throughout the institution educating departments and divisions of the specific changes to the instrument [1.14].

2009 Planning Agenda – Standard I List of Evidence

1-1   FAMED – Institutional Planning and Assessment Process

1-2   Vision and Mission Statement Task Force

1-3   Security Unit Mission Statement, Goals and Objectives

1-4   1st Cycle 5-Year Technology Plan; Technology Resource Committee Meeting Minutes

1-5   International Night Information

1-6   Science Technology Engineering Mathematics (STEM) Degree Program Request for Offering

1-7   Public Health Degree Program Request for Offering

1-8   JP 109 Japanese Conversation Course Assessments (Fall 2010, Fall 2011)

1-9   Agricultural Science Program Review (2009); Proof of Purchase

1-10   MU 100 Concert Choir Course Learning Support Activity (9/11)

1-11   15-Year Institutional Master Plan

1-12   15-Year Institutional Master Plan Report Card

1-13   Freshmen Student Entrance Survey; Graduating Student Exit Survey; New Student Orientation Survey; Online Laboratory Evaluation Results

1-14   Institutional Assessment Committee's (IAC) Appointment Letter; FAMED Revisions; FAMED Trainings by IAC

The college planned in the Institutional Self Study Report of 2009 to take over the Institutional Effectiveness and Assessment website management by the end of spring 2011; this website was created with the assistance of an outside consultant. However, the college has decided to explore different options before making its final decision. At present, the college is looking into different data system programs that are available and within the college financial means. Such programs are Datatel, TracDat, and TaskStream. The college needs a program that will allow institutional networking connecting all departments/divisions and programs/services together. The Institutional Effectiveness and Assessment website management was made available for the instructional programs and services and the student services and programs. With different assessments and program reviews from every department and division of the institution, the college needs a program that will allow the entire institution to be connected collectively. While researching and studying available data system programs, the college is upgrading its existing website to make available links for assessments and program reviews.

The college uses different modes of instruction to meet its diverse population learning needs. Different styles include traditional classroom teaching and learning, online delivery, and correspondence modes. The faculty, academic dean and student services management team continue to discuss and assess the different modes of instruction where changes take place to meet the needs of diverse students. For example, an English course, EN112 Freshman Composition, was taught for several years through only an online delivery mode. Through different meetings and conversations, the English department began offering EN112 in both traditional and online modes in 2011. The college continues to use different modes

of instruction and will also continue to assess and discuss their results for improvement of the diverse students' learning needs [2.1].

Continuous review of programs, courses, and student learning outcomes following the curriculum handbook guidelines is implemented every academic year through course assessments and program reviews. Academic courses and program/department reviews are done regularly following the course assessment schedule and academic program review calendar. Through semester course assessments and program/department reviews, programs, courses and student learning outcomes are reviewed regularly following the curriculum handbook guidelines [2.2].

The college uses established procedures and relies on faculty expertise to design, identify student learning outcomes, administer, deliver, and evaluate courses and programs, and to ensure their quality improvement. The established procedures in the curriculum handbook help guide faculty and members of the Committee on Program and Curricula to ensure quality courses and programs are developed and offered [2.3]. To establish, to approve and to administer new courses/programs includes decisions of the number of credits, number of lecture hours, number of laboratory hours, establishment of learning outcomes, outlines and needed resources. The college faculty are entrusted with the responsibility to do research/study to create and establish new courses and programs following the practices of the United States higher education, Accreditation Standards, twenty-one (21) Eligibility Requirements, and Accreditation Policies.

All academic courses and programs are implemented and assessed by faculty assigned to the different academic programs and departments. Course assessments are done at the end of the semester and programs/departments are assessed once every three years following the academic program/department review calendar. Results of assessments are collective information from different faculty within a program or department. Academic program/department faculty with the support of the Dean of Academic Affairs ensure the implementation of needed change. In August 2010, faculty attended a two day student learning outcomes and assessment workshop and, in September 2010, a three day follow-up workshop was held. The workshop lead the faculty to review programs/departments' student learning outcomes at the course/program/institutional level. Revisions of student learning outcomes took place, rubrics were created to measure students' level of proficiencies and assessment tools (signature assignments) were discussed and put in place for all courses and programs [2.4].

Palau Community College assesses student learning outcomes on a regular basis. Student learning outcomes at the course level are assessed at the end of each semester following the Semester by Semester Offerings [2.5]. Student learning outcomes at the course level are aligned with student learning outcomes at the program level which are aligned with student learning outcomes at the institutional level. With the alignment from the course to the program to the institutional level, student learning outcomes at the program and institutional level are assessed through courses assigned under each academic program and/or general education program [2.6]. General Education Program faculty have designated the institutional learning outcomes as their program learning outcomes [2.7].

Palau Community College provides high quality academic programs. There are twenty (20) degree programs at Palau Community College. There are eighteen (18) Associate of Science degrees and two (2) Associate of Arts degrees [2.8]. 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 College Board of Trustees. All degree programs were reviewed and received approval from the Substantive Change Committee of the Accrediting Commission for Community and Junior Colleges (ACCJC) – Western Association of Schools and Colleges (WASC). Faculty are responsible to create new courses/programs and to review and revise existing courses and programs when needed. The breadth, depth, rigor, sequencing, time to completion, and synthesis of learning falls in the hands of the faculty who have the most expertise in the different fields. Creation of new courses and/or programs is based on needs of the community, requests of other public/private agencies and/or results of program review results [2.9].

In 2009, a request from the Bureau of Public Health, Ministry of Health, Republic of Palau came to the attention of the College President to develop and implement an accredited public health training program at Palau Community College leading to an Associate of Science Degree in Public Health. Palau Public Health Strategic Plan (2009) and the August 2006 Pacific Island Health Officers Association's (PIHOA) recommendation #5 – "partnerships with local educational institutions of higher learning for the delivery of needed accredited curricula" prompted this request. The Palau Community College President and the Board of Trustees reviewed the college services and approved for the Committee on Programs and Curricula to begin the planning process. The Committee identified appropriate faculty with the expertise in public health to create and propose the new program. All identified general education courses, new established program based learning courses and core program courses of the requested program were reviewed and approved by the Committee on Programs and Curricula, the Dean of Academic Affairs, the

College President and the Chairperson of the College Board of Trustees. The newly proposed program was then reviewed and approved by the Substantive Change Committee of ACCJC-WASC based on the Accreditation Standards, ACCJC's 21 Eligibility Requirements and Accreditation Policies. The appropriate breath, depth, rigor, sequencing, time to completion and synthesis of learning that characterize every course in the program and the entire program allowed its approval by the academic experts of the college and the experts of the ACCJC-WASC [2.10].

The college uses a variety of teaching strategies and a variety of instructional modes and is open to new concepts relating to teaching strategies. The college utilizes a variety of instructional modes which are indicated and relayed to students through course outlines and syllabi. The course outlines and syllabi discussed during the first instructional day of the semester 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.   Practiced methods includes lectures, individualized instruction, class/group discussions, field trips, site visits, observations, and technology related approaches, such as, power point presentations and online delivery. Faculty apply different styles and strategies during instructions to ensure that student needs are met [2.11]. More assistance and support is provided through the Learning Resource Center, instructor's assistant tutorial services and college housing tutoring services to those students who need more assistance and support outside the classroom [2.12].

The college uses different types of assessments when assessing student learning. Examples of different assessments includes written/oral presentations, research papers, case studies, power-point presentations, individual/group projects, demonstrations, reactionary papers, portfolios, journals, projects and written tests/exams [2.13]. Students evaluate instructors every semester; the results of the evaluations allow instructors to determine whether the delivery mode and strategies meet the diverse needs of students [2.14]. The Academic Affairs Division is working with the Institutional Research office to create an evaluation tool that will be used to evaluate and investigate the effectiveness of delivery modes and instructional methodologies that the college uses in producing learning.

Palau Community College uses the systems in its Curriculum Handbook and reviews the systems for their effectiveness. All teaching faculty follow the procedures and processes in the Curriculum Handbook.

Examples of such procedures and processes are reviews of academic programs every three (3) years, proposals of new courses/programs, and course assessments. While following written procedures and processes, the college reviews them for their effectiveness. In 2011, the Academic Affairs Department reviewed the course assessment process with the assistance of the Accreditation Liaison Officer and the Dean of Academic Affairs. As a result of this review, minor modifications were made and have been implemented [2.15]. The instructional program review template underwent a review in 2012. As a result of such review, major modifications and revisions were made to the template. One of the major modifications was to require a program review summary report. The summary report was not included in the first program review template. The revised template was utilized by the academic programs and departments that were up for their next cycle of review at the end of 2012 [2.16]. The reviews of procedures and processes will be done every four years following the Curriculum Handbook review dates or when the need arises to ensure their effectiveness.

Palau Community College reviews institution-made examinations regularly to ensure their effectiveness. The English and math departments use institution-made standardized midterm and final examinations for their developmental courses. Both departments review these instruments every three years or when the need arises [2.17]. The English and math departments also use institution-made examinations as signature assignments in different courses within the departments. The specific signature assignments are results of departmental discussions and agreements and are carried out accordingly. The contents of the examinations use familiar methods, incidents, stories, and issues to minimize biases. Usually, there are more sections of department's courses offered during one semester; thus, different instructors use the same evaluation criteria to assess students to help minimize biases. The institution-made examinations and signature assignments measure student learning, are reviewed every three years or when need arises, and undergo revisions when necessary [2.18].

Palau Community College awards credits based on students' achievements of course stated student learning outcomes. The units awarded are consistent with the institutional policies that reflect generally accepted norms in higher education. All degree programs and existing active courses have stated student learning outcomes. The student learning outcomes of courses and programs guide their presentations, expectations and directions. Achievement of student learning outcomes of courses and programs is the basis for awarding degree and certificates which are awarded to students upon successful completion of their programs.

All degree programs of the college have a component of general education based on a carefully considered philosophy that is clearly stated in the catalog. The college relies on the expertise of its faculty in determining the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course. In 2010, the instructors responsible for the general education program courses under the English, math, humanities, fine arts, social sciences, natural sciences, and other languages met extensively to review and discuss the general education philosophy and the institutional learning outcomes. The result of this review and discussion lead the college to adopt six (6) revised institutional learning outcomes which came out of and replaced the general education philosophy [2.19]. All course and program student learning outcomes are aligned and integrated with the institutional learning outcomes which are also the general education program learning outcomes [2.20].

The general education component of each program provides for students to be productive, lifelong learners, ethical, and effective citizens. All courses within the general education program are aligned and integrated with the institutional learning outcomes which are also the general education program learning outcomes. Courses such as CO205 Intercultural Communication, HP180 Personal and Social Health, and SS229 Contemporary Social Problems are examples of courses within the general education program which provide students the ability to appreciate cultural differences, live healthy lifestyles, understand problems in society, and have a willingness to assume civic responsibility [2.21]. The measurement of the student learning outcomes through course assessment in the general education program ensures that students obtain these goals. A demonstration of these obtained goals can be seen through the students' monetary donations for both Japan's 2011 tsunami victims and the United States' 2012 Hurricane Sandy victims.

Degree programs at Palau Community College contain a focused study in at least one area of inquiry or in an established interdisciplinary core. Students completing degrees in the technical and academic areas meet Palau employment standards. Nursing students who obtain a degree in Nursing from PCC have been successful in obtaining Palau National Nursing Licensure. A high number of students who complete their degrees and choose to remain in Palau are now employed with external agencies as a result of successful completion of their internship courses. Currently, PCC's tracking emphasis focuses on graduates who have remained in Palau after graduation [2.22].

Students receive clear and accurate information on courses, programs and transfer policies. The General Catalog which contains this information is updated every four years and any changes within the four year update cycle are conveyed through addenda to the catalog. The catalog was last updated in fall 2012. Clear and accurate information about courses, programs, degrees and certificates are stated in the official document of the institution which is the General Catalog. Further course information which includes course learning outcomes and major examination dates can be found in course syllabi which students receive from instructors at the beginning of each semester. Multiple sections of the same course must use the official approved course learning outcomes taken from the approved course outlines [2.23a],[2.23b].

Students are assured that they can complete their programs in a timely manner with minimum disruptions. Students whose programs undergo changes before their graduation dates have the choice of following the program requirements as stated when they first enrolled in the program for one year after the changes become effective. Students whose programs are discontinued will be allowed one semester to choose a new program of study. This information can be found in the 2012 - 2016 General Catalog on page 34. Students are required to meet their academic advisors every semester who assist them with their program requirements.

The plan to designate a specific office to ensure that the college website contains the most updated information has been modified. Each department/division is responsible for notifying the web designer who will then update the website information of the specific department or division. Electronic copies of the college newsletter are now being supplied to the web designer on a weekly basis [2.24].

The college implements the board approved policy on academic freedom which is found in the personnel manual and the General Catalog [2.25]. Academic honesty is discussed among faculty. Moreover, faculty also discuss the issue in classes with students. The General Catalog also has a section on student conduct and academic honesty.

The college supports policies which state clear expectations on student honesty and the consequences of dishonesty. The Student Handbook has a section on Student Code of Conduct and Sanction where provisions on academic honesty and sanctions for violations are clearly stated. This handbook is given to all new students during orientation and is used as one of the textbooks for the course SS100 Introduction to College. The code of conduct also includes sections on academic honesty. Information on student

conduct and academic dishonesty is also discussed in the General Catalog. In addition, faculty continue to use the academic dishonesty procedures that were developed by the Faculty Senate Association [2.26].

The PCC Personnel Rules and Regulations Manual contains codes of conduct and sanctions for staff, faculty, and administrators. Specifically, faculty expectations regarding professional and ethical standards are found in the personnel manual. An addendum to include a code of conduct for staff has been added to the current personnel manual and will be included in the next printing of such manual. The General Catalog discusses student conduct and grievance and academic dishonesty with a more detailed description found in the Student Handbook [2.27].

PCC conforms to Commission policies in Yap State, Federated States of Micronesia, which is the college's only foreign location where institutional curricula is offered. The nursing program conducted in Yap is the exact accredited nursing degree program of Palau Community College that is offered at the main campus in Palau. This includes the support services to students and assessment of student learning outcomes.

B.   Student Support Services

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

Palau Community College assures the quality of student support service regardless of location. The college has and uses an institutional planning and assessment process called FAMED to assess the quality of student services and related activities for continuous improvement in support of student learning. With this process, support services and related activities' learning outcomes are assessed and the results are used for planning and improvement of support services and related activities. In fall 2010, the Student Services Division conducted its second program review cycle covering the period of 2007 to 2009. The results show that some of the major needs/recommendations from the first program review in 2007 covering the period of 2004 to 2006 were met [2.28]. The results also show that the division has the capability to meet the support needs of students. Based on the recommendation of the Student Services Division management team and consistent with the college's continuing effort to improve its decision-

making structures and processes, the Retention Committee and Committee on Student Financial Aid (COSFA) were consolidated while keeping the title of the Retention Committee in March 2011 [2.29]. The committee continues to review its functions and make necessary improvements in its collective effort to increase student retention and success. In fall 2011, the Students Services Division developed its first annual calendar of activities. The calendar of activities serves to provide a schedule and information of major services and related activities under the Student Services Division that support student learning [2.30a],[2.30b].

College personnel conduct visits to Yap State to ensure that course offerings and support services are available to support student learning. Since 2010, the program has been visited by the Dean of Students, the Dean of Academic Affairs, and the nursing program instructor. In summer 2012, the nursing program instructor went to Yap State to teach two nursing courses. During this time, a meeting between the program instructor and the program coordinator took place to review individual education plans for each student to verify and confirm remaining course needs for effective program planning. The program coordinator in Yap maintains constant communication with the college through the Dean of Academic Affairs, the Dean of Students, the Director of Admissions and Financial Aid, the Registrar, the Director of Student Life, 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 support services. Such services include updating the student Individual Education Plan, responding to student progress reports, identifying and requesting course needs, assisting the students with the registration process and any other required support needed to improve student learning [2.31].

Palau Community College's plan to have a written statement on nondiscrimination in the General Catalog has been completed and is stated on page 14 of the General Catalog 2012 -2016.

The college identifies learning support needs of students and provides appropriate services to address these needs. The college uses standardized test scores, placement tests results, and high school academic records to place students in appropriate courses [2.32]. In addition, Student Progress Reports (SPR) are used to track students' academic progress. These reports are compiled and reviewed to identify needs for early interventions and services. Such services include tutoring, counseling, and academic

advising to support learning. All these learning support services are assessed and results are used to improve and support student learning [2.33].

The college provides an environment that promotes and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all students. Promoting activities include student participation in the college's executive committee, standing committees, student government activities, clubs, organizations, and community activities that enrich personal responsibility and development. For example, when Palau was hit by super typhoon Bopha in December 2012, the Associated Students of Palau Community College (ASPCC) organized and participated in community clean-up activities to areas most affected by the typhoon.   Environmental Club students regularly participate in community costal cleanups. Activities such as these promote civic responsibility. Tuesday Night programs and the male and female retreats include activities that promote personal responsibility and healthy life styles.   All these activities are in support of the institutional learning outcomes [2.34].

The college has designed and maintains counseling and academic advising programs to support student development and success. Counseling and academic advising programs are assessed regularly to ensure student development and success. Such programs include activities like workshops on time management and study skills and individual counseling. For example, the study skills workshop - *Developing Academic Strategies* helps students to be able to develop skills such as test taking, note taking, and time management to assist them to succeed their educational goals. The Information session is another example of a workshop that provides students with information about the learning resource center, the library, tuition and fees, and available scholarships which will assist them in their educational goals. These workshops are conducted every semester [2.35].

The college also prepares responsible personnel for counseling and advising functions. Counselors continue to be members of the American Counseling Association (ACA). Training opportunities, including off-island counseling conferences, are provided for counselors to continue to enhance their knowledge and skills to help improve services that support student learning [2.36].

The college designs and maintains appropriate programs and services that support and enhance student understanding and appreciation of diversity. Such programs, services and activities include intramural sports, the Tuesday Night Program, male and female retreats, and International Night. These programs,

services and activities support and enhance student understanding and appreciation of diversity, and, like all other programs and services of the college, are regularly assessed using the FAMED process [2.37].

Through the Retention Committee and the Student Services management team, admission instruments and practices are reviewed and revisions take place when necessary. With the college open door policy, applying for admissions requires only a completed application form and an official high school/GED transcript along with a US ten dollar processing fee. Because the requirements are minimal due to the open door policy, this minimizes biases [2.38].   The college regularly evaluates institutional placement instruments to evaluate their effectiveness while minimizing biases.   The institutional-created placement tests for English and mathematics are evaluated every three years by the English and mathematics department following the policy stated in the Curriculum Handbook. The English reading placement test was revised to include mostly topics that student have prior experience with to minimize cultural and linguistic biases. The English writing test also contains topics which students are familiar with.   The college also uses standardized tests, such as SAT, ACT, and TOEFL, to place students accordingly.

The college maintains student records permanently, securely, and confidentially. All student records are well secured and their confidentiality is maintained in accordance to Family Education Rights & Privacy Act (FERPA). Notification of rights under FERPA is published for students, faculty, and staff in the general catalog on page 13. It is also published in the course schedules every semester [2.39]. Backup files are made and stored in another location on campus in the event of disasters.

The college assesses its student support services to assure their adequacy in meeting identified students' needs. Using the annual Student Services calendar of activities, which provides a schedule/timeline of major services and activities under the student service division, support services and activities are regularly assessed and reviewed in a systematic manner that supports student learning. Assessment has resulted in the hiring of a new counselor/academic advisor to help provide more support of learning needs. The construction of an extension to the Student Life office is underway to provide more space for counseling/academic advising needs of students in support of student learning [2.40].

C. Library and Learning Support Services

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

The Library User Satisfaction Survey that was used by the Library to measure the satisfaction of its patrons was revised to including faculty as well as alumni, staff, community members, and visitors (off-island). The results of the revised survey are being analyzed by the Institutional Research Office and results will be used for improvement, including improvements to the instrument itself, if necessary. Assessment results will also determine if a separate tool should be developed and used to assess faculty satisfaction of support services [2.41].

Through Destiny Union Catalog, access to the PCC on-line catalog is now available via library.palau.edu, a sub domain of the PCC website, www.palau.edu. Through Palau Union Catalog, off island and local users can also locate resources of interest that are available in other libraries in Palau. For example, if a particular book is not available at PCC Library, Palau Union Catalog can be utilized to see if the book is available in other union catalog member libraries, such as the Palau Public Library and the Belau National Museum Library [2.42].

The Library User Satisfaction Survey is used to measure patrons' satisfaction of library services. The library student learning outcomes are assessed through an assessment tool called the Scavenger Hunt. This specific assessment tool was first implemented in fall 2011. When students were assessed in fall 2012, results show that 80% of the students were at a proficiency level for the student learning outcomes aligned with this assessment tool. Customer satisfaction surveys are also conducted on a regular basis to assess services. Customer satisfaction with the library computer lab reached 87% in fall 2012. Assessment results are used for improvements if needed [2.43].

The college provides effective maintenance and security for its library and other learning support services. Maintenance and security of the library facility is greatly improved, especially with respect to library collections and other resources available at the library. Security gates are installed at the main doors to prevent unauthorized removal of the library collections from the library. Library personnel are trained to

preserve library collections. With the assistance of Technology Resource Committee, antivirus software and Deep Freeze software was recommended, obtained and installed in the library computers. The library utilizes campus computer specialists to maintain computer hardware and software programs. 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. Computer use in the library computer lab is monitored by a library staff to ensure that students and other patrons are not accessing inappropriate Internet sites to avoid infecting the computers with viruses or causing the college to be placed on the 'black list'. The current level of fulltime staffing is able to meet the challenges of managing, maintaining, and securing the library [2.44].

To improve the security of the On Line Lab, the lab location was moved from the lower campus building, Keskas to the upper campus building, Btaches. The DSL line and also the server that is used for distance education courses were relocated from another building to the On Line Lab for better maintenance and security of the server. 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 maintain and secure the lab equipment. The lab is supervised by two faculty with one being the Information Technology associate professor who is able to maintain the computers, equipment, and server [2.45].

The college has a contractual agreement with the Follett Software Company who provides the college with the Destiny Union Online Catalog and operating system. The agreement is to provide upgrades and licensing for the system as well as provide technical assistance when needed. This software provides the library with the organizing tools to keep its collection in order and allows for electronic accessibility of the collection here in Palau. The library also has a contractual agreement through Elton B. Stephens Company (EBSCO) which is a magazine clearinghouse, a privately held, widely diversified corporation, and the largest subscription agency in the world. The college library is able to access the EBSCO resources through the Internet site available at www.prel.org. The college library personnel is working with the institutional researcher to research and design an assessment tool that will be able to assess these contracted services to see how many patrons use these services and how useful are the services for the patrons using them [2.46].

In June 2012, Palau Community College entered into an agreement with the U.S. Embassy-Koror and Regional Educational Advising Coordinator (REAC) for Japan, Korea, Australia, New Zealand, and the

Pacific Islands based in Tokyo to host EducationUSA Advising Center on the campus of PCC.   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 those opportunities.

EducationUSA Advising Center is housed on the first floor of the PCC Library. The advising centers do not serve as agents or recruiters and adhere to ethical standards, abide by the policy to refrain from working with commercial recruitment agents, and/or have received State Department-approved training about U.S. higher education and advising process. The advisors abide by standards of ethical practice as established by professional associations and ECA/A/S/A (Educational Information and Resources Branch of the Bureau of Educational and Cultural Affairs REAC of the U.S. Department of State). The PCC Librarian is assigned this additional task and will undergo advisors training sanctioned by REAC [2.47].

The Library created a separate evaluation instrument for faculty to evaluate the library and its services as a resource support for student learning. The library personnel worked with the institutional researcher to create a survey so that appropriate questions are asked to assess the adequacy of the library resources. The evaluation will be implemented at the end of spring 2013 and results will be used for improvements if necessary [2.48].

2009 Planning Agenda – Standard II List of Evidence

2-1   Course Schedules

2-2   Course Assessment Schedule; Program Review Calendar

2-3   Curriculum Handbook 2008-2012

2-4   August – September 2010 Assessment Trainings

2-5   Semester-by-Semester Offerings

2-6   Academic Program Mappings

2-7   General Education Program Mappings

2-8   General Catalog 2012-2016 (pages 51 – 76)

2-9   Science Technology Engineering and Mathematics (STEM) Program's Proposal and Approval

2-10   Public Health Program's Proposal and Approval

2-11   Course Outlines and Syllabi

2-12   Learning Resource Center, Student Housing Tutorial Service and Instructor's Assistant's Tutorial Service Log Books

2-13   Signature Assignments

2-14   Student Evaluations of Instructors

2-15   Course Assessment Process

2-16   Revised Academic Program/Department Program Review Templates

2-17   English and Math Placement Test Review Reports

2-18   English and Math Developmental Courses Standardized Tests

2-19   General Education Philosophy and Six (6) Institutional Learning Outcomes (ILOs)

2-20   ILO - Course Matrix

2-21   HP180, CO205 and SS229 Course Outlines

2-22   Alumni Information; Palau National Nursing Licensure

2-23   Course Syllabi(2.23a) and General Catalog(2.23b)

2-24   College URLs

2-25   Academic Freedom

2-26   Student Code of Conducts (Student Handbook, General Catalog, Faculty Procedures)

2-27   Personnel Code of Conduct (Board Policy #10-04)

2-28   Program Review Action Plans Template

The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness. Accredited colleges in multi-college systems may be organized such that responsibility for resources, allocation of resources and planning rests with the system. In such cases, the system is responsible for meeting standards on behalf of the accredited colleges.

A. Human Resources

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

The college employs adequate and qualified personnel to support student learning programs and services. In an effort to continue to hire adequate and qualified faculty and staff, the college advertises vacancies on the worldwide web and through public announcements. The college hires individuals based on the qualifications set forth in the vacancy announcements. The Human Resource Division (HRD) works with the hiring department to make a final decision of which applicant is recommended for hire. Criteria, qualifications, and procedures for selection of personnel are clearly stated. Job descriptions are directly related to institutional mission and goals which are reflected in position duties, responsibilities, and authority [3.1].

The college assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support its programs and services. For example, the Information Technology faculty has a master's degree in Software Engineering. The newly hired counselor/academic advisor has a bachelor's degree in social services and experience in social services counseling. In 2012, the college hired a student activities specialist, a former student from Yap, who has a wide background in a variety of intramural sports to coordinate intramural sports activities for the students. Consistent with its mission, the college demonstrates its commitment and positive efforts to encourage diversity in the workplace [3.2].

The college ensures full understanding of the evaluation process and instruments. HRD conducted workshops on the Employee Performance and Merit Review process and the instrument itself in December 2010 and in January 2011. Workshops were also held for supervisors to explain the rating levels used to

ensure that proper ratings for the quality and productivity of work were given to employees in their areas. Workshops will continue to be held as necessary [3.3]. Revisions were made to the Employee Performance and Merit Review evaluation tool to reflect other responsibilities. A section to provide for other duties/responsibilities assigned and comments has been added to the evaluation tool [3.4]. In addition to the standard performance evaluation, the college continues to utilize other means of performance evaluations, such as student evaluations, to assess the performance of faculty members and others directly responsible for learning every semester [3.5]. The Human Resource Division supports college departments/divisions with professional development training needs [3.6]. Human Resource promotes open communication and cooperation and serves to provide guidance and advice to PCC personnel on matters relating to human resources.

The plan to develop a written code of conduct for all employees of the college was completed. The code of conduct was adopted on December 9, 2010 by the governing board. It became a board policy (10-04) and will be included in the personnel manual when the manual's review is completed. The adopted code of conduct has been attached to the current manual [3.7].

The plan to hire a qualified librarian was completed in August 2010 to ensure that the library provides learning support services to students. With the assistance and direction of the librarian, student learning outcomes, goals and objectives, and assessment tools of this support service were created and implemented [3.8]. However, after the librarian completed a two-year contract with the college, she decided not to renew her contract and returned to the United States. The college has appointed one of the library technicians to manage the library while conducting a search for another qualified librarian. The library technician currently assigned to manage the library holds an associate degree in Library and Information Services from PCC, a bachelor degree in Interdisciplinary Studies from San Diego State University, and library working experience of twelve (12) years [3.9]. A vacancy announcement has been and continues to be broadcasted [3.10].

According to plans to continue to review, revise, and publish the personnel manual, the college established a standing committee, the Policy Review Committee, with one of its responsibilities being to periodically review the Personnel Rules and Regulations Manual to ensure that it remains current and its policies are relevant. The committee is now going through a comprehensive review of the current 2005 manual [3.11]. Once this comprehensive review is completed, the manual will be printed and distributed to all employees.

In addition, the Human Resource Division (HRD) staff will hold workshops and meetings to educate the college community of the changes to the manual. The College will ensure that the policies and procedures are administered equitably and fairly. Following the 15-Year Institutional Master Plan, the personnel manual will continue to undergo a systematic review [3.12].

The college protects the confidentiality and security of employee evaluations and personnel records by maintaining strict confidentiality of all personnel records and keeping all records in locked cabinets with only authorized personnel having access to them.

The college offers programs and services to support diverse personnel. Such programs and services include on-campus housing, medical and life insurance, and moving expenses. In addition, for non-Freely Associated States citizens who are employed by the college, a pension plan in the form of a saving plan is offered wherein the college will match up to 12% the amount an employee contributes [3.13].

The college offers programs and services to support diverse students also. Students are provided with housing, PCC student health insurance, advising, tutoring, and activities such as International Night, Tuesday Night events, sports activities, and annual female/male retreats. Employment opportunities, such as classroom cleaning, computer lab assistants, and grounds keeping, are offered to currently enrolled students [3.14].

The college adheres to its published policies and reviews them regularly, revising them when necessary to ensure the integrity in the treatment of its personnel and students. The Director of HRD is responsible for overseeing that policies are understood and adhered to. The Dean of Students is responsible for overseeing student policies. All student policies are reviewed regularly and published in the General Catalog, the Student Handbook, and other student-oriented publications, such as the Financial Aid Handbook and Student Housing Handbook [3.15].

The college assesses training needs and provides appropriate training and professional development programs and opportunities to maintain sufficient and qualified personnel to support its institutional effectiveness efforts. The college provides in-house training as well as opportunities for individuals to be trained off-island. Such in-house trainings include the FAMED planning and assessment process, Customer Service Training, Business English, and Cardiopulmonary Resuscitation (CPR) training [3.16]. Off island training includes Academic Resource Conferences, a MoodleMoot conference, and annual

American Counselors Association conferences [3.17]. The HRD office works closely with departments to provide necessary training and workshops when need arises. Faculty and staff are encouraged to continue their education by obtaining degrees from San Diego State University and PCC as part of their professional and personal growth and development [3.18].

Human resources planning is integrated with institutional planning. The college uses evaluation and program assessment results as a basis for improvement. Program review assessment results of each area of the college indicate human resource needs. For example, the Information Technology (IT) Program 2009 to 2012 review results indicates a need to hire an additional faculty to assist with instruction of the program. This need is contained in the IT program action plan which will be reviewed by Academic Affairs and the Institutional Assessment Committee for decision making [3.19]. Another example is the hiring of an additional counselor/academic advisor as a result of Student Life program review assessment. The above are a few examples of human resource planning integration with institutional planning.

B.   Physical Resources

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

Following the adoption of its mission statement, and review of its goals and objectives in the 15-Year Institutional Master Plan, the Physical Plant Division with the help of the Institutional Research Office began conducting satisfactory surveys with students, faculty, and staff to identify needs that will help ensure safe and secured facilities and campus [3.20].

In terms of adequacy of facilities the college remodels and extends existing structures and builds new structures to meet the growing needs of the college. This includes an extension of Counseling Office to accommodate additional staff, an extension and remodeling of the Maintenance Office, and the building of additional staff housing units to house college personnel. The college has also completed construction of storage space to house college files and materials [3.21].

The college adequately responds to major facilities needs of the college in accordance with the 15-Year Institutional Master Plan. This has resulted in de-construction and re-construction of the building for the Palau Tourism and Hospitality School of Excellence which is now in operation and utilized by the Tourism

and Hospitality program. Goal 3.2.1 identified the college's need for a sciences and technology building which will also contain additional classrooms. All the plans and design work for the proposed building, now referred to as the STEM building, are complete and funding support has been identified [3.22]. In addition, when the air conditioner recently broke down in the On Line Lab, the college responded by quickly replacing the broken unit which ensured that student learning continued and also secured the technology equipment [3.23].

For routine facilities maintenance work, the Physical Plant Division uses the results of the customer satisfaction survey, walkthrough checklists, student housing reports and program review results to plan and carry out their work to ensure the safety and security of the facilities. Based on the survey results, checklists, and student housing reports, a regular "To Do" List is compiled and provided to ensure work is assigned to address actual needs. A status report of all the tasks and projects is provided to the department head as well as the President at the end of each week [3.24]. The Director of the Physical Plant Division works closely with the maintenance staff to prepare classrooms and laboratories at the beginning of each semester. Walkthroughs of all classrooms and laboratories are conducted and a "To-Do" list is compiled to identify what repairs need to be done before the beginning of each semester [3.25].

The college keeps the campus secure and safe by maintaining an adequate security force of six fulltime security officers. The six officers are able to maintain a seven-day schedule.   During major holidays, student breaks, and for major student activities such as the International Night, the college hires uniformed national police officers to assist in keeping the campus and students safe [3.26].

Both the Director of Physical Plant and the Vice President of Administration and Finance serve on the Executive Committee and ensure that the facilities goals and objectives are integrated in institutional planning.

C.   Technology Resources

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

The college plan to contract a professional network designer to design and recommend a good network device for upgrading the college network backbone has not yet been met. Before this plan can be

completed, the college needs to develop a long-term infrastructure plan and secure financial support for the network expenses. The goal which is to develop a solid network backbone has been carried over to the 2nd cycle of the 5 Year Technology Plan (Goal 3, Task 1) which was implemented in January 2013 [3.27]. With the available Technology budget, the college is slowly upgrading its local area network from old network devices to new and better network devices. Such devices include network firewalls, network manageable switches and network file servers to improve its current network operation, security, and maintenance. With external assistance and consultation from outside vendors, the college was able to install a newer file server operating system and software package programs. The installation was completed by allowing outside vendors remote access to college file servers [3.28].

The college implements the 5 Year Technology Plan which is integrated with the 15-Year Institutional Master Plan. The Technology Resource Committee (TRC) continues to meet on a regular basis since its establishment in 2006 to ensure that the technology plan goals are implemented. Whenever there is a technology need, TRC reviews the need to make sure that the need is aligned with the plan. For example, a request to hire computer lab assistants is an ongoing request from the online lab support supervisor. The technology plan Goal 6 - to Support Distance Education Activities continues to support this request through the online lab budget which is also being monitored by the committee (task 6.5) [3.29]. Another example is the request to purchase new laptops for faculty that was supported by Goal 4 (task 4.2) which is to establish replacement of hardware on a systematic cycle. Recently 25 laptop computers for faculty were purchased with the technology budget which is also monitored by the committee [3.30]. Task 4.1 supports all areas of the institution by accommodating requests for replacement or upgrades of servers and the technology budget supports this expense. Review of the technology plan is a built in agenda item of the committee's regular meetings which may also lead to revisions of the plan [3.31].

D. Financial Resources

Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resources planning is integrated with institutional planning at both college and district/system levels in multi-college systems.

The college ensures that its financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The college receives annual budget appropriations from the Republic of Palau. The institution's overall budget is sufficient to support educational improvements. The college continues to apply and receive U.S. federal grants to support student learning. Such grants are the National Science Foundation (NSF), Island of Opportunity Alliance - Louis Stokes Alliances for Minority Participation (IOA-LSAMP), Laura Bush Library Grant, Asian American Native American Pacific Islander Serving Institutions Program (AANAPISI), United States Department of Agriculture (USDA) Cooperative Research Extension (CRE) grants and TRIO Programs [3.32]. The college also applies for grants from different countries to support its programs and services. Through collaboration between the Ministry of Education, the Belau Tourism Association, and Palau Community College, the Palau Tourism and Hospitality School of Excellence (PTHSE) was established in 2010 to support the Tourism and Hospitality Program serving students from Palau and the Micronesian region. Through monetary donations and grants from Australia, the United States, Republic of China (Taiwan), and local businesses and organizations, funds became available to open the Palau Tourism and Hospitality School of Excellence [3.33].

The college is mandated to be accredited by a national law, Republic of Palau Public Law 4-2 [3.34]. With this law, Palau Community College needs to be an accredited institution. Being an accredited institution allows the college to be eligible for US federal financial aid which provides financial support to students. Student tuitions and fees as the main source of revenue help support the development, maintenance and enhancement of programs and services. From 2008 to 2011, a ten dollar increase of the tuition fee enabled the college to secure additional resources to support student learning [3.35]. In addition, the establishment of the technology fee and the online fee continues to secure additional resources for institutional effectiveness [3.36]. The endowment fund helps secure the future of the institution. The Endowment Fund's annual activities which include individual donor bi-weekly allotments, the annual

fundraiser, and proceeds from auxiliary areas of the college secure an estimated amount of $180,000.00 annually. To date, the endowment fund is approximately $2, 588,000.00 [3.37].

All programs and services of the college exist to support the mission and goals of the institution. Through program reviews and department assessments, each department/division uses the results of assessments to plan accordingly. Any needed request of each department/division is submitted to the Business office. The Director of Finance reviews each department's request to ensure that the department/division budget request is included into the institutional budget plan. Once the institutional budget is finalized, the Vice President of Administration and Finance submits the institutional budget to the College President for his review. The College President reviews the budget to ensure that it is aligned to institutional planning. It is then presented to the College Board of Trustees for its approval.

The college exercises financial planning through review of each department/division annual financial request to allow financial stability and implementation of its long range financial priorities outlined in its 15-Year Institutional Master Plan (IMP). The college, while implementing its 15-Year IMP, has been vigilant in its financial responsibilities, as reflected in the annual independent financial audit of the college, resulting in unqualified reports each year. The college will continue to operate with its established financial planning and processes, evaluate their effectiveness, and make necessary improvements aligned with its institutional improvement program.

PCC currently maintains its established financial planning and budget guidelines, beginning with a proposed annual budget call that eventually culminates into a proposed institutional budget which is submitted for the college Board of Trustees' approval. Such proposed budget is provided to the national government and defended in annual national budget hearings. The annual budget reflects priorities and programs for the upcoming fiscal year. Once the annual appropriation to the college has been reviewed by the Republic of Palau National Congress and approved by the President of the Republic of Palau, the college will begin its implementation [3.38].

The college assures its financial integrity through sound fiscal management, including accurate and timely dissemination of information for planning and decision making and continues to provide information of its fiscal status to its constituents upon request. Each year, Palau Community College undergoes an audit by an independent financial auditor to ensure that it adheres to established standards, such as the Palau national government requirements, Generally Accepted Accounting Principles (GAAP), Office of the

Management and Budget Circular A-133, the Yellow Book requirements and Federal Grant compliance. The college has always maintained its unqualified status; this also means that the college adheres to all U.S. federal requirements for all federal grants received by the college [3.39]. Financial information upon request is available to its management team. The Vice President of Administration and Finance provides regular financial reports to the college Board of Trustees during regular board meetings [3.40].

In line with the 15-Year Institutional Master Plan Strategic Direction 3: Goal 3.1 and objectives, the college ensures sufficient cash flow and reserves through prudent fiscal planning and management. The college secures sufficient cash flow by collecting quarterly national government allotments on time, by drawdowns of US federal grants, and by careful use of revenues generated from the college's auxiliary services. Through the College President, the Vice President of Administration and Finance, the Finance Director, division head, and department heads, the college continues to exercise effective supervision of its finances to maintain its financial soundness and integrity and will continue to exercise prudent financial management of all its resources regardless of their sources.

The college effectively uses its financial resources and uses the results of assessments and program reviews as a basis for institutional improvement. The college assesses its academic and non-academic programs on a regular basis as part of its institutional improvement process. The non-academic programs follow the revised and approved November 2012 institutional Program Review Calendar. For example, program review results from the Registrar and Records Office led to the purchase of a new server for student record keeping [3.41]. Survey results in 2012 indicated a need to replace faculty computers to support instructional needs. This need request went to the attention of the Technology Resource Committee for its review and certification. Upon the approval of the President, 25 faculty laptops were purchased. The institution assesses its financial resources systematically and effectively through program reviews and assessments [3.42].

2009 Planning Agenda – Standard III List of Evidence

Standard IV: Leadership and Governance

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

A.   Decision-Making and Processes

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

The college developed and provided activities which improved the understanding of faculty, staff, and students in regards to the mission, vision, and goals of the institution. In March 2010, the college published, in poster form, its Vision Statement, Mission Statement, Unifying Principles, and Strategic Directions. In addition, the college published, also in poster form, its planning and assessment process referred to as FAMED (Formulate, Assess, Measure, Evaluate, Develop). The posters were distributed throughout the campus to improve faculty's, staff's and students' understanding of the college's purpose and responsibilities. Also contributing to this effort are wallet size cards that were distributed throughout the campus. In addition, shirts were sold at the college bookstore which had the mission and values imprinted on them. Such activities allow the campus community to relate their daily tasks and activities to the goals of the institution [4.1]. The college-wide trainings were conducted by the Institutional Assessment Committee following the adoption of the modified FAMED process. These workshops included exercises to align the institutional mission and goals to the different components of the FAMED process [4.2].

The college makes a practice of including the mission, its goals, the FAMED process diagram, and the institutional learning outcomes in its publications. Such publications are the general catalog (2012-2016), the 15-Year Institutional Master Plan, the Student Handbook, New Student Orientation Program brochures, graduation programs, and college folders [4.3a], [4.3b], [4.3c], [4.3d], [4.3e].

The college recognizes and utilizes faculty, students and staff in its decision making process. Representatives of the faculty, students and staff serve on the college's management committees, both at the institutional and department levels. Such committees include the Executive Committee, the Committee on Program and Curricula, the Retention Committee and the Technology Resource Committee.

The college relies on the expertise of the faculty, the academic senate, the academic administrators and the curriculum committee for recommendations about student learning programs and services. Representatives of the Faculty Senate Association and faculty as well as academic administrators serve on numerous decision making committees, including the Executive Committee. Faculty members and administrators serve on program and service related committees, such as academic program advisory committees, the Committee on Programs and Curricula, the Accreditation Steering Committee, and the Graduation Committee [4.4].

In order to advance the college's institutional effectiveness efforts, the college has institutionalized its assessment process. To fully institutionalize the process, the college has created a committee, the Institutional Assessment Committee (IAC), as a sub-committee of the Executive Committee, to coordinate the college's assessment activities. As such, IAC is a standard Executive Committee agenda item under Reports. Its membership is a representation of all divisions/departments that work together for the good of the institution. Membership includes the Institutional Researcher, Accreditation Liaison Officer, Dean of Academic Affairs, Dean of Students, Dean of Continuing Education, Assistant Accreditation Liaison Officer, Vice President of Cooperative Research and Extension and Vice President of Administration and Finance [4.5].

In addition, the institutional discussion of ideas and effective communication among the constituencies takes place at all levels. Examples of this are the semesterly faculty meetings with the academic dean, the student services division management team meetings, the administration and finance management team meetings, student entity meetings with the college president, curriculum meetings and the College Board of Trustee regular meetings. The different meetings throughout different levels of the institution allow discussion of ideas and effective communication which advances the institutional effectiveness effort [4.6].

The role of leadership and the institution's governance and decision-making structures and processes are regularly assessed with an evaluation tool. However, after examining the evaluation tool and its purpose more closely, the college realized appropriate questions to evaluate integrity and effectiveness were missing from the tool. The college with the assistance of its institutional researcher is researching to design an appropriate tool to evaluate the integrity and the effectiveness components. The Executive Committee structure in place is a good structure because it allows for representation of a diverse group across the institution, encompassing students, faculty, staff and administrators. Other decision-making committees

have appropriate representation too, such as the Committee on Programs and Curricula, the Retention Committee, the Associated Students of Palau Community College, and the Faculty Senate Association. In addition, information discussed and decisions made in governance and decision-making structure meetings are communicated to students, faculty and staff through their representatives in these meetings and through meeting minutes [4.7].

B. Board and Administrative Organization

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

The plan to amend the college's enabling legislation to allow for direct appointment of two additional members of the Board of Trustees in lieu of representatives of the Republic of the Marshall Islands and the Federated States of Micronesia requires a congressional action. The college continues to work with the national congress to amend this statute.

The governing board establishes policies consistent with institutional mission statement to ensure the quality, integrity, and improvements of student learning programs and services and the resources necessary to support them. Through its systematic assessment, the college ensures the consistency and effectiveness of its policies which support its mission and purpose. A Policy Review Committee (PRC) was established for the purpose of reviewing college policies for their effectiveness and to recommend necessary changes to policies for adoption by the governing board.   PRC is currently preparing its report which contains recommendations for review and consideration by the college President and the college Board of Trustees [4.8].

The Board of Trustees reviews its by-laws and policies and revises them when necessary. For example, through this process, the Board has developed and adopted the President's Search and Selection Process and the New Trustee Orientation Program. The New Trustee Orientation Program includes a three hour session 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 documents, 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 [4.9]. During the 2011-12 and 2012-13 school years, three new trustees underwent the orientation [4.10]. Both the New Trustee Orientation Program and President's Search and Selection Process will be assessed and the results will be used for improvement if necessary.

The Board of Trustees is aware of the importance of its involvement in the accreditation process and is actively involved. In addition to reviewing and approving final accreditation reports, Board members also serve on the committees tasked with the preparation of the accreditation reports. Board members participate in Commission-sanctioned workshops such as Regional Boardmanship Workshops sponsored by Pacific Postsecondary Education Council.

The college president's primary responsibility is the quality of this institution. He provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness. He guides institutional improvement of the teaching and learning environment. For example, the current institutional master plan is centered on the teaching and learning environment and its effectiveness and the president oversees its implementation. The progress of the institutional master plan is discussed and reviewed during Executive Committee meetings. The discussion and review of this plan assesses its implementation progress and its institutional effectiveness and ensures institutional improvements [4.11].

The schedule of the regular meetings of the Executive Committee is established at the beginning of each calendar year. The Committee makes all attempts to follow the schedule; however, there are times when meetings are rescheduled or cancelled due to schedule conflicts with other activities of the college [4.12].

2009 Planning Agenda – Standard IV List of Evidence

4-1   [FAMED Poster; Mission, Vision, Strategic Directions Poster; ILOs Wallet Size Card](#)

4-2   [FAMED Workshops](#)

4-3   [College Publications with FAMED Information (4.3e)](#) [(General Catalog (4.3a)](#), [Fact Books (4.3b)](#), [In-Focus Reports, Annual Report (4.3c)](#), [Graduation Programs and College Newsletter(4.3d)](#))

4-4   [College Appointment Letters](#)

4-5   [Institutional Assessment Committee's Appointment Letter; Executive Committee Agendas](#)

4-6   [Minutes of Meetings from Different Levels of the Institution](#)

4-7   [Governing Structures Assessment Tools and Results](#)

4-8   [Policy Review Committee Updates](#)

4-9   [President Search and Selection Process; New Trustee Orientation Program](#)

4-10   [New Trustee Orientation Reports](#)

4-11   [Executive Committee Meeting Minutes re Institutional Master Plan Review](#)

4-12   [Executive Committee Calendar of Meetings](#)