HIRE GRADUATES!

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Palau Community College
P.O. Box 9, Koror, Republic of Palau PW 96940
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Visit PCC Website: www.palau.edu

PALAU COMMUNITY COLLEGE

Accredited by Accrediting Commission for Community and Junior Colleges (ACCJC)
of the Western Association of Schools and Colleges (WASC)

2015-2016
FACT BOOK

Palau Community College is an accessible public educational institution helping to meet the technical, academic, cultural, social, and economic needs of students and communities by promoting learning opportunities and developing personal excellence.

BOARD OF TRUSTEES

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PALAU NATIONAL TRAINING COUNCIL

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INSTITUTIONAL RESEARCH & EVALUATION OFFICE

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- School of Business
- School of Career & Technical Education
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PHYSICAL PLANT
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- Upward Bound

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

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

Masa-Aki N. Emesiochl
Chairman of the Board

2015—2016
FACT BOOK

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Disclaimer

All information provided on this Fact Book were gathered from various divisions of Palau Community College. This publication offers a valuable picture of the college and contains the best information available at this time. It is published annually by Institutional Research and Evaluation Office (IREO).

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

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

Until 1977, the Micronesian Occupational Center and the Community College of Micronesia were two autonomous post-secondary institutions serving Micronesia. On March 29, 1977, Trust Territory Public Law No.7-29, amended later by Public Law 7-130, created the College of Micronesia as a public corporation under its own Board of Regents. The law, which took effect on October 1, 1977, joined into a single post-secondary educational system the Micronesian Occupational Center and the Community College of Micronesia (which included the CCM-affiliated School of Nursing). In May 1978, Micronesian Occupational Center officially became Micronesian Occupational College, a distinct and complementary part of the College of Micronesia. In September 1987, a treaty among the Republic of the Marshall Islands, the Federated States of Micronesia, and the Republic of Palau regarding the College of Micronesia was executed establishing complete autonomy of each college in the COM system to local governments. The treaty was terminated on March 31, 1993, which laid the foundation for Palau Community College. In March 1993, the Republic of Palau enacted RPPL No.4-2, establishing Palau Community College.

1927-1944	Mokko School (During Japanese Administration)
1948-1955	Palau Intermediate School (Trust Territory of the Pacific Islands)
1955-1969	Palau Vocational College (TTPI)
1969-1977	Micronesian Occupational Center (TTPI)
1978-1993	Micronesian Occupational College (TTPI)
1993-Present	Palau Community College (ROP)

GEOGRAPHIC LOCATION

PCC is located in Koror, Palau. Geographically, Palau is part of Micronesia which was administered by the U.S. as the Trust Territory of the Pacific Islands after World War 11, from 1955 to 1994. In 1994, the Republic of Palau entered into a Compact of Free Association with the U.S. This vast ocean area of some 3 million square miles - roughly the size of the continental U.S. is located just above the equator in the Western Pacific Ocean.

Koror, the capital, is located about 500 miles east of Manila, 800 miles southwest of Guam, and 10,000 miles west of Washington, D.C. PCC is therefore, the most distant and remote member of the U.S. family of colleges and universities. Palau Community College is conveniently located in downtown Koror, within walking distance of businesses and government offices.

VISION STATEMENT *Where We Want To Be*

"We strive to guarantee quality and excellence."

MISSION STATEMENT *Who We Are and What We Do*

Palau Community College is an accessible public educational institution helping to meet the technical, academic, cultural, social, and economic needs of students and communities by promoting learning opportunities and developing personal excellence.

UNIFYING PRINCIPLES *How We Behave*

Unifying principles are highly valued statements or beliefs which form the basis for policy setting, planning, our daily interaction with one another, and our decision making. They serve as cornerstones on which we build a successful institution.
Palau Community College believes in:

- Team Work- *Oba tal tekoi*
- Quality Services- *Kot el ngarbab lomeruul*
- Open Communication- *Diak a berrotel*
- Managing with Goals- *Ulterkokl olengcheled*
- Promoting Leadership- *Oldubech kedul a dereder*
- Integrity and Loyalty- *Melemalt e melangesmad*
- Community Ownership- *Tekoi el buai*
- Continuous Improvement- *Ouelangch ra melemolem el klungiolel a tekoi*
- Creativity and Innovation– *Sebrakl, Ituuk, e Melasm a Beches el Tekoi ra Uldasu*
- People and Respect for Others- *Omengull ra tang ma tang el chad*

PCC 15-YEAR INSTITUTIONAL MASTER PLAN 2009-2024

The Institutional Master Plan provides the direction of the College to enhance and provide more programs and services as well as the structural improvement of facilities for student access and success. The Plan also clarifies the visioned directions of integrated planning and decision-making as the College leadership and all College entities work together to achieve college-wide improvements and build endowment capacity.

Strategic Direction 1: Student Success
PCC will intensify its effort to enhance existing programs and services, as well as develop new ones, all in an effort to improve student success.

Strategic Direction 2: Institutional Culture
The institutional culture of PCC will be one that embraces planned changes to continually improve and links the mission and vision in guaranteeing quality and excellence.

Strategic Direction 3: Resources
The College will diversify and increase resources to provide quality programs and services, facilities, technology, and human resources to support its mission and goals. The College will be prudent in the allocation of resources to support operations and in support of its short, medium and long range plans in line with the strategic directions and mission of the college.

Strategic Direction 4: Culture of Evidence
The College will provide data driven assessment which generates accurate and reliable information, identify specific evidence of its efforts in strategic areas, analyze that evidence, and use its findings to make planning and resource allocation decisions as the basis for continuous improvement.

INSTITUTIONAL LEARNING OUTCOMES

Upon graduating from PCC, students should acquire the skills at the proficiency level for the following institutional learning outcomes.

ILO 1. Critical Thinking and Problem Solving: Analyze and solve problems by using informed judgment based on evidence, sound reasoning and/or creativity to differentiate facts from opinions and to specify solutions and their consequences. *This will be met by enrolling and succeeding at the proficient level in program/department courses. Among the courses are CO110, EN112, HP180 and RE169.*

ILO 2. Communication: Effectively communicate, both orally and in writing, thoughts in a clear, well-organized manner to persuade, inform and/or convey ideas in academic, work, family and community settings. *This will be met by enrolling and succeeding at the proficient level in program/department courses. Among the courses are CO259, HI169, JP109 and SS189.*

ILO 3. Quantitative and Technological Competence: Use mathematical skills appropriate to our technological society by analyzing and solving problems that are quantitative in nature and use technology for informational, academic, personal and professional needs. *This will be met by enrolling and succeeding at the proficient level in program/department courses. Among the courses are ED200, EN 114, IT 105 and MA105.*

ILO 4. Diversity: Understand and appreciate differences in cultures and behaviors between the self and others by demonstrating respect, honesty, fairness, and ethical principles in both personal and professional life. *This will be met by enrolling and succeeding at the proficient level in program/department courses. Among the courses are CO205, ED280, EN202 and SS209.*

ILO 5. Civic responsibility: Apply the principles of civility and morality to situations in the contexts of healthy family, work, community, environment and world. *This will be met by enrolling and succeeding at the proficient level in program/department courses. Among the courses are BA214, HI189, SS149 and SS229.*

ILO 6. Aesthetics: Apply numerous means of inquiry to experience and appreciate the values of arts and nature. *This will be met by enrolling and succeeding at the proficient level in program/department courses. Among the courses are BP115, EN202, MU106 and VA109.*

More courses for ILOs are listed in PCC ILO – Course Matrix.

ACCREDITATION

Palau Community College is a post-secondary vocational/ technical and academic institution serving not only the Republic of Palau and Micronesia, but the Asia-Pacific Region as well. PCC offers a wide variety of Associate of Science (AS), Associate of Arts (AA), Associate of Applied Science (AAS) degree programs including continuing education programs and short-term training programs designed to help individuals succeed in their career, or achieve their educational goals.

PCC is proud to have maintained its accreditation for thirty-eight years. Beginning in 1977 when the College, initially known as Micronesian Occupational Center and later Micronesian Occupational College now Palau Community College is accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges (WASC).

1977 – Granted Full Accreditation
1982 – Accreditation Reaffirmed
1987 – Accreditation Reaffirmed
1992 – Accreditation Reaffirmed
1998 – Accreditation Reaffirmed
2004 – Accreditation Reaffirmed
2010 – Placed on a Warning After a Visit
2011 – Warning Lifted, Accreditation Reaffirmed
2016- Accreditation Reaffirmed

INSTITUTIONAL-SET STANDARDS FOR STUDENT ACHIEVEMENT (ISSA)

Required under

- U.S. Department of Education 34 Code of Federal Regulations (CFR) & USDOE guidelines for §602.16 (a) (1)(i) and §602.16 (f)(2)
- ACCJC Standard 1.B.2; I.B.3; and II.A.1
- ACCJC Eligibility Requirements #11
- ACCJC Annual Report

1. PCC Recruits graduating seniors from all high schools in Palau (spring term).
2. PCC accepts 100% of graduating seniors who applied for and met admissions requirements.
3. PCC enrolls at least 65% of graduating seniors who applied for and met admissions requirements.
4. At least 60% of registered students will complete enrolled courses (course completion) in any given semester.
5. PCC retains at least 60% of registered students from term to term; fall to fall; and spring to spring until completion of degree / certificate programs.
6. A least 55% of students will complete enrolled developmental courses in any given semester.
7. At least 70% of students will complete enrolled general education courses in any given semester.
8. At least 10% of students enrolled will complete (graduate) in 2— 2 ½ years.
9. At least 20% of students enrolled will complete (graduate) in 3—3 ½ years.
10. At least 20% of students who completed degree programs will transfer to 4-year colleges/universities.
11. At least 50% of students who completed degree / certificate programs will enter the work force (job placement).

THIRD PARTY COMMENT

ACCJC's Third Party Comment allows an individual who wishes to make comments on an institution that is undergoing comprehensive review in the current semester and that is considered by the ACCJC at its next meeting, should use the Third Party Comment Form to provide any comment about the institution's quality or effectiveness, as well as, the basis of any provided comments. The Third Party Comment Form should include individual/group name, address, phone number, and email address. The Third Party Comment Form should be received by the Commission five weeks before the scheduled Commission meeting. Comments should be submitted as an attachment to accjc@accjc.org or mail to:

Accrediting Commission for Community and Junior Colleges
10 Commercial Blvd., Suite 204
Novato, CA 94949

The Third Part Comment Form is available at the Office of the President and the Accreditation Office.

BOARD OF TRUSTEES

Masa-Aki N. Emesiochl...Chairperson
Rev. Billy G. Kuartei...Vice Chairperson
Dr. Emais Roberts.......................................Secretary/Treasurer
Jedidah E. Masahiro ....Student Trustee

EXECUTIVE COMMITTEE MEMBERS

Patrick U. Tellei, EdD.................President
Jay Olegeriil, MA......................Vice President, Administration & Finance
Thomas Taro, MA.....................Vice President, Cooperative Research & Extension
Robert Ramarui, MBA................Dean, Academic Affairs
Sherman Daniel, MA..................Dean, Student Services
William O. Wally, MA..................Dean, Continuing Education
Tchuzie Tadao, MA.....................Director, Development
Kuye Belelai, MS.......................Project Director, Upward Bound
Maile Andreas, MA ....Project Director, Adult High School/Talent Search
Clement Kazuma, AS...............Director, Physical Plant
Hilda Reklai, BA ....Director, Student Life and Housing
Bruce Rimirch, BA.....................Director, Computer Systems
Dahlia M. Katosang, MA............Director, Financial Aid
Lesley Adachi, MA....................Director, Admissions & Records
Omdasu T. Ueki, BA..................Director, Human Resources
Uroi N. Salii, MBA ....Director, Finance
Pioria Asito, BA.......................Interim Director, Library Services
Todd Ngiramengior, BS...............Executive Assistant to the President
Deikola Olikong, BA.................Accreditation Liaison Officer & Director, Institutional Research and Evaluation Office
Ligaya Sara, BS.....................Institutional Researcher
Johvanna Yaoch, MS................President, Faculty Senate Association (FSA)
Julianne Bretchefeld................President, Associated Students of Palau Community College (ASPCC)
Larry Wakakoro, MA................President, Classified Staff Organization (CSO)

FACULTY SENATE ASSOCIATION (FSA)

Johvanna Yaoch, MS...President
Frutoso Tellei, BA...Vice President
Midori Mersai, MA..Secretary
Derbei Meyar, MA ....Treasurer

CLASSIFIED STAFF ORGANIZATION (CSO)

Larry Wakakoro, MA...President
Lydon Masami, AS ....Vice President
Javalenda Osima, AS...Secretary
E-van Ongrung, AS ....Treasurer

MOC/PCC DIRECTORS AND PRESIDENTS

Max Jones ....Director (1968-1970)
Norval Marsh...Director (1970-1972)
Henry Hoff..Director (1981)
Wilhelm R. Rengiil....................................Director/President(1972-1986)
Billy G. Kuartei ....Interim President (1986)
Francis M. Matsutaro..................................President (1986-1997)
Mario H. Katosang......................................Interim President (1998)
Patrick U. Tellei, EdD...................................1999 to Present

ASSOCIATED STUDENTS OF PALAU COMMUNITY COLLEGE (ASPCC)

Julianne Bretchefeld..President
Zacateca I. Adelbai..President-Elect
Arantxa O. Andres...Secretary
Komtil S. Masayos...Treasurer
Vanessa Yarofral...Yap State Leader
Bernie Soichy..Chuuk State Leader
Roger Salle..Pohnpei State Leader
Bryan Q. Esau..Kosrae State Leader
Tewid Rebluud...Palau National Leader
Junior Lang..RMI National Leader
Elangel Y. Mesubed.......................................Freshmen Representative
Tricia U. Pedro...Freshmen Representative
Cherelle Williams.......................................Sophomore Representative
Harriencia E. Blesam....................................Sophomore Representative

ARTICULATION AGREEMENTS WITH:

Grand Valley State University.........................Allendale, Michigan
San Diego State University..................................San Diego, CA
Pacific Islands University.....................................Palau/Guam
University of Maine in Augusta....................................Maine
University of Ryukus.......................................Nishihara, Japan
Waseda University...Japan
Western Oregon University..Oregon
Pacific Postsecondary Education Council (PPEC) Institutions:
American Samoa Community College, College of the Marshall Islands, College of Micronesia-FSM, Guam Community College, Hawai'i Community College, Windward Community College, University of Hawai'i Maui College, University of Hawai'i West Oahu, Northern Marianas College, University of Guam, University of Hawai'i Community College Systems, Honolulu Community College, Kapi'olani Community College, University of Hawai'i at Hilo, Kaua'i Community College, University of Hawai'i Manoa

PHI THETA KAPPA INTERNATIONAL HONOR SOCIETY

PCC Chapter: (BETA OMICRON ZETA CHAPTER) – Chartered March 3, 2006

Phi Theta Kappa is an International Honor Society for Community Colleges. The purpose of Phi Theta Kappa shall be to recognize and encourage scholarship among two-year college students. To achieve this purpose, Phi Theta Kappa shall provide opportunity for the development of leadership and service, for an intellectual climate for exchange of ideas and ideals, for lively fellowship for scholars, and for stimulation of interest in continuing academic excellence. Phi Theta Kappa was founded in 1918 by two-year college presidents in Missouri. The founders were seeking to recognize scholastic achievement by their students, and to establish a common purpose and standard for honors organizations on their different campuses.

Eligibility Requirements: A Student must have a cumulative grade point average (CGPA) of 3.5, and has completed at least 12 credit hours at Palau Community College.

FEDERAL TRIO PROGRAMS

The Federal TRIO Programs are educational opportunity outreach programs designed to motivate and support students from socioeconomically disadvantaged backgrounds. TRIO includes six outreach and support programs targeted to serve and assist low-income, first generation college students and students with disabilities to progress through the academic pipeline from middle school to Post baccalaureate programs. TRIO also includes a training program for directors and staff of TRIO projects, and a dissemination partnership program to encourage the replication of adaptation of successful practices of TRIO projects at institutions and agencies that do not have TRIO grants.

Upward Bound Program (UB)

Upward Bound provides fundamental support to participants in their preparation for college entrance. The program provides opportunities for participants to succeed in their pre-college performance and ultimately in their higher education pursuits. Upward Bound serves: high schools students from low-income families and high school students from families in which neither parent holds a bachelor's degree. The goal of Upward Bound is to increase the rate at which participants complete secondary education and enroll in and graduate from institutions of postsecondary education. Upward Bound provides academic instruction in mathematics, laboratory sciences, English: literature & composition, and foreign language, tutoring, counseling/advising, mentoring, cultural enrichment, and work-study programs, etc. Eligible students to apply must have completed the 8th grade, be between the ages of 13 and 19 and have a need for academic support in order to pursue a program of postsecondary education. All students must be either from low-income families or be potential first-generation college students.

Educational Talent Search Program (ETS)

The Educational Talent Search program identifies and assists individuals from socioeconomically disadvantaged backgrounds who have the potential to succeed in higher education. The program provides academic, career, and financial counseling to its participants and assists them to graduate from high school and continue on to the postsecondary institutions of their choice. Talent Search also serves high school dropouts by encouraging them to re-enter the education system and complete their education. The goal of Talent Search is to increase the number of socioeconomically disadvantaged youths who complete postsecondary education programs. Eligible applicants are students between the ages of 11 and 27 and have completed the fifth grade. In any given project, two-thirds of the participants must be first-generation college students from low-income families.

Learning Resource Center (LRC)

The center provides academic support services and testing for incoming and continuing PCC students. Services include Instruction; Tutoring; Computer Laboratory; Study Laboratory; PCC Placement Testing and Institutional TOEFL.

SPECIAL PROGRAMS

San Diego State University (SDSU) Programs

The Bachelor of Arts in Liberal Studies program is offered in collaboration with the Center for Pacific Studies at Interwork Institute/SDSU, the Undergraduate Division at SDSU and Palau Community College. This course of study is designed to provide knowledge in multiple subjects to elementary and secondary educators.

The Masters of Arts degree offered in collaboration with the Center for Pacific Studies at Interwork Institute/SDSU, the Department of Administration, Rehabilitation, and Postsecondary Education within the College of Education at SDSU and Palau Community College. This program is designed for Education and Human Services Professionals desiring to earn a graduate degree focusing on leadership and administration.

These programs are specifically designed and delivered to accommodate the working adult. All instruction is delivered on island or through distance learning.

Maintenance Assistance Program (MAP)

The MAP Training Program was established at Palau Community College with the expressed goal of establishing a short-term training program for workers in the area of infrastructure operation and maintenance. The program concentrates on assessment and training of government/semi-government employees working in infrastructure, operation, maintenance and utility related fields.

Penn Foster Career School (former Thomson Education Direct)

Penn Foster is one of the oldest and largest distance learning institutions in the world. The school provides programs and services that are designed to meet the life-long learning needs of the adult learner. Programs of study lead to career-specific diplomas.

National Occupational Competency Testing Institute (NOCTI)

The National Occupational Competency Testing Institute (NOCTI) is the foremost provider of occupational competency examinations to business, education, industry, government, and military in the United States. These examinations are offered at two levels: Job ready and the experienced worker. NOCTI assessments can assist educators and employers in identifying occupational skills required of entry level employees or for experienced workers to move ahead in their fields. Palau Community College is an approved NOCTI Area Test Center and is responsible for coordinating and administering NOCTI examinations in Palau.

Pacific Islands University (PIU)

Pacific Islands University (PIU) is a Christian university offering certificates, diplomas, and degrees in biblical studies. Working in collaboration with Palau Community College, PIU's Palau Teaching office is located on the PCC campus and uses PCC's facilities for its courses. PIU students in Palau can take their general education and elective requirements at PCC. PCC students can take certain PIU courses to meet their program requirements.

CONTINUING EDUCATION PROGRAM

The Continuing Education Division (CE) serves as an outreach arm of the college responsible to sponsor activities including non-credit and short-term training designed to meet pre-service and in-service needs of the community. Continuing Education provides programs and services that empower the community to meet its growing and changing educational and training needs.

1. CE serves the community by offering non-credit programs such as pre-service training for those who are looking for jobs, in-service training for those who are employed and need to enhance and upgrade their skills; workshops, seminars, conferences, conducting community surveys, or apprentice training for persons regardless of their age or previous education, and who are not concerned with earning academic credits but wish to enrich their lives and improve their personal efficiency.

2. CE provides one-on-one advising, counseling and guidance for people interested in acquiring entry-level skills or for employees who need to upgrade themselves.

3. CE offers summer programs such as keyboarding, computer applications, mathematics, English reading and writing, music, art, camping, marine science, and Internet exploration for school-age children.

Enrichment or Non-Credit Programs
Individual programs are developed based on specific requests made by individuals or groups for their immediate and/or long term needs. CE customizes the programs to fulfill the needs of the customers. However, due to high costs of materials, trainers and facilities, CE sets the minimum number of participants at ten (10) for each program offered and reserves the right to change this number. Certificates of enrichment/completion are awarded to individuals who fulfill established program requirements.

Apprentice Training Program

Apprentice training program offers an opportunity for anyone who lacks the skills to work and want to learn the skills under an expert trainer. Participants commit themselves to work under an established agreement between PCC and a local agency that offers the training sought to register in the program and be placed on the work site. The training is free and the participants who undergo the training will not receive any compensation from either PCC or the agency providing the training. However, the participant will learn as much under close and direct supervision of a selected staff from the agency proving the training. Participants will be assed of their skill level after the training and awarded a certificate of completion showing their competency level on the skills they have acquired from the training.

Adult High School
The PCC Adult High School, established in the Fall 2000, serves members of the community who have not earned high school diplomas or its equivalent. The program offers two tracks toward a high school diploma: a terminal program for those in the work-force or those planning to enter the work-force after completion of the program, and another track for individuals desiring entry into post-secondary institutions. Working in collaboration with the Ministry of Education, the Adult High School program serves Palauans who are 18 years or older who did not finish high school or to enroll in the GED program.

COOPERATIVE RESEARCH AND EXTENSION (CRE)

The Cooperative Research & Extension (CRE) Department's mission is to collaborate with partners and clients to generate, develop, and disseminate practical, relevant, and sustainable technologies and knowledge in agriculture, environment, food and human sciences to benefit the people of Palau.

CRE Department implements the Agriculture Experiment Station (AES), Cooperative Extension Service (CES), and Residential Instruction (RI) of the College of Micronesia Land Grant Programs in Palau. CRE's programs are done in a multi-disciplinary approach through the four main divisions:

1. AGRICULTURE DIVISION
   - Agriculture Science
   - Integrated Pest Management
   - Tissue Culture
   - Sustainable Agriculture
   - Germplasm conservation
   - Cultural Management

2. NATURAL RESOURCES AND ENVIRONMENTAL EDUCATION DIVISION (NRED)
   - Marine & Environmental Education
   - Water Quality Program
   - Aquaculture

3. FAMILY and CONSUMER EDUCATION DIVISION (FaCE)
   - Food Technology Training
   - Food Security
   - Root crops and sea food processing

4. EXPANDED FOOD AND NUTRITION EDUCATION PROGRAM (EFNEP)
   - Youth & Adult EFNEP
   - Food Safety and Nutrition

Research and Development Station (R & D)
The Research and Development Station in Ngermeskang, Ngeremlengui, serves the need of the Republic and the region in the area of agricultural research and experiment. At the R&D Station, the numerous research and experimental projects in agriculture, aquaculture, and the environment use practices that are both sustainable and environmentally sound. The public is welcome to visit the R&D Station to view and learn from these projects.

Multi Species Hatchery

On July 14, 2010, PCC inaugurated a state-of-the-art multi-species hatchery at Ngermetengel, Ngeremlengui State. This facility was established to support PCC's active role in the development of aquaculture in the country. At present, there are an increasing number of individuals who are interested in farming various aquaculture commodities; however, the supply of locally produced fingerlings is very limited. Therefore this multi-species hatchery is expected to augment the seedstock requirement of the prospective fish farmers in the country. In addition, this hatchery will also be utilized as a demonstration and training facility to clients and the community who are interested to learn and develop their skills in the seed production of marine organisms.

PROGRAMS OFFERED

School of Arts and Sciences
- Agricultural Science (AG)
- Criminal Justice (CJ)
- Community & Public Health (CPH)
- Education (ED)
- Environmental/Marine Science (ES)
- Liberal Arts (LA)
- Library & Information Services (LS)
- Nursing (NU)
- Palauan Studies (PW)
- Science, Technology, Engineering and Mathematics Disciplines (STEM)

School of Business
- Business Accounting (BA)
- Business Administration (BU)
- Information Technology (IT)
- Office Administration (OA)
- Tourism & Hospitality (TH)

School of Technical Education
- Air Conditioning and Refrigeration Technology (AC)
- Automotive Mechanics Technology (AM)
- Construction Technology (CT)
- Electrical Technology (ET)
- General Electronics Technology (GE)
- Small Engine and Outboard Marine Technology (SE)
- General Mechanics *(proposed)*
- General Maintenance *(proposed)*

Additional Services/Offices
- Area Health Education Center (AHEC)
- Community Advocacy Program (CAP)
- Federal TRIO Programs (Upward Bound, Talent Search)
- Learning Resource Center (LRC)
- National Occupational Competency Testing Institute (NOCTI)
- Micronesian Voyaging Society (MVS) Non-Instrument Navigation Program
- Maintenance Assistance Program (MAP)
- Pacific Islands University (PIU)
- Pacific Island Health Officers Association (PIHOA)
- Palau Wind Orchestra
- PCC Adult High School
- PCC Child Care Center
- Penn Foster Career Training Program
- San Diego State University (Master Degrees, Bachelor Degrees in Education)
- StratoClim Weather Observatory
- STEP-UP Laboratory
- U.S DOS—EducationUSA
- Western Curriculum Coordination Center (WCCC)
- Workforce Innovation Opportunity Act (WIOA)

PROGRAM REQUIREMENT

ENTRANCE REQUIREMENTS FOR DEGREES				
MAJORS	Degree Offered	TOEFL Requirement	Cummulative GPA Requirement	Total Credits Required to Graduate
School of Arts & Sciences				
Agricultural Science (AG)	AAS & AS	AS=500	2.0	62
Community and Public Health (CPH)				
- Community and Public Health (CPH)	AS	500	2.0	62
- Emergency Health Management (EHM)	AS	500	2.0	61
Criminal Justice (CJ)	AS	500	2.0	62
Education (ED)				
- Early Childhood (EDEC)	AS	500	2.0	60
- Elementary Education (EDEE)	AS	500	2.0	64
- Secondary Education (EDSE)	AS	500	2.0	63
- Special Education (EDSP)	AS	500	2.0	60
Environmental/Marine Science (ES)	AS	500	2.0	64
Liberal Arts (LA)	AAS & AA	AS=500	2.5	AA=65
Library & Information Services (LS)	AAS & AS	AS=500	2.0	AAS=60; AS=63
Palauan Studies (PW)	AAS	500	2.0	61
Nursing (NU)	AAS & AS	AAS=450; AS=500	2.0	AAS=61; AS=75
STEM Disciplines	AA	500	2.0	64
School of Business				
Business Accounting (BA)	AS	500	2.0	65
Business Administration (BU)	AS	500	2.0	65
Information Technology (IT)	AS	500	2.0	65
Office Administration (OA)	AAS	N/A	2.0	65
Tourism & Hospitality (TH)				
- Food & Beverages (THFB)	AAS	N/A	2.0	64
- Hospitality Management (THHM)	AS	500	2.0	64
- Hotel Operations (THHO)	AAS	N/A	2.0	65
- Tour Services (THTS)	AAS & AS	AS=500	2.0	AAS=65; AS=65
School of Technical Education				
Air Conditioning and Refrigeration Technology (AC)	AAS	N/A	2.0	61
Automotive Mechanics Technology (AM)	AAS	N/A	2.0	64
Construction Technology (CT)	AAS	N/A	2.0	61
Electrical Technology (ET)	AAS	N/A	2.0	60
General Electronics Technology (GE)	AAS & AS	AS=500	2.0	62
Small Engine and Outboard Marine Technology (SE)	AAS	N/A	2.0	62

1. **Associate of Applied Science (AAS) Degree:** Awarded to students who successfully complete at least 60 semester credits of occupational and related general education courses. This degree does not require TOEFL test as an entrance into program except Nursing (NU)-450 or higher.

2. **Associate of Science (AS) Degree:** Awarded to students who successfully complete at least 60 semester credits of occupational and related general educational courses. This degree requires TOEFL score of 500 or higher as an entrance into the program.

3. **Associate of Arts (AA) Degree:** Awarded to students wishing to complete the first two years of general college work prior to transferring to a four-year college or university, or for students desiring two years of general education beyond high school. This degree requires TOEFL score of 500 or higher as an entrance into the program.

4. **Associate of Technical Studies (ATS) Degree:** Awarded to students who
5. successfully complete at least 60 semester credits. This degree provides students with skills and knowledge for gainful employment or to pursue a degree at four-year colleges/universities. Courses for this degree must be customized by a student and an advisor following the AA degree curriculum format. This degree requires TOEFL score of 500 or higher as an entrance into the program.

PCC PROGRAMS

PALAUAN WORKFORCE INVESTMENT ACT

In accordance with RPPL 9-22, the following non-accredited certificates may be awarded to students completing the RPPL 9-22 certificate programs.

Certificate of Competence
The Certificate of Competence are for anyone without a high school diploma or a GED. Students in the Certificate of Competence programs will be awarded hours completed rather than academic credits and should a student wish to return to PCC for a degree, such courses will need to be retaken or challenged through exams to earn academic credits.

> Construction Technology: General Construction, 543 hrs
> Construction Technology: Plumbing, 304 hrs
> Construction Technology: Air Conditioning, 344 hrs
> Automotive Maintenance, 770 hrs
> Heavy Equipment Maintenance, 480 hrs
> Outboard Motor/Small Engine Maintenance, 360 hrs

Certificate of Completion
Students must have at least a high school diploma or a GED to be eligible for the Certificate of Completion programs. Students who have completed degrees in the vocational area or have trainings from certified programs or the US military may also be eligible for certificate of completions or credits for courses within the programs once their transcripts have been reviewed and courses verified for certification.

> Carpentry (22 credits)
> Field Construction (25 credits)
> Masonry/Concrete Construction (22 credits)
> Exterior Trimming and Cabinet Making (16 credits)
> Residential Wiring (21 credits)
> Residential Plumbing (19 credits)
> Automotive Maintenance (18 credits)
> Automotive Engine Servicing (17 credits)
> Automotive Electrical Systems (26 credits)
> Automotive Air Conditioning (16 credits)
> Outboard Motor/Small Engine Repair (28 credits)

Certificate of Mastery for Technology Programs
Students must have completed all the PCC program degree requirements to be eligible for the Certificate of Mastery. Students who have completed degrees in the vocational area or have trainings from certified programs or the US military may also be eligible for credits for courses within the programs once their transcripts have been reviewed and courses verified for certification.

TUITION, FEES, AND OTHER CHARGES

All required tuition and fees must be paid by the student at the time of registration or the student's registration will be canceled. Students in need of financial aid may be assisted through the financial aid program of the college. Students from Freely Associated States (RMI & FSM), CNMI, Guam and Hawaii are eligible for Resident Tuition.

Initial Payment

An initial tuition fee of $ 50.00 must be paid by everyone who wishes to attend Palau Community College. This fee is a partial payment of the tuition and fee charges per student per semester. It is refundable only if a student withdraws from the college before or on the registration day. Otherwise, it will be credited toward his or her total tuition charges incurred during the beginning of a succeeding semester.

Charges

> **Resident Tuition** .... $110.00 per credit
>
> **Non-Resident Tuition**......... $125.00 per credit

> **Fees:**
> Registration Fee............... $ 15.00 per semester
> Health Fee......................... 20.00 per semester
> Activity Fee .... 45.00 per semester
> Instructional Support Fee ... 150.00 per semester
> On-line Course Fee.................. 25.00 per credit
> Technology Fee.................... 75.00 per semester
> Readmission Fee................................... 10.00
> Late Registration Fee .... 10.00 per semester
> Application Fee (nonrefundable) 10.00
> Transcript Fee................................ 3.00 each
> I.D. Card Fee .... 5.00 each
> Drop & Add Fee.............................. 2.00 each
> Bad Check Fee............................. 25.00 each
> Credit by Exam Fee .... 10.00 per course
> Graduation Fee .... 55.00 for participants
> .... 25.00 for non-participants
> Late Payment 1-1/2% per month on unpaid balance

The College reserves the right to: (1) add or waive, and (2) increase or decrease any fee it deems necessary. *Note: Please refer to the latest fee information from the Business Office.*

Room & Board:

A student who resides in the dorm for twenty eight (28) days or more in the Fall or Spring semesters will be charged 100% for room & board. A student who resides in the dorm for fourteen (14) days or more in Summer or Special sessions will be charged 100% for room and board.

Regular Term (Spring/Fall)
> Room .... $ 588.00
> Board ....…....$ 1,102.50 (3 meals a day, 7 days a week)

Short Term (Summer/Special Sessions)
> Room .... $ 280.00
> Board ....…...$ 525.00 (3 meals a day, 7 days a week)

The data in this fact book was produced by Institutional Research and Evaluation Office. The primary source of data was from the Registrar's Office, other data was also provided by Human Resource Office, Office of Admissions & Financial Aid and Business Office. Analysis tables were extracted from Excel report files and MS Access database. Every effort has been made to ensure the accuracy of the data however it is possible that minor errors do exist.

Definition:

Continuing—A student who was registered for credit at the college during the previous semester and is presently in attendance.

Dual—A qualified high school junior or senior that applies for admission, cannot declare a major; however, grades/credits earned are entered in the permanent records.

Enrichment (ENR) - A student, who registers to audit courses for personal enrichment purposes, will not earn grades or college credits.

Fall Cohort—students enrolled in Summer and Fall Term as first time students.

First Time Students—A student enrolled at Palau Community College for the first time after graduating from high school.

Freshman – A student who has earned less than one-half of the total credits required in a program.

Full Time Equivalent (FTE) - calculated as the Number of Full time plus one-third part time.

Full Time Students—A student who is registered for at least 12 credits during the regular semester or 6 credits during the summer session.

Graduation Rate— measure the percentage of entering first-time freshmen who complete their degree programs in a given window of time.

Part Time Students—A student who is registered for less than 12 credits during the regular semester or less than 6 credits during the summer session.

Re-Admitted (RA)—A PCC graduate who is readmitted into a different program.

Retention Rate—is a measure of academic progress of a cohort of students from one term or year to the next. It is expressed as a percentage of the students who return each term or year.

Returning— a student who was last enrolled at PCC and is returning to the college after an absence of one or more semesters.

Sophomore – A student who has earned one-half or more of the total credits required in a program

Transfer Students—A student who attended another accredited post-secondary institution prior to attending PCC.

Unclassified (UNC)—A student who intends to seek a degree but is still lacking transcript(s). A student who is not pursuing a degree but who will earn grade(s) and college credits.

Undeclared (UND)—student who intends to seek a degree upon admission but is undecided on an academic major and/or lacks entrance requirements to a particular major.

Enrollment Status and Gender, All Students, Fall 2015

Enrollment Status	Male	%	Female	%	Total	%
Full Time	181	63%	166	49%	347	55%
Part Time	106	37%	174	51%	280	45%
Total	287		340		627	

Country/State/Region and Gender, All Students, Fall 2015

Country/State/Region	Male	%	Female	%	Total	%
Palau	191	67%	288	85%	479	76.4%
Chuuk	13	5%	4	1%	17	2.7%
Kosrae	9	3%	6	2%	15	2.4%
Pohnpei	22	8%	9	3%	31	4.9%
RMI	13	5%	9	3%	22	3.5%
Yap	38	13%	21	6%	59	9.4%
Others	1	0.3%	3	1%	4	0.64%
Total	287		340		627	

Class Level and Gender, All Students, Fall 2015

Class Level	Male	%	Female	%	Total	%
Freshmen	187	65%	185	55%	373	59%
Sophomore	53	18%	77	23%	130	21%
Unclassified	3	1%	4	1%	7	1%
Enrichment	1	0%	0	0%	1	0%
Undeclared	43	15%	73	21%	116	19%
Dual	0	0%	0	0%	0	0%
Total	287		340		627	

Registration Status and Gender, All Students, Fall 2015

Registration Status	Male	%	Female	%	Total	%
Continuing	176	61%	194	57%	370	59%
First-Time	88	31%	96	28%	184	29%
Re-admitted	0	0%	4	1%	4	1%
Returning	22	8%	44	13%	66	11%
Transfer	1	0.3%	2	1%	3	0.5%
Total	287		340		627	

Enrollment Status and Gender, First Time Students, Fall 2015

Classification	Male	%	Female	%	Total	%
Full Time	63	50%	63	50%	126	68%
Part Time	25	43%	33	57%	58	32%
Total	88		96		184	

Country/State/Region and Gender, First Time Students, Fall 2015

Country/State/Region	Male	%	Female	%	Total	%
Palau	61	46%	72	54%	133	72%
Yap	16	70%	7	30%	23	13%
Pohnpei	7	58%	5	42%	12	7%
Kosrae	0	0%	3	100%	3	2%
Chuuk	1	50%	1	50%	2	1%
RMI	2	25%	6	75%	8	4%
Others	2	67%	1	33%	3	2%
Total	84		55		184	
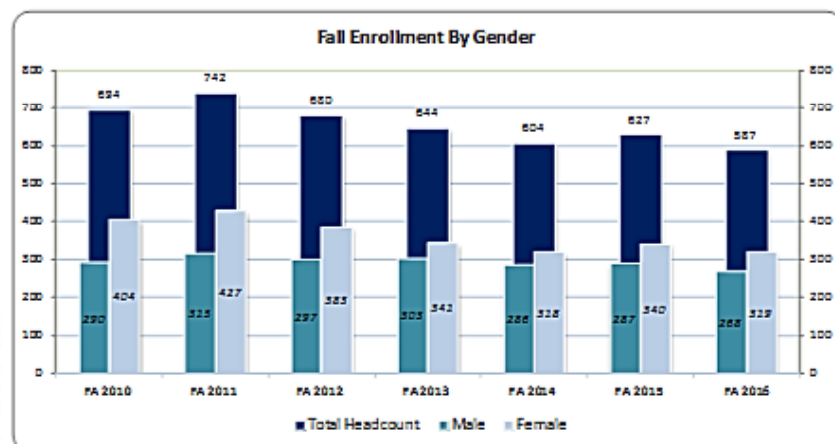
Fall Enrollment By Gender

Enrollment Status and Gender, All Students, Fall 2016

Enrollment Status	Male	%	Female	%	Total	%
Full Time	186	69%	175	55%	361	61%
Part Time	82	31%	144	45%	226	39%
Total	268		319		587	

Country/State/Region and Gender, All Students, Fall 2016

Country/State/Region	Male	%	Female	%	Total	%
Palau	178	66%	270	85%	448	76%
Chuuk	8	3%	3	1%	11	2%
Kosrae	7	3%	4	1%	11	2%
Pohnpei	25	9%	11	3%	36	6%
RMI	10	4%	9	3%	19	3%
Yap	38	14%	20	6%	58	10%
Others	2	1%	2	1%	4	1%
Total	268		319		587	

Class Level and Gender, All Students, Fall 2016

Class Level	Male	%	Female	%	Total	%
Freshmen	174	64.9%	224	70.2%	398	67.8%
Sophomore	53	19.8%	71	22.3%	124	21.1%
Unclassified	5	1.9%	4	1.3%	9	1.5%
Enrichment	1	0.4%	1	0.3%	2	0.3%
Undeclared	35	13.1%	19	6.0%	54	9.2%
Total	268		319		587	

Registration Status and Gender, All Students, Fall 2016

Registration Status	Male	%	Female	%	Total	%
Continuing	177	66.0%	228	71.5%	405	69.0%
First-Time	74	27.6%	53	16.6%	127	21.6%
Re-admitted	1	0.4%	2	0.6%	3	0.5%
Returning	15	5.6%	35	11.0%	50	8.5%
Transfer	1	0.4%	1	0.3%	2	0.3%
Total	268		319		587	

ENROLLMENT TREND (ALL STUDENTS)

All Students Headcount	Enrollment	FA 2007	FA 2008	FA 2009	FA 2010	FA 2011	FA 2012	FA 2013	FA 2014	FA 2015	FALL 2016
	Enrollment	659	599	726	694	742	680	644	604	627	587
Enrollment Status	Full-Time	460	393	417	465	508	423	415	368	347	226
	Part-time	199	206	309	229	234	257	229	236	280	361
Gender	Male	302	283	323	290	315	297	303	286	287	268
	Female	357	316	403	404	427	383	341	318	340	319
Country/State/Region	Palau	490	456	552	540	591	540	516	471	479	448
	Chuuk	26	25	22	21	35	33	30	24	17	11
	Kosrae	25	19	30	6	5	15	18	16	15	11
	Pohnpei	16	20	27	18	12	12	12	19	31	36
	RMI	25	22	21	12	3	9	12	14	22	19
	Yap	66	50	66	88	87	63	52	57	59	58
	USA	0	0	2	0	2	1	0	0	0	1
	Others	11	7	6	9	7	7	4	3	4	3
Class Level	Freshmen	470	408	494	524	526	424	438	473	373	398
	Sophomore	166	155	145	111	142	151	108	59	130	124
	Unclassified	10	8	51	8	10	4	7	2	7	9
	Enrichment	3	2	1	4	0	2	2	0	1	2
	Undecided	10	26	35	47	56	98	89	70	116	54
	Dual	0	0	0	0	8	1	0	0	0	0
Registration Status	Continuing	452	423	512	510	536	462	388	363	370	405
	First-Time	138	120	130	115	119	149	170	140	184	127
	Re-admitted	5	3	18	7	5	8	6	9	4	3
	Returning	64	44	61	50	70	55	73	88	66	50
	Transfer	0	9	5	12	4	5	7	4	3	2
	Dual	0	0	0	0	1	1	0	0	0	0

ENROLLMENT TREND (FIRST TIME STUDENTS)
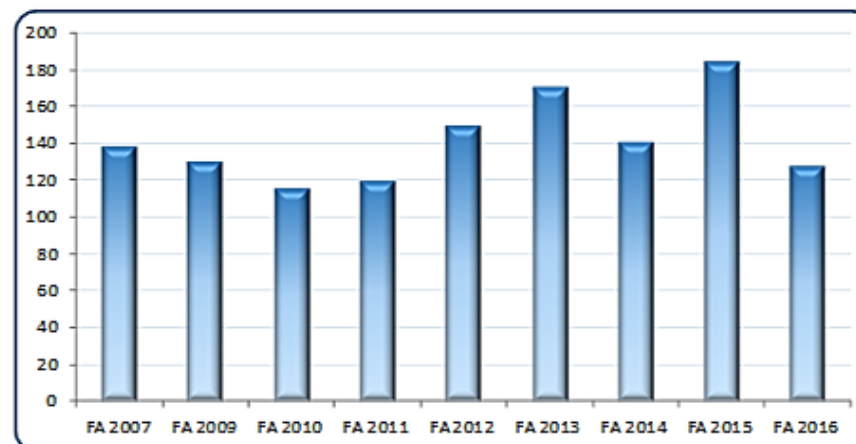
First-Time Students		FA 07	FA 08	FA 09	FA 10	FA 11	FA 12	FA 13	FA 14	FA 15	FA 16
		138	120	130	115	119	149	170	140	184	127
Status	Full-Time	111	98	111	109	103	102	136	95	126	102
	Part-time	27	22	19	6	16	47	34	45	58	25
Gender	Male	79	67	74	60	64	84	94	84	88	74
	Female	59	53	56	55	55	65	76	56	96	53
Country/State/Region	Palau	98	86	88	70	80	93	132	101	133	95
	Yap	6	9	22	24	12	23	11	15	23	9
	Pohnpei	1	7	6	7	0	7	7	8	12	10
	Kosrae	8	0	1	0	4	6	6	7	3	3
	Chuuk	6	7	5	8	21	9	7	7	2	5
	RMI	13	9	1	1	0	7	3	2	8	3
	Asia	6	2	7	4	2	3	4	0	2	1
	Others	0	0	0	1	0	1	0	0	1	1

ENROLLMENT TREND BY PROGRAM OF ALL STUDENTS

	ALL STUDENTS	FA 07	FA 08	FA 09	FA 10	FA 11	FA 12	FA 13	FA 14	FA 15	FA 16
Associates Degree Programs	**School of Arts and Sciences**	**216**	**174**	**239**	**231**	**258**	**223**	**225**	**223**	**215**	**283**
	Agricultural Sciences (AG)	22	23	34	37	39	40	37	33	45	48
	Criminal Justice (CJ)	12	18	7	8	8	4	10	17	19	25
	Community & Public Health (CPH)	-	-	-	-	-	-	19	21	18	14
	Education (ED)	75	41	72	55	71	61	51	41	36	54
	Environmental/Marine Science (ES)	13	14	9	10	8	10	13	10	8	11
	Liberal Arts (LA)	46	41	80	72	70	64	50	59	52	71
	Library & Information Services (LS)	13	6	9	28	33	22	9	12	5	5
	Nursing (NU)	35	31	28	21	29	20	32	26	27	29
	STEM Disciplines						2	4	4	5	6
	School of Business	**236**	**224**	**253**	**260**	**258**	**212**	**183**	**178**	**153**	**147**
	Business Accounting (BA)	13	13	14	11	8	13	17	11	8	21
	Business Administration (BU)	8	9	8	12	10	7	8	13	14	22
	Information Technology (IT)	10	15	18	9	9	13	10	7	12	23
	Office Administration (OA)	143	127	124	144	144	100	90	88	69	42
	Tourism & Hospitality (TH)	62	60	89	84	87	79	58	59	50	39
	School of Technical Education	**183**	**165**	**147**	**144**	**152**	**140**	**138**	**131**	**135**	**109**
	Air Conditioning and Refrigeration Technology (AC)	4	6	10	7	6	4	6	6	11	9
	Automotive Mechanics Technology (AM)	38	38	39	38	43	30	35	39	49	33
	Construction Technology (CT)	33	37	30	31	31	38	33	18	15	18
	Electrical Technology (ET)	41	29	26	24	24	20	16	25	21	17
	General Electronics Technology (GE)	45	39	29	30	34	27	21	17	20	16
	Small Engine and Outboard Marine Technology (SE)	22	16	13	14	14	21	27	26	19	16
	UNDECLARED (UND)	10	26	35	47	56	98	89	70	116	57
	TOTAL (Degree-Seeking)	**645**	**589**	**674**	**682**	**724**	**673**	**635**	**602**	**619**	**574**
Certificate Programs	Business Accounting Book Keeping (BABK)	1	-	-	-	-	-	-	-	-	-
	Related Services Assistant (RSA)	-	-	-	-	-	-	-	-	-	-
	TOTAL CERTIFICATES	**1**									
Non-Degree Programs	Dual	0	0	0	0	8	1	0	0	0	0
	UNCLASSIFIED (UNC)	10	8	51	8	10	4	7	2	7	9
	ENRICHMENT (ENR)	3	2	1	4	0	2	2	0	1	2
	TOTAL (Non-Degree)	**13**	**10**	**52**	**12**	**18**	**7**	**9**	**2**	**8**	**11**
	GRAND TOTAL	**659**	**599**	**726**	**694**	**742**	**680**	**644**	**604**	**627**	

ENROLLMENT TREND BY PROGRAM OF FIRST TIME STUDENTS

	FIRST TIME STUDENTS	FA 07	FA 08	FA 09	FA 10	FA 11	FA 12	FA 13	FA 14	FA 15	FA 18
Associates Degree Programs	**School of Arts and Sciences**	**14**	**17**	**21**	**21**	**7**	**8**	**10**	**20**	**14**	**31**
	Agricultural Sciences (AG)	6	11	13	7	5	2	4	14	6	0
	Criminal Justice (CJ)	1	1	1	1	0	0	2	3	0	7
	Community & Public Health (CPH)	0	0	0	0	0	0	1	2	0	1
	Education (ED)	4	2	0	0	1	1	0	0	0	1
	Environmental/Marine Science (ES)	0	1	1	1	1	1	0	0	1	5
	Liberal Arts (LA)	1	1	6	4	0	4	2	1	3	11
	Library & Information Services (LS)	2	0	0	6	0	0	0	0	0	0
	Nursing (NU)	0	1	0	2	0	0	0	0	3	6
	STEM Disciplines							1	0	1	0
	School of Business	**54**	**35**	**32**	**27**	**29**	**13**	**25**	**15**	**23**	**13**
	Business Accounting (BA)	0	2	0	0	0	0	3	0	3	4
	Business Administration (BU)	1	2	0	0	1	0	1	2	2	
	Information Technology (IT)	0	0	1	1	2	2	0	0	5	1
	Office Administration (OA)	31	18	19	15	14	0	13	8	5	3
	Tourism & Hospitality (TH)	22	13	12	11	13	10	9	6	8	3
	School of Technical Education	**52**	**40**	**34**	**28**	**32**	**38**	**40**	**35**	**29**	**18**
	Air Conditioning and Refrigeration Technology (AC)	1	0	1	2	0	0	1	1	1	0
	Automotive Mechanics Technology (AM)	17	8	10	8	14	8	10	12	10	6
	Construction Technology (CT)	7	10	12	5	6	9	13	7	6	3
	Electrical Technology (ET)	8	10	3	5	5	6	6	2	1	2
	General Electronics Technology (GE)	11	8	7	4	4	10	2	6	6	4
	Small Engine and Outboard Marine Technology (SE)	8	4	1	4	3	5	8	7	5	3
	UNDECLARED (UND)	9	24	33	38	48	88	87	70	114	57
	TOTAL (Degree-Seeking)	**129**	**116**	**120**	**114**	**116**	**147**	**162**	**140**	**180**	**119**
Non-Degree Programs	Dual	0	0	0	0	0	0	0	0	0	0
	UNCLASSIFIED (UNC)	7	3	9	0	3	1	7	0	4	7
	ENRICHMENT (ENR)	2	1	1	1	0	1	1	0	0	1
	TOTAL (Non-Degree)	**9**	**4**	**10**	**1**	**3**	**2**	**8**	**0**	**4**	**8**
	GRAND TOTAL	**138**	**120**	**130**	**115**	**119**	**149**	**170**	**140**	**184**	**127**

Retention of First time Full time (FTFT) degree-seeking students

Retention of Full-time, first-time degree seeking students in Fall, also included students enrolled in the fall term who enrolled as First Time in the prior summer term.

Fall to Spring

FA 15 to SP 16	Enrolled in FA15	Returned in SP 16	Retention Rate FA15 to SP16
Cohort Fall 2015	145	106	73%
By Gender			
Male	71	51	72%
Female	74	55	74%
By State			
Palau	127	89	70%
Pohnpei	3	3	100%
RMI	4	3	75%
Yap	11	11	100%
By Age			
Under 18	17	15	88%
18-19	105	79	75%
20-21	14	7	50%
22-23	3	1	33%
24-25	2	2	100%
26-27	1	1	100%
30 and above	2	1	50%

Fall to Spring Retention Rates
First Time Full Time (FTFT)
Degree- Seeking Students
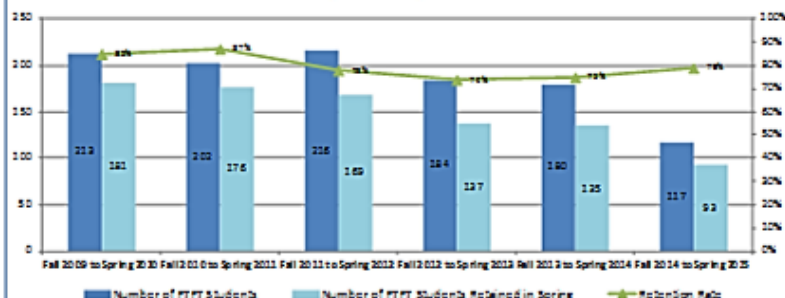
Fall to Spring	FA09 to SP10	FA10 to SP11	FA11 to SP12	FA12 to SP13	FA13 to SP14	FA14 to SP15	FA15 to SP16
Number of FTFT Students	213	202	216	184	180	117	146
Number of FTFT Students Retained	181	176	169	137	135	93	107
Retention Rate	85%	87%	78%	74%	75%	79%	73%

Fall to Fall

FA 15 to FA 16	Enrolled in FA15	Returned in FA 16	Retention Rate FA15 to FA16
Cohort Fall 2015	145	85	59%
By Gender			
Male	71	39	55%
Female	74	46	62%
By State			
Palau	127	69	54%
Pohnpei	3	3	100%
RMI	4	3	75%
Yap	11	10	91%
By Age			
Under 18	17	14	82%
18-19	105	61	58%
20-21	14	5	36%
22-23	3	1	33%
24-25	2	2	100%
26-27	1	1	100%
30 and above	2	1	50%

Seven-year Trend for First Time Full Time Degree- Seeking Students and Retention Rate
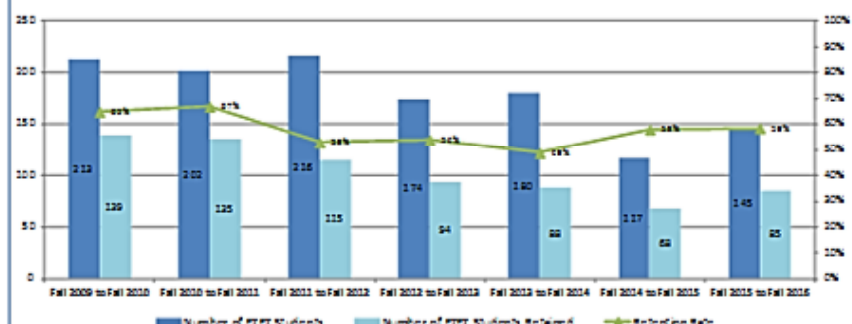
Fall to Fall	FA09 to FA10	FA10 to FA11	FA11 to FA12	FA12 to FA13	FA13 to FA14	FA14 to FA15	FA15 to FA16
Number of FTFT Students	213	202	216	174	180	117	145
Number of FTFT Students Retained	139	135	115	94	88	68	85
Retention Rate	65%	67%	53%	54%	49%	58%	59%

Fall to Spring	Fall 2005 to Spring 2006	Fall 2006 to Spring 2007	Fall 2007 to Spring 2008	Fall 2008 to Spring 2009	Fall 2009 to Spring 2010
All Students	651	683	659	599	726
Returned in Spring and Graduated in Fall	486	519	519	430	547
Persistence Rate	75%	76%	79%	72%	75%

Fall to Spring	Fall 2010 to Spring 2011	Fall 2011 to Spring 2012	Fall 2012 to Spring 2013	Fall 2013 to Spring 2014	Fall 2014 to Spring 2015
All Students	694	742	680	644	604
Returned in Spring and Graduated in Fall	540	565	501	480	466
Persistence Rate	78%	76%	74%	75%	77%

Developmental Courses, All Students

Fall 2015 Enrollment and Developmental Courses Enrollment by Registration Status

Registration Status	No. of Students Enrolled	No. of Students Took Developmental Courses	Percentage
CONT	370	87	24%
FT	184	143	78%
RA	4	0	0%
RET	66	11	17%
TR	3	1	33%
Total	627	242	39%

Developmental Courses Enrollment by Registration Status (Fall 2015) *

Registration Status	EN089	EN090	EN091	EN092	EN095	MA095	Total
CONT	1	8	4	15	36	47	111
FT	21	40	32	21	39	97	250
RET		1	1		7	4	13
TR						1	1
Total	22	49	37	36	82	149	375

*duplicated count (there were students who took more than one developmental course)

Developmental Courses Success Rate by Registration Status (Fall 2015) *[1]

Registration Status	EN089	EN090	EN091	EN092	EN095	MA095	Total
CONT	(1/1) 100%	(2/8) 25%	(3/4) 75%	(9/15) 60%	(21/36) 58%	(25/47) 53%	(61/111) 55%
FT	(20/21) 95%	(28/40) 70%	(29/32) 91%	(16/21) 76%	(30/39) 77%	(64/97) 66%	(187/250) 75%
RET		(1/1) 100%	(1/1) 100%		(5/7) 71%	(2/4) 50%	(9/13) 69%
TR						(1/1) 100%	(1/1) 100%
Total	(21/22) 95%	(31/49) 63%	(33/37) 89%	(25/36) 69%	(56/82) 68%	(92/149) 62%	(258/375) 68.8%

*duplicated count (there were students who took more than one developmental course)

Developmental Courses, All Students

Developmental Courses Success Rate by State/Country (Fall 2015) [1]

State/Country	EN089	EN090	EN091	EN092	EN095	MA095	Grand Total
Chuuk	(3/3)100%	(1/2)50%		(0/2)0%	(0/1)0%	(0/1)0%	(4/9)44%
CNMI	-	-	(1/1)100%	-	(2/2)100%	(2/3)67%	(5/6)83%
Kosrae	(1/1)100%	(1/1)100%	(1/1)100%	(2/2)100%	(1/2)50%	(2/2)100%	(8/9)89%
Palau	(5/6)83%	(10/17)59%	(11/14)79%	(11/17)65%	(38/55)69%	(63/113)56%	(138/222)62%
PI	-	-	(1/1)100%	-	(1/1)100%	(1/1)100%	(3/3)100%
Pohnpei	(4/4)100%	(4/7)57%	(6/7)86%	(4/5)80%	(2/4)50%	(10/14)71%	(30/41)73%
RMI	(1/1)100%	(2/6)33%	(3/3)100%	(3/4)75%	(2/3)67%	(2/2)100%	(13/19)68%
Yap	(7/7)100%	(13/16)81%	(10/10)100%	(5/6)83%	(10/14)71%	(12/13)92%	(57/66)86%

*duplicated count *(there were students enrolled in more than one developmental course)*

Developmental Courses Success Rate by Gender (Fall 2015) [1]

Gender	EN089	EN090	EN091	EN092	EN095	MA095	Grand Total
F	(9/9)100%	(13/21)62%	(18/20)90%	(14/18)78%	(30/35)85%	(49/80)61%	(133/183)73%
M	(12/13)92%	(18/28)64%	(15/17)88%	(11/18)61%	(26/47)55%	(43/69)62%	(125/192)65%

Overall Developmental Course Success Rate
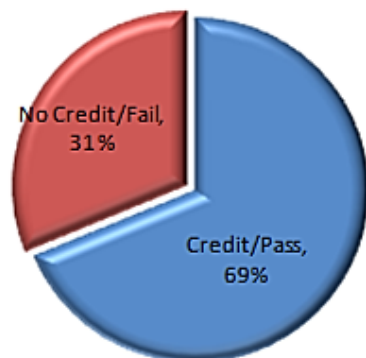
No Credit/Fail, 31%

Credit/Pass, 69%

Developmental Courses, First Time Students

Number and Percentage of First Time Students Enrolled in Developmental Courses who Received Credits by Gender, Fall 2015

Gender	EN089 Enrolled	EN089 Credit	EN089 %	EN090 Enrolled	EN090 Credit	EN090 %	EN091 Enrolled	EN091 Credit	EN091 %	EN092 Enrolled	EN092 Credit	EN092 %	EN095 Enrolled	EN095 Credit	EN095 %	MA095 Enrolled	MA095 Credit	MA095 %
Female	8	8	100%	18	11	61%	16	14	88%	12	11	92%	18	17	94%	55	34	62%
Male	13	12	92%	22	17	77%	16	15	94%	9	5	56%	21	13	62%	42	30	71%
Total	21	20	95%	40	28	70%	32	29	91%	21	16	76%	39	30	77%	97	64	66%

Table 3. Number and Percentage of First Time Students Enrolled in Developmental Courses who Received Credits by State/Region

State/Country	EN089 Enrolled	EN089 Credit	EN089 %	EN090 Enrolled	EN090 Credit	EN090 %	EN091 Enrolled	EN091 Credit	EN091 %	EN092 Enrolled	EN092 Credit	EN092 %	EN095 Enrolled	EN095 Credit	EN095 %	MA095 Enrolled	MA095 Credit	MA095 %
Chuuk	2	2	100%	2	1	50%							2	2	100%	3	2	67%
CNMI							1	1	100%	1	1	100%	1	1	100%			
Kosrae	1	1	100%	1	1	100%	1	1	100%				28	19	68%			
Palau	6	5	83%	12	7	58%	11	8	73%	11	7	64%	1	1	100%	70	41	59%
PI							1	1	100%							1	1	100%
Pohnpei	4	4	100%	7	4	57%	6	6	100%	4	3	75%	2	2	100%	11	9	82%
RMI	1	1	100%	3	2	67%	3	3	100%				2	2	100%	2	2	100%
Yap	7	7	100%	15	13	87%	9	9	100%	5	5	100%	3	3	100%	10	9	90%
Total	21	20	95%	40	28	70%	32	29	91%	21	16	76%	39	30	77%	97	64	66%

Developmental Courses

Developmental Courses Successful Completion Rate
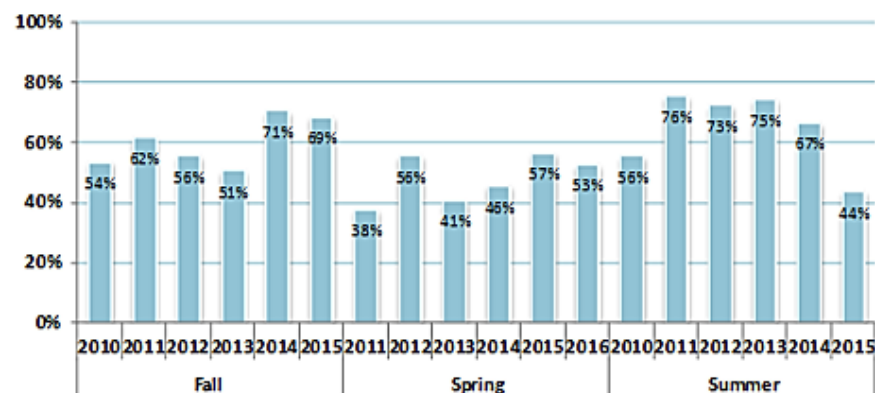
Developmental Courses Completion Rate 2010-2016			
	Total Enrollment	% Successful	% Unsuccessful
Fall 2010	293	54%	46%
Fall 2011	341	62%	38%
Fall 2012	353	56%	44%
Fall 2013	360	51%	49%
Fall 2014	261	70%	30%
Fall 2015	375	69%	31%
Spring 2011	267	38%	62%
Spring 2012	257	56%	44%
Spring 2013	282	41%	59%
Spring 2014	275	46%	54%
Spring 2015	251	57%	43%
Spring 2016	232	53%	47%
Summer 2010	135	56%	44%
Summer 2011	208	76%	24%
Summer 2012	152	73%	27%
Summer 2013	106	75%	25%
Summer 2014	114	67%	33%
Summer 2015	48	44%	56%
Summer 2016	138	70%	30%

Graduation Rate of First Time-Full Time Degree-Seeking Students

	Fall of Entry					
	2008	2009	2010	2011	2012	2013*
FIRST TIME FULL TIME STUDENTS	154	213	202	216	184	180
Graduated within 2 < 3 years	15	21	18	16	14	11
Graduated within 3 < 4 years	25	30	31	20	24	16
Graduation Rate						
Graduated within 2 < 3 years (100% of normal time to completion)	10%	10%	9%	7%	8%	6%
Graduated within 3 < 4 years (150% of normal time to completion)	16%	14%	15%	9%	13%	9%
Total Graduates within 150% of normal time to completion	26%	24%	24%	17%	21%	15%

Graduation rate of Full-time, first-time degree seeking students in Fall, also included students enrolled in the fall term who enrolled as First Time in the prior summer term.
*Does not yet include 3.5 year completers

Completers By Gender, Age and State					
	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Graduates	85	99	88	86	63
Gender					
Male	40	46	38	29	26
Female	45	53	50	57	37
Registration Status					
Chuuk	4	1	1	2	3
Kosrae	1	2	1	1	1
Palau	65	77	69	77	50
Pohnpei	4	1	3	0	3
RMI	3	1	0	0	0
Yap	8	16	14	6	6
Other	0	1	0	0	0
Age					
18-19	4	1	4	1	0
20-21	42	33	35	31	22
22-23	15	18	19	23	18
24-25	8	12	8	7	6
26-27	4	7	4	7	5
28-29	4	4	2	4	2
30-39	5	13	11	5	4
40-49	2	9	4	6	6
50-59	1	2	1	2	0

DEGREES AWARDED

DEGREES CONFERRED TREND

Degrees Awarded from July 1 thru June 30 of next year

Degrees Awarded By Program	2009 - 2010	2010 - 2011	2011 - 2012	2012- 2013	2013- 2014	2014- 2015	2015- 2016
Total Degree Awarded	104	74	85	99	88	86	63
Associate of Arts (AA) Degree	14	3	12	11	7	11	4
Liberal Arts (LA)	14	3	12	11	7	11	4
Associate of Applied Science (AAS) Degree	57	48	48	70	56	52	33
Agricultural Sciences (AG)	6	5	4	10	6	5	7
Air Conditioning and Refrigeration Technology (AC)	1	3	3	0	1	1	0
Automotive Mechanics Technology (AM)	3	6	3	6	4	4	3
Construction Technology (CT)	7	5	7	2	7	4	1
Electrical Technology (ET)	6	5	2	7	3	2	3
General Electronics Technology (GE)	3	3	1	5	5	4	1
Library & Information Services (LS)	2	1	1	12	4	4	0
Nursing (NU)	0	1	1	1	0	3	2
Office Administration (OA)	18	13	12	18	19	10	9
Small Engine and Outboard Marine Technology (SE)	5	3	2	2	2	5	4
Tourism & Hospitality (TH)	6	3	12	7	5	10	3
Associate of Science (AS) Degree	33	23	25	18	25	23	26
Agricultural Sciences (AG)	1	0	0	1	1	0	0
Business Accounting (BA)	4	3	2	5	4	3	5
Business Administration (BU)	0	5	5	0	2	2	4
Criminal Justice (CJ)	2	3	2	0	3	0	1
Education (ED)	5	6	3	3	5	4	3
Environmental/Marine Science (ES)	6	2	3	3	2	3	2
General Electronics Technology (GE)	1	1	0	0	0	0	1
Information Technology (IT)	7	1	5	2	1	2	3
Library & Information Services (LS)	1	0	0	0	1	1	0
Nursing (NU)	5	1	0	4	6	6	7
Tourism & Hospitality (TH)	1	1	5	0	0	2	0

Other Programs	Graduates (Other Programs) Spring 2016	Number
	Adult High School (AHS)	15
	MOH/PCC Substance Abuse & Addiction Counseling Program (SAATP)	14
	SDSU BA	21

EMPLOYEES

Full Time Employees

	Male	Female	Total
Regular	54	72	126
Limited Term	25	23	48
Total	79	94	174

Full Time Regular Contracts

	Male	Female	Total
Faculty	17	21	38
Administrators & Staff	37	51	88
	54	72	126

Full Time Limited Term Contracts

	Male	Female	Total
Faculty	2	3	5
Administrators & Staff	23	20	43
	25	22	49

All Faculty

	Male	Female	Total
Full Time	19	24	43
Adjunct	6	10	16
	25	34	59

INSTRUCTIONAL FACULTY

ETHNICITY	Full-time Faculty	Adjunct
Palau	27	13
Philippines	6	2
USA	3	1
FSM	2	-
Japan	1	-
Slovakia	1	-
India	2	-
China	1	-
Total	43	16

Full Time Faculty

RANK	Degrees			Total
	Masters	Bachelors	Associates	
Associate Professor	16	-	-	16
Instructor	8	13	-	21
Instructor Assistant	-	1	5	6
Total	24	14	5	43

ISSA

INSTITUTIONAL-SET STANDARDS FOR STUDENT ACHIEVEMENT (ISSA)

Required under
- U.S. Department of Education 34 Code of Federal Regulations (CFR) & USDOE guidelines for §602.16 (a) (1)(i) and §602.16 (f)(2)
- ACCJC Standard 1.B.2; I.B.3; and II.A.1
- ACCJC Eligibility Requirements #11
- ACCJC Annual Report

ISSA 1. PCC recruits graduating seniors from all high schools in Palau (spring term).

231
Spring 2016
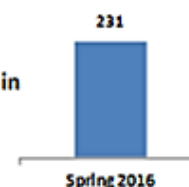
ISSA 2. PCC accepts 100% of graduating seniors who applied for and met admissions requirements

100%
Summer & Fall 2016
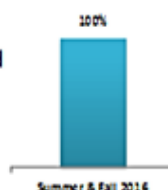
ISSA 3. PCC enrolls at least 65% of graduating seniors who applied for and met admissions requirements.

69%
65%
Summer & Fall 2016

ISSA 4. At least 60% of registered students will complete enrolled courses (course completion) in any given semester.

Course Completion By Semester			Course Completion Academic Year 15-16
Fall 2015	Spring 2016	Summer 2016	
73%	77%	82%	75%
(A,B,C,D,CR)=1711 (F, NC, W)=627 TOTAL = 2338	(A,B,C,D,CR)=1412 (F, NC, W)=428 TOTAL = 1840	(A,B,C,D,CR)=383 (F, NC, W)=79, I=4 TOTAL = 466	(A,B,C,D,CR)=3506 (F, NC, W)=1134 TOTAL = 4644

60%

ISSA 5. PCC retains at least 60% of registered students from term to term; fall to fall; and spring to spring until completion of degree/certificate programs.

Retention Rate		
Fall 2015 to Spring 2016	Fall 2015 to Fall 2016	Spring 2016 to Spring 2017
73%	59%	
Fall 2015 Cohort = 145 Returned in SP16 = 106	Fall 2015 Cohort = 145 Returned in FA16 = 85	

60% line shown
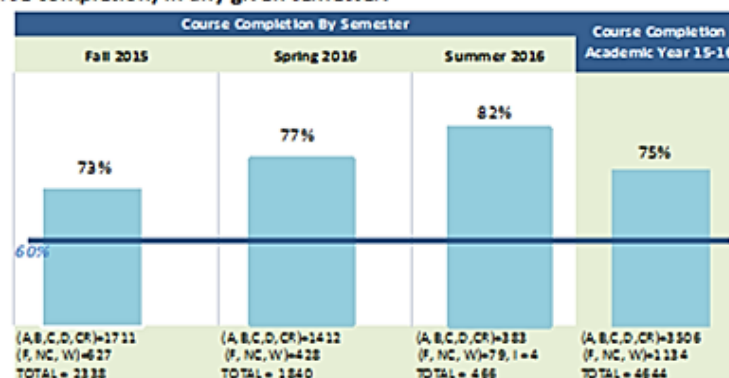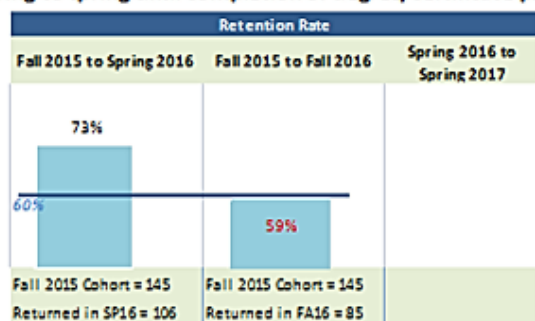
ISSA 6. At least 55% of registered students will complete enrolled developmental courses in any given semester. *(Inactive Fall 2016)*

Developmental Course Successful Completion			Performance in Academic Year 15-16
Fall 2015	Spring 2016	Summer 2016	
69%	53%	70%	64%
Credit=258 No Credit=117 Total = 375	Credit=123 No Credit=109 Total = 232	Credit=96 No Credit=42 Total = 138	Credit=477 No Credit=268 Total = 745

55% line shown
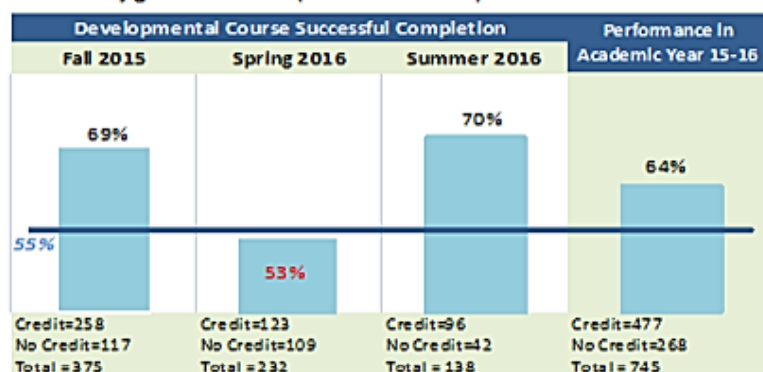
ISSA 7. At least 70% of registered students will complete enrolled general education courses in any given semester.

General Education Course Completion			Performance in Academic Year 15-16
Fall 2015	Spring 2016	Summer 2016	
72%	75%	86%	75%
(A,B,C,D) = 768 (F,W) = 296 Total = 1064	(A,B,C,D) = 634 (F,W) = 215 Total = 849	(A,B,C,D) = 243 (F,W) = 36, (I) = 4 Total = 283	(A,B,C,D) = 1645 (F,W) = 547 (I) = 4 Total = 2196

70% line shown
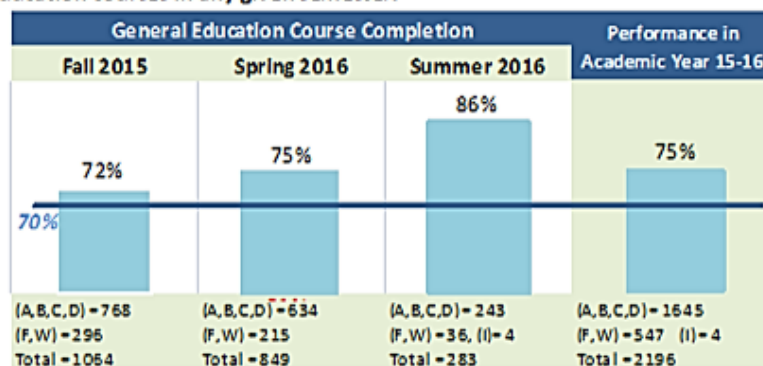
ISSA 8. At least 10% of students enrolled will graduate in 2 - 2.5 years.

Graduation Rate 2 to 2.5 years		
Fall Cohort 2012	Fall Cohort 2013	Fall Cohort 2014
8%	6%	3%
No. of Students in the Cohort = 184 Graduated after 2 to 2.5 years = 14	No. of Students in the Cohort = 180 Graduated after 2 to 2.5 years = 11	No. of Students in the Cohort = 117 Graduated after 2 years = 3*

10% line shown

* Reflects the graduates of SP16 and SU 16 only
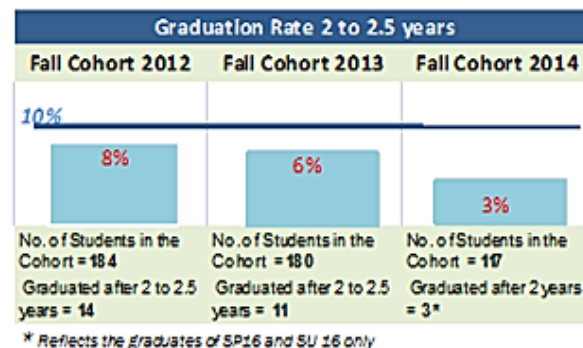
ISSA 9. At least 20% of students enrolled will graduate in 3 - 3.5 years.
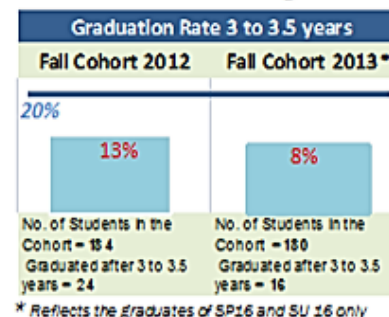
Graduation Rate 3 to 3.5 years	
Fall Cohort 2012	Fall Cohort 2013 *
13%	8%
No. of Students in the Cohort = 184 Graduated after 3 to 3.5 years = 24	No. of Students in the Cohort = 180 Graduated after 3 to 3.5 years = 16

20% line shown

* Reflects the graduates of SP16 and SU 16 only

ISSA 10. At least 20% of students who completed degree programs will transfer to 4-year colleges/ universities

22% (20% line)
Academic Year 2015-2016
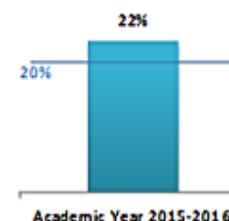
ISSA 11. At least 50% of students who completed degree/certificate programs will enter the work force (job placement)

41% (50% line)
Academic Year 2015-2016
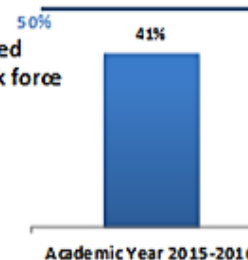
Source: Office of Admissions & Financial Aid

FIRST TIME STUDENTS APPLICANTS SUMMARY
Summer and Fall 2015

Country, State, Republic	No. of Applicants	Total Accepted	Ratio (# Applied & Accepted)	Total Enrolled	Ratio (# Accepted & Enrolled)
China	3	0	0%	0	-
Chuuk	4	4	100%	2	50%
Japan	1	1	100%	0	0%
Korea	1	0	0%	0	-
Kosrae	6	5	83%	2	40%
Marshall	10	8	80%	6	75%
Palau	172	161	94%	140	87%
Philippines	5	3	60%	3	100%
Pohnpei	16	14	88%	12	86%
Solomon Islands	1	1	100%	1	100%
USA	33	26	79%	22	85%
Yap	60	32	53%	26	81%
Total	**312**	**255**	**82%**	**214**	**84%**

FY 2015-2016 FINANCIAL AID

Fund Source	Amount	No. of Recipients
Supplement Education Opportunity Grant	$ 48,200	123
Federal Pell Grant Program	$2,213,613	608
Federal Work Study Program	$ 138,427	198
State Scholarships	$ 9,980	13
Total	**$2,410,220**	**942**

Source: Office of Admissions & Financial Aid

BUDGET - FISCAL YEAR 2015

Source: PCC Business Office

INCOME	Amount ($)
Tuition & Fees	$1,804,083.92
Room	$168,896.00
Board	$316,680.00
ROP Contribution	$2,411,000.00
Sales of Service	$70,439.26
US Federal Funds (Grants)	$1,937,779.00
Restricted Appropriations	$125,331.93
Miscellaneous Revenues	$513,593.00
TOTAL INCOME	**$7,347,803.11**

EXPENSES	Amount ($)
Furniture & Fixtures	$50,000.00
Equipment	$200,000.00
Insurance	$28,500.00
Instructional Materials	$80,000.00
Books & Library	$124,398.80
Food Supplies	$390,000.00
Consumable Supplies	$356,844.16
Automobile/POL	$127,000.00
Staff Development	$5,500.00
Advertising	$2,862.50
Printing & Reproduction	$60,000.00

BUDGET – FISCAL YEAR 2015

Source: PCC Business Office

EXPENSES (cont)	Amount ($)
Communication	$157,933.58
Utilities	$450,000.00
Leased Housing	$82,219.95
Freight	$1,915.74
Student Recruitment	$35,000.00
Contractual Services	$150,000.00
Travel (Staff Development)	$175,000.00
Health Insurance	$155,501.13
Life Insurance	$7,769.29
Pension Plan	$160,000.00
Social Security	$169,500.00
Salaries	$3,175,255.86
Adult High School	$79,863.70
Board of Trustees	$38,000.00
Pension Buy Back	$39,784.90
Accreditation	$82,933.17
Non - FAS Pension	$29,626.20
Palau Health Care Plan	$78,900.00
Management Information System Special Fund	$204,000.00
Infrastructure Maintenance	$126,302.37
Student Wage (FWS, AANAPISI & RIIA)	$230,000.00
Tuition Waiver	$32,020.00
SAT 10	$25,000.00
Institutional Membership & Fees	$180,000.00
Scholarships (SEOG & Pell Grant)	$46,087.50
Total EXPENSES	**$7,347,803.11**

ENDOWMENT FUND

ear	Amount
1998	$132,273 ($100,000 - OEK)
1999	$230,496
2000	$314,496
2001	$324,896
2002	$413,335 ($84,000—OEK)
2003	$474,233
2004	$657,911
2005	$878,185
2006	$1.1 Million
2007	$1.5 Million
2008	$1.125 Million (result of economic decline)
2009	$1.3 Million
2010	$1.7 Million
2011	$2.167 Million
2012	$2.490 Million
2013	$3.25 Million
2014	$3.6 Million ($50,000 - OEK) (as of Dec. 2014)
2015	$3.897 Million (as of July 30, 2014)
2016	$4.125 Million
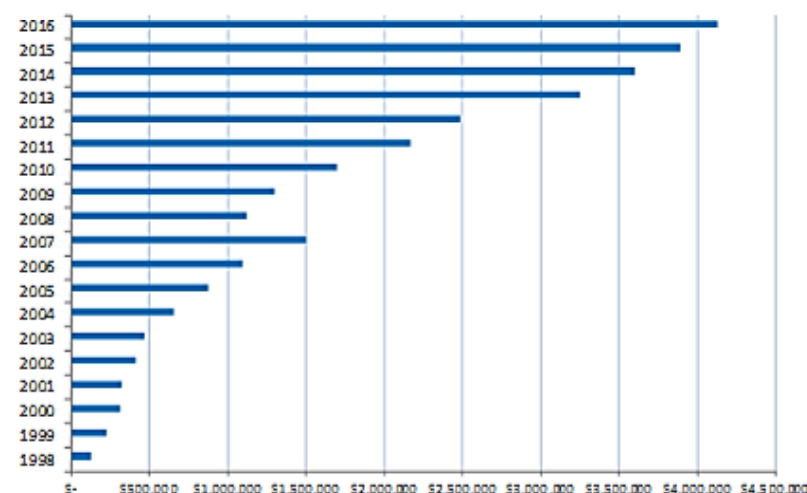
INSTITUTIONAL ASSESSMENT

Formulate, Assess, Measure, Evaluate, Develop (FAMED)

The FAMED Process is the institutional assessment, planning and implementation process. This process requires all governance structures, including those at academic and non-academic programs; department and program levels to evaluate on a regular basis their services and overall effectiveness.

Assess – Create or revise assessment tools and implement to gather data for standards/learning outcomes/goals/objectives.

M

Measure – Collect measurement data for standards/learning outcomes/goals/objectives using qualitative and quantitative methods.

A

E

F

D

Formulate - Create or revise standards/ learning outcomes/goals/objectives aligned to PCC mission.

Evaluate – Analyze and interpret standards/learning outcomes/ goals/objectives collected data for congruence between expected and actual outcomes.

Develop – Document results and make decisions to develop, revise or continue services/ programs. Continue implementation, evaluation, planning and allocation of resources to strengthen services/ programs for overall institutional effectiveness.

Developed 2006; Revisions October 2010, March 2015

INFORMATION DIRECTORY

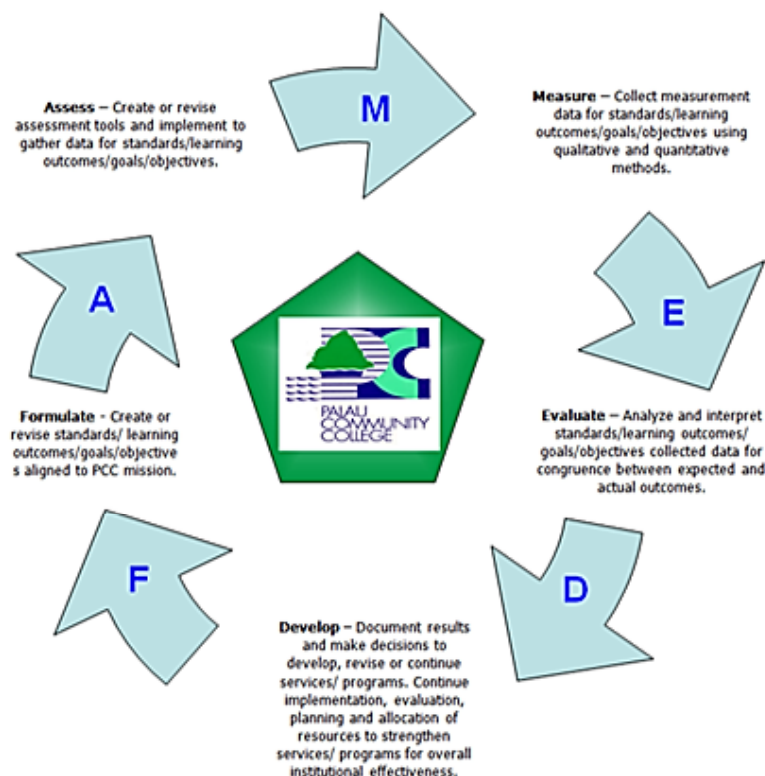| SUBJECT	CONTACT	LOCATION	PHONE/ EXTS.
Add/Drop Courses	Director of Admissions & Records	Admissions & Records	257, 274
Admission Application	Director of Financial Aid	Financial Aid Office	234
Academic Advising	Director of Student Life	Student Life	488-3036
Academic Transcript	Director of Admissions & Records	Admissions & Records	257, 274
Books & Supplies	Bookstore Supervisor	Bookstore	236
Cafeteria	Cafeteria Supervisor	Cafeteria	488-2357
Catalog	Student Service	Student Service	269
Change of Major	Advisors	Student Life	488-3036
Change of Name	Director of Admissions & Records	Admissions & Records	257, 274
Class Absences	Instructors	Faculty Offices	245/240
Closed Classes	Dean of Academic Affairs	Academic Affairs Division	246
Complete Withdrawal	Director of Admissions & Records	Admissions & Records	257, 274
Computer Labs	Instructors	Online Lab	256
Counseling	Counselors	Student Life	488-3036
Credit by Exam	Instructors	Academic Affairs Office	246
Distance Learning	Coordinator	Distance Learning Office	488-4272
Dormitory	Dorm Manager	Dormitory	488-3074
Endowment	Director of Development	Development Office	251/253
Evening Classes	Dean of Academic Affairs	Academic Affairs Office	246
Financial Aid	Director of Financial Aid	Financial Aid Office	234
Financial Aid Transcript	Director of Financial Aid	Financial Aid Office	234
Financial Obligations	Student Account Supervisor	Business Office	264
Grades	Instructors	Faculty Offices	246
Grades report	Director of Admissions & Records	Admissions & Records	257, 274
Graduation Application	Director of Admissions & Records	Admissions & Records	257, 274
Graduation Requirements	Director of Admissions & Records	Admissions & Records	257, 274
Housing	Director, Student Life	Student Life	488-3036
Instructors' Office Hours	Instructors	Faculty Offices	246
Internship	Extension Program Coord.	Academic Affairs Office	270
Library; E-mail Accounts	Library Staff	Library	261
Library Cards	Library Staff	Library	261
Renew Library Materials	Library Staff	Library	261
Mesekiu News	Public Relations	Development Office	251
Non-Credit Courses	Dean of CE	Continuing Educ. Office	239
Placement Test Scores	Instructors	Learning Resource Center	488-3073
Refunds/Tuition	Student Account Supervisor	Business Office	264
Scholarship	Director of Financial Aid	Financial Aid Office	234
Security	Director of Physical Plant	Physical Plant Office	258
Short-Term Training	Dean of CE	Continuing Educ. Office	488-6223
Student Activities	Dean of Students	Student Services Office	269
Student Government	ASPCC	ASPCC Office	488-2461
Tuition and Fees	Student Account Supervisor	Business Office	264
Tutoring	Instructors	Learning Resource Center	488-3073
Withdrawal	Director of Admissions & Records	Admissions & Records	274
Work Study Placement	Work Study Coordinator	Work Study Office	273

1. BADRBERT
   Talent Search Program

2. BELOCHEL
   Cafeteria
   Student Dining Room
   Restrooms

3. BIIB
   Student Housing (Dorm A)

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

5. CHISORII
   Conference Room

6. DADAIT
   Western Curriculum Coordinating
   Center Library Information
   Service Program
   Pacific Islands Health Officers
   Association
   Accreditation Office

7. DEMEI
   Child Care Center

8. DORT
   Assembly Hall
   Conference Room
   Development Office
   Institutional Research &
   Evaluation Office
   Learning Resource Center
   Adult High School Program

9. ESUCH
   Tourism & Hospitality Program
   Palau Tourism & Hospitality
   School of Excellence

10. EWAEL
    Staff Housing

11. IDELUUCHAL
    Campus Security Office

12. ITOTECH
    Staff Housing

13. KETAM
    Student Housing Office
    Laundry Room
    TV Lounge
    Recreation Office

14. KESKAS
    Physical Plant (Maintenance)
    Cooperative Research & Extension
    Area Health Education Center
    Community Advocacy Program
    WorkForce Investment Opportunity Act
    Pacific Island University
    Medical Clinic
    Classrooms - Rm. 47, 48, & 49
    Tal Krous Da Classroom - Rm. 47A

15. KORRIU
    Staff Housing

16. KSID
    UPH Program
    Storage
    Restrooms

17. LAIB

18. MELAMMUD
    Staff Housing

19. MELUIS
    Classrooms - Rm. 32
    Welding Program - Rm. 33
    Palau Wind Orchestra

20. MENGIS
    Staff Housing

21. MISCH
    Continuing Education Training Room
    Continuing Education Office
    Admissions & Financial Aid Office
    Registration & Records Office
    Book Store
    Student Life Office
    Upao and Ieuul Office

22. OEK
    Student Housing (Dorm C)

23. RREU
    Adult High School Classroom - Rm. 1
    Drafting Classroom - Rm. 2

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

25. SMUUCH
    Classrooms - Rm. 52, 53, 54 & 55
    Faculty Office - Rm. 55

26. TAN SIULIN PCC LIBRARY
    Library - 1st & 2nd Floor
    3rd Floor
    CPC office
    Academic Affairs Office
    Faculty Office
    Faculty Conference Room
    ASPCC Office
    ASPCC Conference Room

27. TEKRAK
    MAP Program
    Electronics Classroom - Rm 44
    Air Condition & Refrigeration - Rm. 4
    Electrical Shop - Rm. 45
    Restrooms

28. TEKUU
    Automotive Shop - Rm. 36
    Small Engine Shop - Rm. 38
    Restrooms

29. TEMEKAI
    Carpentry Program - Rm. 29
    Agriculture Program - Rm. 30
    Nursing Laboratory
    Academic Affairs Tutoring Center
    Computer Technician
    (Computer Service Division)
    Education Department Classroom
    Restrooms

30. TUTAU
    Staff Housing

31. UBUCH
    Staff Housing

32. UKALL
    President's Office
    Executive Assistant to the
    President's Office
    Administration Front Office
    Human Resource Division
    Finance Division
    Computer Service Division
    Dean of Students

33. UBUR
    Criminal Justice Program
    Classroom - Rm. 2
    Stpi-Up Laboratory - Rm. 3

PALAU COMMUNITY COLLEGE

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