



PALAU COMMUNITY COLLEGE

2016 ANNUAL REPORT



School of Technical Education



PCC Adult High School



School of Business



San Diego State University Bachelor's Cohort



School of Arts and Science



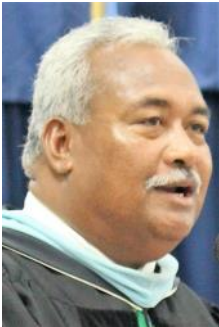
Substance Abuse Treatment Counseling

Accredited by Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges

Table of Content

President's Message	3	ASPCC	32
Board of Trustees	4	Student Services	33
History	5	Upward Bound	43
Organization Chart	6	Academic Affairs	45
Vision & Mission	7	Maintenance Assistance Program	87
Institutional Master Plan Strategic Directions	8	Continuing Education	88
Institutional Learning Outcomes	9	Educational Talent Search	90
FAMED	10	Adult High School	92
Executive Committee	11	Alingano Maisu Non Instrument Navigation	93
Office of the President		Tan Siu Lin PCC Library	95
Accreditation/IREO	12	Cooperative Research & Extension	99
Development Office	15	FY 2016 Budget	110
Administration & Finance		Board of Trustees/Administrators/ Faculty & Staff Listing	111
Human Resources	25	Campus Map	120
Physical Plant/Security	27		
Finance	28		
Computer Services	29		
Food Services	30		

President's Letter



On behalf of Palau Community College (PCC) Board of Trustees, faculty, staff, and students, I am pleased to present to you our leaders, constituents, supporters, and colleagues the 2016 Annual Report which highlight activities and undertakings during Fiscal Year 2016.

This report is intended to convey key activities of the college in support of its mission that *“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”* which guides our work to transform student lives and be the college for tomorrow's children.

As we continue to build upon our commitment to serve you, it is important that we continue to engage in a concerted effort to instill in our community the notion that economic prosperity is dependent upon the capacity of our workforce.

We are proud to be the postsecondary of higher education serving our Republic and we look forward to working with you as we continue our effort to build knowledge and improve employability skills to enable our nation's workforce.

We thank you once again for your continued commitment and support.

Ke Kmal Mesulang.

Patrick U. Tellei, EdD
President

.

Board of Trustees



MASA-AKI N. EMESIOCHL
CHAIRMAN



REV. BILLY G. KUARTEI
VICE CHAIRMAN



EMAIS E. ROBERTS, MD
SECRETARY/TREASURER



JEMMY BLELAI
TRUSTEE
JAN 3, 1948 - NOV 08, 2016



RDIAL L. TELLEI
STUDENT TRUSTEE

The Board of Trustees guides Palau Community College in carrying out its institutional commitment to meet its vision, mission, and to accomplish its goals set forth in the 15-Year Institutional Master Plan. It provides stability and ensures continuity to the institution by protecting the College from political and external pressures. It sets institutional policies and works with the College President to champion excellence and innovation for generations of students in Palau and the Micronesia region.

The Board of Trustees believes in advocating higher education opportunity to equip students with the academic skills needed to transfer to four-year colleges and universities, and to enhance technical skills to meet workforce expectations in rapidly changing local and global job markets.

The Student Trustee is a voting member elected by the student body to represent them in the College's governing body.

History

1927 - 1944 Mokko School
Japanese Administration

1948 - 1955 Palau Intermediate School
Mr. Sadang N. Silmai, First Principal
Palau District - Trust Territory of the Pacific Islands

1955 - 1968 Palau Vocational School
Mr. Sadang N. Silmai, Principal
Palau District - Trust Territory of the Pacific Islands

1968 - 1970 Micronesia Occupational Center
Mr. Max Jones, Director
Palau District - Trust Territory of the Pacific Islands

1969 - 1977 Micronesia Occupational Center
Mr. Wilhelm R. Rengiil, Deputy Director
Palau District - Trust Territory of the Pacific Islands

1970 - 1972 Micronesia Occupational Center
Mr. Norval Marsh, Director
Palau District - Trust Territory of the Pacific Islands

1972 - 1986 Micronesia Occupational College
Mr. Wilhelm R. Rengiil, President
Palau District - Trust Territory of the Pacific Islands

1981 Micronesia Occupational College
Mr. Henry J. Hoff, President
Palau District - Trust Territory of the Pacific Islands

1986- Micronesia Occupational College
Rev. Billy G. Kuartei, Interim President
Member, College of Micronesia Board of Regents

1986 - 1997 Micronesia Occupational College/Palau Community College
Mr. Francis M. Matsutaro, President

1993
Palau Community College was officially Inaugurated under the Republic of Palau Public Law (RPPL) 4-2

1998
Mr. Mario H. Katosang, Interim President

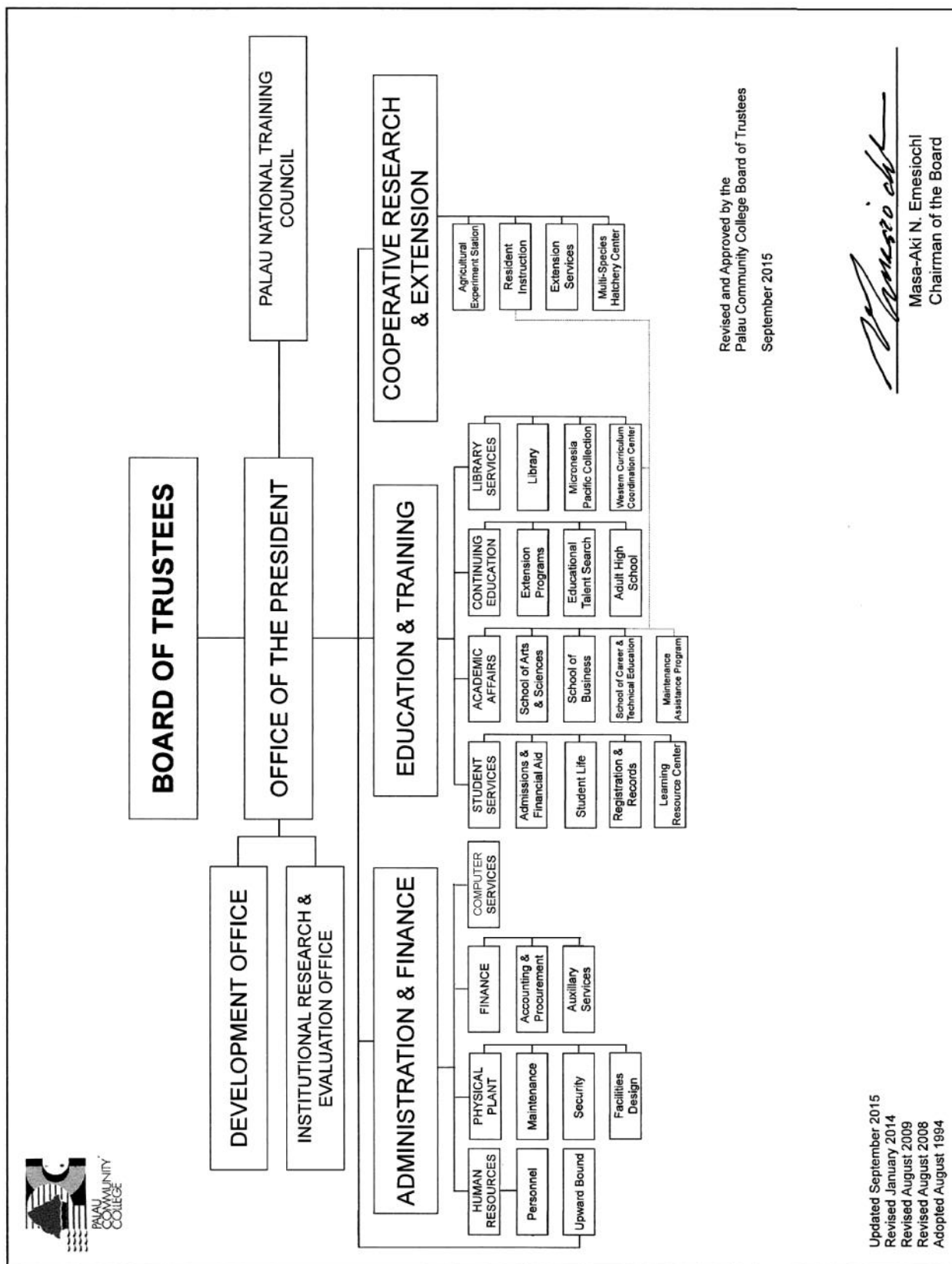
1999 - Present
Dr. Patrick U. Tellei, President



Lebuu Bai



Meseki Bai



VISION - *Where We Want To Be*

We Strive to Guarantee Quality and Excellence.

MISSION - *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 - Semesemel a Ureor
Teamwork - Oba tal tekoi
Quality Services - Kot el ngarbab lomeruul
Open Communication - Diak a berrotel
Managing with Goals - Ulterkokl olengcheled
Promoting Leadership - Oldubech a 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 tekoi
People & Respect for Others - Omengull ra tang ma tang el chad

PCC

15 Year Institutional Master Plan

Institutional Master Plan

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 vision 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

ILO 1: Critical Thinking & 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.

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.

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.

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.

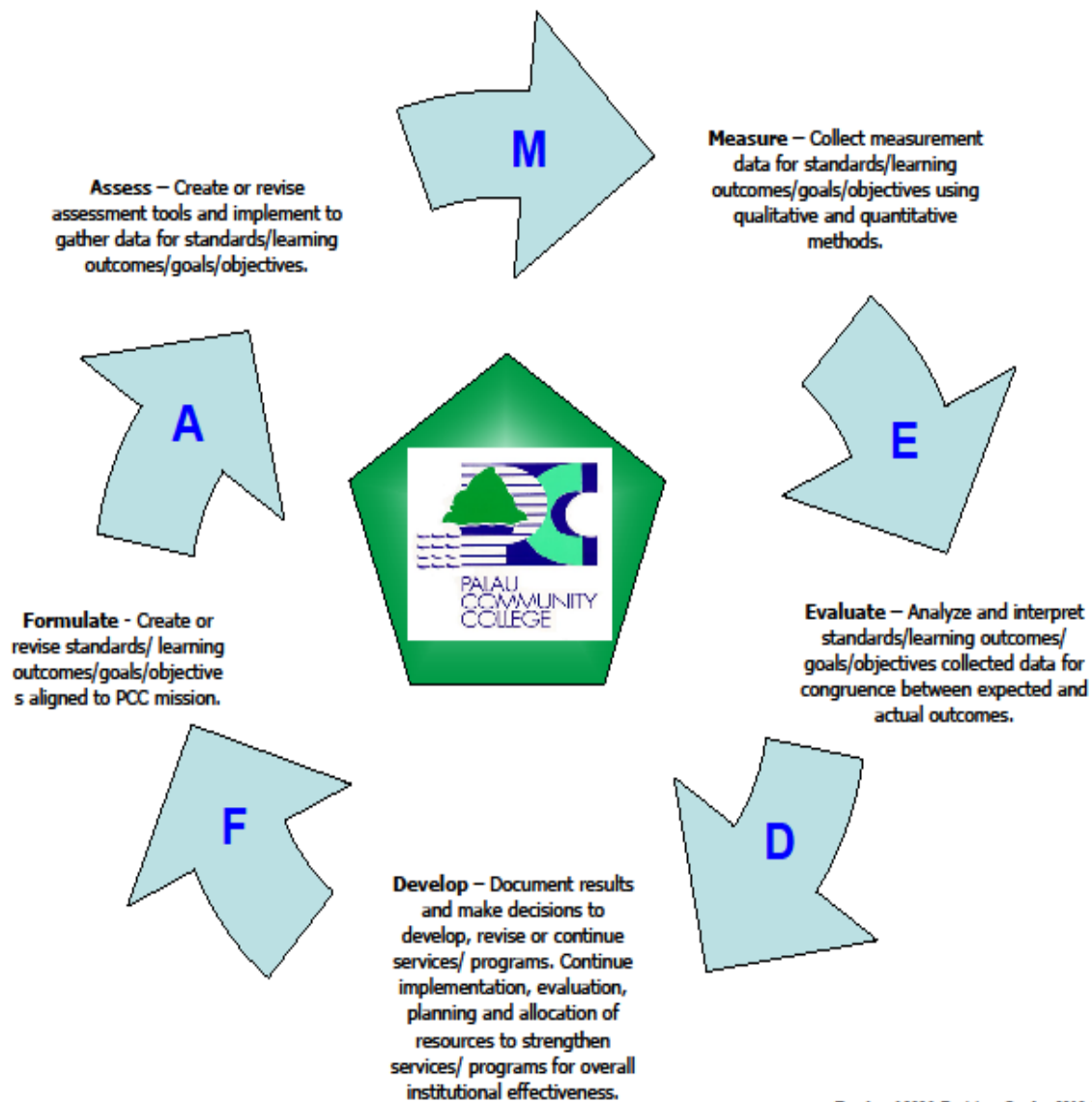
ILO 5: Civic Responsibility

Apply the principles of civility and morality to situations in the contexts of a healthy family, work, community, environment and world.

ILO 6: Aesthetics

Apply numerous means of inquiry to experience and appreciate the values of arts and nature.

Institutional Assessment and Evaluation Process



Developed 2006; Revisions October 2010, March 2015

Executive Committee

The Executive Committee (EXCOM), the College's management team, is composed of the College President and heads of the College's departments/divisions and programs. It is responsible for planning and decision making protocols pertaining to the flow of human, facilities, technology, and financial operations of the institution.

The Executive Committee serves as an effective means to gather information, deliberate, report, and discuss issues of concerns in monthly and/or special meetings. Members share information about their departments/ divisions' activities, and are responsible for sharing the meeting's discussions within their respective areas.

The Executive Committee identifies the evaluation reports and results for publications by the Institutional Research Office, and the means to report such results in college annual publications or local media. It also reviews and approves program recommendations for implementation.

Dr. Patrick U. Tellei	President
Mr. Jay Olegeriil	Vice President, Administration & Finance
Mr. Thomas Taro	Vice President, Cooperative Research and Extension
Mr. Robert Ramarui	Dean, Academic Affairs
Mr. Sherman Daniel	Dean, Student Services
Mr. William O. Wally	Dean, Continuing Education
Mr. Todd Ngiramengior	Executive Assistant to the President
Ms. Kuye Belelai	Project Director, Upward Bound
Mr. Tchuzie Tadao	Director, Development Office
Ms. Deikola Olikong	Director, IREO/Accreditation Liaison Officer
Mr. Clement Kazuma	Director, Physical Plant
Ms. Hilda N. Reklai	Director, Student Life & Housing
Ms. Clara Maile Andreas	Project Director, Talent Search/Adult High School
Mr. Bruce Rimirch	Director, Computer Services
Ms. Dahlia M. Katosang	Director, Admissions & Financial Aid
Mr. Omdasu T. Ueki	Director, Human Resources
Ms. Uroi N. Sali	Director, Finance
Ms. Vernice Rechebei	Director, Learning Resource Center
Ms. Ligaya Sara	Institutional Research Analyst
Ms. Pioria Asito	Interim Director, Library Services
Ms. Johvanna Yaoch	President, Faculty Senate Association
Mr. Larry Wakakoro	President, Classified Staff Organization
Mr. Benigno S. Sablan	President, Associated Students of Palau Community College

Institutional Research and Evaluation Office (IREO)

Accreditation

Palau Community College has been accredited by the Accrediting Commission for Community and Junior Colleges – Western Association of Schools and Colleges for thirty-seven (37) years. Palau Community College's Institutional Self-Evaluation Report is due in spring of 2016. The college is one of the institutions under the ACCJC-WASC to submit its self-evaluation report based on the June 2014 adopted Standards and Eligibility Requirements.

The college Accreditation Steering Committee (ASC) which began the actual work of the Institutional Self-Evaluation Report for 2016 continues tirelessly to review the second draft of the report which was submitted in April of this year to ASC. led by chairs and co-chairs of the four standards representing faculty, support staff and administrators. The ASC Committee is moving forward with their members in writing the final draft along with a final listing of evidence and electronic copies of all evidence of the report to the Accreditation Liaison Officer by August 2015.

The college, through its Accreditation Office, continues its effort to educate the college community of Accreditation Standards, Eligibility Requirements, policies and other requirements through meetings, workshops, assemblies, and the ACCJC accreditation basics online course. To date, 90% of the 198 administrators, faculty and staff have successfully completed the accreditation basics online course. It is the goal of the college to have all of its employees complete the accreditation basics online course by the end of 2015.

In March 2015, the Palau Community College's Institutional Set-Standards for Student Achievement Committee as required by the ACCJC's Eligibility Requirements, Accreditation Standard I, and U.S. Department of Education 34 Code of Federal Regulations submitted its proposal for review and recommendations and continued the work to refine set standards to ensure they will be achieved by all college programs and service areas. On March 31, 2015, the PCC Institutional-Set Standards for Student Achievement was approved for implementation.

In April 2015, the college sent a six (6) member team comprising of the President, ALO, administrators, and faculty who are members of the college Accreditation Steering Committee to attend the ACCJC Accreditation Standards Symposium in San Diego, California. The conference provided support for quality in higher education and its implications for accreditors, regulators, and higher education institutions. Conference presentations were focused on the new accreditation standards that support Leadership and Governance, College Resources, Mission, Academic Quality, Institutional Effectiveness, Integrity, and Student Learning Programs and Resources. The conference also provided an opportunity to meet with other college representatives, who are in the process of writing their Institution Self Evaluation Report to share ideas, deliberate, and discuss the new accreditation standards.

Institutional Research & Evaluation**Mission**

The mission of the Institutional Research and Evaluation Office (IREO) is to enhance institutional effectiveness by providing systematic, timely and accurate information along with analysis to support institutional planning and decision making processes.

IREO provides analytical support to the administrative and academic community in areas of analytics, program assessment including the design and development of surveys for decision support research and assessment.

Objectives and Services

In 2016, IREO provided support and consultation services such as analytical, methodological, statistical, research design, and survey development to the college departments, divisions, and offices. This reporting year, IREO worked continuously with non-instructional units in developing and reviewing their evaluation instruments. Office of the Dean of Academic Affairs Survey Form, Student Life Surveys, and Annual Board of Trustees Evaluation Tool, Student Evaluation of Instructors and Evaluation of Learning Environment. Also, the office provided data analyses and various reports to Academic Affairs Tutoring, Annual Board Evaluation, Business Office User Survey, Board Meeting Evaluation, Cafeteria Satisfaction Survey, Counseling Service Survey, and Counseling Services Feedback Survey. The office also administered Graduate Exit Survey to support college decision making.

Institutional Publication

The office has released the 2015-2016 PCC Fact book that provided facts and information about the college, its students, retention, graduation, finances, faculty and staff. The fact book data is primarily based on fall semester. Trends on Enrollment, Retention and Graduation Rate are also included in the fact book.

IREO prepared the 15-Year Institutional Master Plan (15-YIMP) Report Card. The Report Card provides status of the goals and accomplishments of the 15-Year Institutional Master Plan. The report card was modified to illustrate its connection to the Institutional-set Standards for Student Achievement (ISSA) and Institutional Learning Outcomes (ILOs). IREO provided and presented report on the college's Institutional-set Standards for Student Achievement for Academic Year 2015-2016 to all faculty and staff during faculty training and fall 2016 Convocation.

Federal Reporting

Institutional Research and Evaluation Office provided and verified data for federally-mandated reporting requirements to the Integrated Postsecondary Education Data System (IPEDS). IPEDS is a system of survey components that collects data from postsecondary education institutions. These data are used at the federal and state level for policy analysis and development; at the institutional level for benchmarking and peer analysis; and by students and parents to aid in the college search process.

National Center for Education Statistics (NCES) Integrated Postsecondary Education Data System (IPEDS) Surveys contains IPEDS Fall Collection Surveys (Institutional Characteristics, Completions, and 12-Month Enrollment), IPEDS Winter Collection Surveys (Financial Aid, Graduation Rates, 200% Graduation Rates), and IPEDS Spring Collection Surveys (Academic Libraries, Fall Enrollment, Finance, Human Resource). Furthermore, the office was also responsible for overseeing the coordination, collection and submission of information to Higher Education Directory, The College Board and Peterson's Annual College Survey. The office also provided comprehensive reports for Palau 2016 Stanford Achievement Test 10th Edition. The report provided descriptive summary, trend and yearly comparison of the SAT 10 results for Palau public and private schools.

Professional Development

IREO Director attended the 2016 Association for Institutional Research (AIR) Annual Conference and the Tracdat Annual Conference in June. The AIR conference provided knowledge on accreditation, assessment practices, approaches on strategic planning and implementation methodologies. The Tracdat conference provided knowledge on the new vision of the data assessment software, assessment practices mapping unit goals/objectives to institutional level goals/ objectives; and an opportunity to network with other professionals in the field. In July 2016, IREO staff attended the 40th Pacific Circle Consortium at CNMI. The Data Technician continues his AAS in General Electronics degree program.

Institutional Research and Evaluation Office is affiliated with the following:

AIR (Association for Institutional Research), PacAIR (Pacific Association for Institutional Research), and Palau Research Alliance member of REL (Regional Educational Laboratory).



Accreditation Steering Committee Meeting



ALO giving presentation to PCC faculty



IREO staff & PCC Administrator attended conference in Saipan

Development Office

The Development Office is responsible to the Office of the President in the areas of institutional development, planning, and public relations.

Mission

To sustain and foster institutional development, planning and community relations to support college programs and services.

Personnel

The Development Office currently has five (5) full-time employees.

Objectives

Public Relations - To foster a positive image and perception of the college to the community through newsletters, annual reports, advertisements, college websites, and local media outlets.

Alumni Relations - To strengthen the MOC/PCC Alumni Association to help promote and support college programs and services through the Mesekiu's Newsletter, Alumni Association meetings, Alumni Awards in spring commencements and Alumni donations and contributions to the endowment fund.

Endowment - Seek to generate and utilize effective use of resources to increase the PCC Endowment Fund to \$10 Million by 2024 through: the college initiative of enrolling one new bi-weekly donor every week or fifty-two donors each year, sell tickets worth \$25,000 for every Thanksgiving Endowment Fundraiser, to increase telethon pledges during the fundraiser, and to reach a \$50,000 goal annually.

Bookstore

Mission

The PCC Bookstore is dedicated to support academic programs by providing students, faculty and staff needed education related resources to support and promote student learning and success.

Objectives

To provide textbooks to support learning and teaching in a timely manner by working closely with Academic Affairs to order and purchase textbooks and have the books available at the College Bookstore prior to the first day of instruction.

To provide academic tools/supplies to support learning and teaching in a timely manner for Technical Education courses by working closely with Academic Affairs to purchase needed tools/supplies and to have them available at the College Bookstore prior to first day of instruction.

To sell a variety of educational merchandise to promote the college and to provide a one-stop school supplies shopping center to the college community.

Endowment Fund Trend	
Year	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 (<i>result of economic decline</i>)
2009	\$1.3 Million
2010	\$1.7 Million
2011	\$2.167 Million
2012	\$2.490 Million
2013	\$3.25 Million
2014	\$3.6 Million
2015	\$3.897 Million
2016	\$4.2 Million



Ngara Maiberel show support to the 2015 Endowment Fundraising



President Tellei receiving donation from Isidoro Ilemelong



Hulda Lukas receiving donation from Ngirairung Isaac Soaladaob



Vice President Olegeriil receiving donation from Orakiruu Corp. Assistant Sales Rep. El-Misti Ongrung

PCC ENDOWMENT BI-WEEKLY CONTRIBUTORS**National Government (ROP)****Total Contributors: 656****Total Amount: \$37,924.58**

1 Abba Ngiruos	42 Beatrix Remoket	83 Clarinda S. Alexander	124 Dennis Blaluk
2 Adelaide Rechemang	43 Beatrix B. Taima	84 Clarinda Worswick	125 Derrick David
3 Adeline Ngirakesau	44 Benedict U. Tellei	85 Clarissa Rdang	126 Deskim Tutii
4 Adora Ngiramolau	45 Benjamin M. Master	86 Clark M. Rechebong	127 Desyree M. Ubedei
5 Adora Nobuo	46 Berlinda E. Ngiraungil	87 Clayton D. Ngiraked	128 Devon Andreas
6 Akemi Kaleb	47 Berlyne Celestine	88 Clement Maech	129 Dianne Brewer-Jayson
7 Aldrin Tellei	48 Bernadette Kintaro	89 Cleora Cleofas	130 Dilisa Brikul
8 Alex R. Ngiraingas	49 Bernard Ngiraibai	90 Cliff Cruz	131 Dillane Ueki
9 Alex B. Siliang	50 Bernice Sidoi	91 Clifton Soalablai	132 Dina Sandei
10 Alexander S. Merep	51 Berry I. Watson	92 Clifton M. Rubasch	133 Dolyn I Tell
11 Alexander Cruz	52 Besie E. Elbelau	93 Clint Mersai	134 Dominic Kyota
12 Alexander Sumor	53 Beverlin Takeo	94 Clive Telei	135 Dominina Ngiraibai
13 Alfonsa Blesoch	54 Bion D. Blunt	95 Colin Isamu	136 Donna M. Gibbons
14 Allen P. Remeliik	55 Bob Rengchol	96 Crystal L. Meltel	137 Doreen Yoshiwo
15 Allen Ngirailemesang	56 Bolton X. Tengoll	97 Cyril P. Leonardia	138 Dorothy T. Skang
16 Allyne Kikuharu	57 Bonnie Melairei	98 Damiana Y. Ngiratecheboet	139 Douglas Tkel
17 Aloysius Alonz	58 Boone Silas	99 Dana T. Antipas	140 Duane Tochi
18 Alton Samsel	59 Borman Teltull	100 Daniel M. Teliu	141 Dwight Ngiraibai
19 Alynda O. Masayuki	60 Bradford Blaluk	101 Daniel H. Adachi	142 Dwight Jr. Albert
20 Amos B. Solomon	61 Bradley Rimirch	102 Daniel S. Aquon	143 Dyna Miclat
21 Andres S. Oseked	62 Brandon B. Giramur	103 Danny D. Elidechedong	144 Earle Emiliano
22 Andrew Tabelual	63 Brian Lakobong	104 Darcy O Iskawa	145 Early M. Salii
23 Angela M. Blaluk	64 Bridget Iyar	105 Darlynn Takawo	146 Echerii Ngeluk
24 Angeline Sakuma	65 Browny Salvador	106 Dave A. Orrukem	147 Edline Mabel
25 Ann L. Pedro	66 Burt N. Ldesel	107 Davis Saburo	148 Edmund N. Telmang
26 Annette Ucherkemur	67 Burton Wong	108 Davis Tamtereng	149 Edmund Ongrung
27 Annette M. Siksei	68 Capily Mutsuo	109 Dean C. Renguul	150 Edolem Ikerdeu
28 Annette O. Tirso	69 Carl Polloi	110 Dean A. Terry	151 Edson Chiokai
29 Anthony T. Mikel	70 Carlson Etpison	111 Debby Debengek	152 Edward Yaoch
30 Antoinette Tengeluk	71 Carter Ngirabong	112 Debed Luii	153 Edward Anastacio
31 Antonio E. Fritz	72 Cartfield Sablan	113 Deborah T. Wiley	154 Edward Tadao
32 Antonio B. Mariur	73 Charles Obichang	114 Deborah Mesubed	155 Edwin Ongerung
33 Antonnette O. Merur	74 Charley Simeon	115 Delailah M. Shiro	156 Edwin Tomoichi
34 Armstrong August	75 Chasinta M. Jefferson	116 Delilah Llecholech	157 Edwina Polloi
35 Arsenio Saburo	76 Cherylene Rengulbai	117 Delina Kebekol	158 Eileen Solang
36 Arthur Remeliik	77 Chiba Rii	118 Delmas Beketaut	159 Elchesel Wilfred
37 Azaria Timarong	78 Christian Isamu	119 Delorah Yoshiwo	160 Eleanor Anderson
38 Bailey J. Eberdong	79 Christina Paulis	120 Delphina Sumor	161 Elizabeth S. Kyota
39 Baklai Temengil	80 Christine B. Trolui	121 Deneley Mutsuo	162 Elizabeth E. Malone
40 Barbra Solang	81 Christopher Debengek	122 Denicia Mariur	163 Ella Rdiall
41 Basiano Kitalong	82 Clara Rechebei	123 Dennis Renguul	164 Ellen B. Chokai

165 Ellena Temol	210 Gillham Obeketang	255 Jason C. Nolan	300 Jonnie R. Ngeluk
166 Elliot Udui	211 Glenford Fritz	256 Jason Tewid	301 Jordan Ngirchongeuikl
167 Elmera Syozitaro	212 Gloor N. Gates	257 Jeanette R. Ngirngetrang	302 Joselita Imetuker
168 Elspeth Ngiraibai	213 Gloria Oseked	258 Jefferson Blaiyok	303 Josephine Asanuma
169 Emerson Obak	214 Godinez B. Renguul	259 Jefferson T. Thomas	304 Josiafat U. Ibutirang
170 Emily B. Kaleb	215 Godwin Smau	260 Jefferson I. Eriich	305 Jovian Adelbai
171 Emrei Takeo	216 Godwin Philip	261 Jeffrey Titiml	306 Jowas Wasisang
172 Encely L. Ngiraiwet	217 Grace Tomoichi	262 Jeffry Olegeriil	307 Joy N. Hosei
173 Enitha E. Edwards	218 Gregory Ksano	263 Jelina Remoket	308 Joyce L. Naruo
174 Epsie West	219 Gustav Aitaro	264 Jelynd Ngirmang	309 Joyce Ramarui
175 Erick Rechucher	220 Guthbert Ikeya	265 Jennifer Williams	310 Joycelyn Gabriel
176 Ernestine Kadoi	221 Gwendalyn K. Sisior	266 Jennifer Kailau	311 Jr-Young Sikyang
177 Erolflynn Kloulechad	222 Gwendolyn D. Bai	267 Jeremiah Tem	312 Juanita Marcil
178 Ervin C. Rengechel	223 Gwenthyan Williams	268 Jerry N. Saka	313 Judson Butelbai
179 Esther Rengulbai	224 Hadleen Medalarak	269 Jerry R. Demei	314 Judy Mathew
180 Ethiopia Mabel	225 Halora Paulis	270 Jersey Iyar	315 Julia J. Wally
181 Etison Sadang, Jr.	226 Harlan Derbai	271 Jesse S. West	316 Julie-Ann Castro
182 Eugario Ngiratmab	227 Harry Sambal	272 Jesse Ngiraboi	317 Julien Adelbai
183 Evangeline Baysa	228 Haruich Telmetang	273 Jesse Edesomel	318 Julius Ludovico
184 Evelyn M. Teriong	229 Harumi Fabian	274 Jesse Sengebau	319 Jun Ushibata
185 Evelyn Adelbai	230 Harvey Renguul	275 Jessica Blailes	320 Kabidor Taima
186 Evelyn Tomokane	231 Hasinta Rekemel	276 Jessica Daniel	321 Kaia Sasao
187 Everlynn Belelai	232 Helen Remoket	277 Jessica A. Sumor	322 Kailang Asanuma
188 Everson Sadang	233 Helena Gulibert	278 Jewish O. Ngiraikelau	323 Kalinda Beketaut
189 Felisa J. Remoket	234 Helena Rebelkuul	279 Joanne D. Udui	324 Kamesak S. Demk
190 Fenally Seklii	235 Hideki Takataro	280 Joanne I. Mikel	325 Karl Iekar
191 Ferlyn Mtoched	236 Hila Asanuma	281 Jocelyne L. Tonyokwe	326 Katherine Kesolei
192 Fermina Donatus	237 Hilaria Sungino	282 Jocelynn Rechebong	327 Katsumi T. Ngirchokebai
193 Festus Ringang	238 Hilda Etpison	283 Jochebed E. Albert	328 Kayla I. Rebluud
194 Flora Kintaro	239 Hilda Kenzio	284 Jodston T. Wasisang	329 Kazuki Sungino
195 Francis Termeteet	240 Ikrebai Blesam	285 Johaina Sadao	330 Keaton Soalablai
196 Francis S. Alonz	241 Ilima Kloulchad	286 Johanes M. Polloi	331 Keizy Kuroda
197 Francisca Ngirarorow	242 Imengel Mad	287 John Gabriel	332 Keizy U. Shiro
198 Francisca Ngireblekuu	243 Imengel Secharmidal	288 John F. Takisang	333 Keobel Vitarelli-Sakuma
199 Francisco Melaitau	244 Inez Remengsau	289 John Mark Ngirmekur	334 Keraskes Masaharu
200 Franco Marcello	245 Inglord Sumang	290 John Ngewakl Pedro	335 Kerufin Tolngii
201 Frannie Ngiltii	246 Iola Blaluk	291 Johndeck Timarong	336 Kerungil Tellei
202 Frauline Chisato	247 Ishmael Imetengel	292 Johnmark Olkeriil	337 Kevin N. Ngitong
203 Fred Ramarui	248 Ismael N. Aquon	293 Johnny Sambal	338 Kimiyo Nakamura
204 Freda Harvey	249 Iterir J. Oketol	294 Johnson Emesiochel	339 Koriang Clarence
205 Fitzgerald B. Demei	250 Jackline Pedro	295 Johnson Saikemal	340 Kurt Rehuher
206 Froline Ann Bultedaob	251 Jacob Timarong	296 Jolene M. Rafael	341 Kyah Remeliik
207 Galileo E. Saiske	252 Jacqueline Ngirdimau	297 Jon Eriich	342 Lackson V. Basilius
208 Gathan Isimang	253 Jade Cruz	298 Joncy Useluku	343 Lady M. Ngiratkakl
209 Gerda E. Sets	254 Janice Yukiwo	299 Joncy D. Tkel	344 Lalii Meyar

345 Lamoine V. Abraham	390 Madeline Tengeluck	435 Mesiwal Madlutk	480 Pearl L. Sengebau
346 Landis Rechelluul	391 Madengerang Takeo	436 Mesrine U. Kelmal	481 Peggy T. Hanser
347 Lannie J. Tsuneo	392 Magaria Tellei	437 Metiek K. Ngirchepoch	482 Perry Hideos
348 Lanson Doktok	393 Maloreen A. Renguul	438 Michael Ngiruos	483 Persilla A. Rengiiil
349 Lantz D. Ngiramengior	394 Malsol E. Nobuo	439 Mike Meyar	484 Peter Stephen
350 Larry Mamis	395 Marcella Oleuachel	440 Miriam Rengulbai	485 Petra R. Glenn
351 Lawrence Sumor	396 Marcella April	441 Mitsue Toribiong	486 Philip N. Naruo
352 Leileen Reklai	397 Margie Ngirmidol	442 Molina T. Skilang	487 Phoebe Sengebau
353 Lelis Madraisau	398 Maria L. Lawrence	443 Monaliza S. Melayong	488 Piccola H. Ngiraked
354 Lentcer Basilius	399 Mariano Hagileisou	444 Mtoched Hideo	489 Pillar Ngiraswei
355 Lesley Ngiramolau	400 Maribelle Britanico	445 Muriel Sinsak	490 Polycarp Marcil
356 Levan T. Akitaya	401 Mariei Renguul	446 Myla M. Oimei	491 Ponsiana Sambal
357 Liezel Pulgueras	402 Marjorie K. Mad	447 Nabors Ngirumerang	492 Portiana Franz
358 Lili Marino	403 Marphina R. Ngitong	448 Nancy U. Renguul	493 Pracy Masubed
359 Lilian N. Marcil	404 Mars Olkeriil	449 Nangisa Mai	494 Priscillo Orrukei
360 Lily E. Oilouch	405 Martha Iskawa	450 Nanumi Toribiong	495 Procerpine Mellil
361 Linda Kuterbis	406 Martha Beketaut	451 Naomi Ngirakemerang	496 Quintina Nestor
362 Linda Ngotel	407 Marvin Wasisang	452 Nazaria Tutii	497 Rachel Lukas
363 Liza King-Ich	408 Mary Basiou	453 Neil M. Ringang	498 Radley T. Kazuma
364 Lizle C. Delos Santos	409 Mary Eungel	454 Newton Anastacio	499 Ralph W. Ubedei
365 Lloyd Ueda	410 Mary Arius	455 Ngedikes Uro	500 Ralph Remoket
366 Lolya E. Ngiratrang	411 Marygold Yobech	456 Ngelechel Miko	501 Raymond Ongino
367 Lora Demei	412 Mathew J. Rivera	457 Ngerikl Baules	502 Raymond Roman
368 Lorena Miyuki	413 Matsuda Ngirakelau	458 Ngeyus Ngirachelsau	503 Rayna Bailas
369 Lorenza Ise	414 Maureen Kuroda	459 Ngkeruker H. Yaoch	504 Rayner Saburo
370 Loretta Philip	415 Maureen Masao	460 Ngloodch Luii	505 Raynold Mechol
371 Lori Isao	416 Maximo Marcello	461 Nicholas Aquiono Jr.	506 Raynold Skilang
372 Lorilynn Derbai	417 Mayer L. Julius	462 Nihla Reddin	507 Realynn L. Tucheliaur
373 Lorraine A. Tellei	418 Mayleen T. Ngiriou	463 Niva A. Siles	508 Rebecca Hasinto
374 Losii Ngirdengoll	419 Meikok Chin	464 Nixon A. Augustine	509 Rebecca Ngiruos
375 Losii Samsel	420 Melanie Ringang	465 Nora Oiwil	510 Rebecca Ngirngebedangel
376 Louisa Santos	421 Melanie S. Tiobech	466 O'Brien Cleofas	511 Rechesengel Iyechad
377 Lourdes Materne	422 Melanie Charles	467 Olivia Orak	512 Regis Akitaya
378 Lourigene K. Samsel	423 Melinda E. Lawrence	468 Omar Faustino	513 Reilly M. Hideos
379 Lovey Alfonso	424 Melisha J. Moses	469 Orrukem O. Demk	514 Renay Robert
380 Lucia W. Tabelual	425 Melissa Gabriel	470 Oscar Hainrick	515 Renay Olikong
381 Lucio Hidemi	426 Melngerii Ignacio	471 Oshiro Lorin	516 Renee Benardo
382 Lucy A. Tangelbad	427 Melvin Ubedei	472 Palmer D. Swei	517 Renguul Masaharu
383 Lucyjane Techechur	428 Meo Tomei	473 Pamela Kertou	518 Reuben K. Ngirakesau
384 Lue Dee Kotaro	429 Mercy S. Kiuluul	474 Pansy Tatingal	519 Rhine Remoket
385 Luke Mangietar	430 Mercy Beketaut	475 Pasqual Ongos	520 Ricky Rubario
386 Luna Dlutaoch	431 Merep J. Ngiralmu	476 Patricia A. Franz	521 Rikel Kual
387 Lydia Reklai	432 Merline Malsol	477 Patricia Remeliik	522 Rilla Ngirmidol
388 Lyliza Madris	433 Merlynda Ramarui	478 Patricia K. Kloulechad	523 Rita Kuchad
389 Madeline Masaru	434 Merlyne M. Katosang	479 Paul Dakubong	524 Ritter Udui

525 Rochelle Rivera	570 Sherry Olikong	615 Uelbil P. Michael
526 Roger Mukai	571 Sherwin Yamanguchi	616 Uodelchad Ngiriou
527 Romeo G. Reddin	572 Shino Yumi Emesiochel	617 Valentine Debesol
528 Romson Remoket	573 Shirley Ngiramolau	618 Valeria Ngirameketii
529 Ronald Kumangai	574 Shirley Tirso	619 Vania Ringang
530 Ronnie S. Pedro	575 Siles Ngiralulk	620 Voloria V. Riungel
531 Rosa L. Florendo	576 Silverius Tellei	621 Vernie S. Ngiraked
532 Rosalita L. Tadao	577 Sinton Soalablai	622 Vernon Basilius
533 Rose Mary Skebong	578 Skaruno April	623 Victor E. Remengsau
534 Rosita Haruo	579 Skulie Eldebechel	624 Victor R. Masahiro
535 Rozella Tochi	580 Sngeward Delong	625 Victoria J Alfonso
536 Rsei A. Odang	581 Sophie T. Gibson	626 Vierra J. Toribiong
537 Ruluked L. Daniel	582 Stacy Akitaya	627 Villiany Thomas
538 Rumi E. Singeo-Reklai	583 Stanford Blaluk	628 Viola Stephanus
539 Russel Roman	584 Stanley N. Santos	629 Viola A. Ngirngetrang
540 Ruth B. Ulitch	585 Stelinda Gabriel	630 Virginia Tkel
541 Ruth Naruo	586 Stephanie O. Adelbai	631 Virginia N. Teriong
542 Ruth C. Elbelau	587 Stephly M. Gabriel	632 Vivian Shmull
543 Ryan A. Franz	588 Sterlina Gabriel	633 Vivian Sasao
544 Sabina Andrew	589 Stice Rdechor	634 Weena Mereb
545 Sabina Ewatel	590 Susan Malsol	635 Wesley Florencio
546 Sadako Tadao	591 Sylvia Osarch	636 Wigson Yasuo
547 Salazar Joseph	592 Syringa Gulibert	637 Wilhelm B. Rechelluul
548 Salustia Mira	593 Tecaquita Tabelual	638 Wilhelm Ngiralbong
549 Salvador Ingereklii	594 Tedrick Obichang	639 Wilhelm Ngiraikelau
550 Samuel Lucas	595 Temdik Ngireblekuu	640 Willa Wong
551 Samuel Ldesel	596 Temmy R. Temengil	641 William Erungel
552 Sanchez P. Moses	597 Theofina Sandei	642 Williander Ngotel
553 Sandra Pierantozzi	598 Theophilus Ngiraklei	643 Willingheart C. Subediang
554 Sanford T. Smau	599 Theresa Ililau	644 Willy Ngiraikelau
555 Scarlet Nambert	600 Theresita C. Aderiano	645 Wilma Paulino
556 Scott F. Weers	601 Thomas Ngirailld	646 Wilson Ongos
557 Scott Delkuu	602 Thomas M. You	647 Wiseman Kumaichi
558 Scotty Rechucher	603 Tiffany Joseph	648 Yokchi Chin
559 Secilil Eldebechel	604 Tilei M. Beluong	649 Yokichi Mori
560 Shaina Mimong	605 Tino Faatuuala	650 Yuriko Bechesrrak
561 Shannon Madris	606 Tito Ringang	651 Yutaka Gibbons Jr.
562 Shari Nicholas	607 Tmekei Ellis	652 Yvonne S. Ruluked
563 Sharmila T. Thomson	608 Tommy Riumd	653 Zenaida R. Orak
564 Sheila J. Pedro	609 Trebkul Tellei	654 Zeralda L. Smau
565 Shelley K. Imetengel	610 Tricia Wong	655 Zilah Oiterong
566 Sherene K. Adolf	611 Trina Renguul	656 Zonalyn Jonathan
567 Sheryllynn Madraisau	612 Trusty Boisek	
568 Sherman Inawo	613 Tsungiko Renguul	
569 Sherry Sisior	614 Ucheriang U. Aderkerroi	

Palau Pacific Resort (PPR)
Total Contributors: 26
Total Amount: \$2,334.50

- 1 Alex M. Suzuki
- 2 Amelia Olebuu
- 3 Andrew Marcil
- 4 Celestina Oketol
- 5 Danjoval Haruzi
- 6 Elbetei Erechar
- 7 Elouise Imeong
- 8 Eric Matul
- 9 Estella Ngeluk
- 10 Flavin Imeong
- 11 Gerino Haruo
- 12 Grayton Mad
- 13 Hiller Hiromi
- 14 Jeffrey Alfonso
- 15 Joe Cangco
- 16 Julia Haruo
- 17 Kato Katosang
- 18 Larson Sasao
- 19 Leonore Max
- 20 Likiaklik O. Thomson
- 21 Lloyd Martin
- 22 Marcus Rdechor
- 23 Pasquana Renguul
- 24 Richard Ngirngerak
- 25 Temmy Mitaro
- 26 Xanadu Matul

Workforce Innovation & Opportunity Act
Total Contributors: 5
Total Amount: \$280.80

- 1 Alex Spis
- 2 Josephine Ulengchong
- 3 Kei'Ili Mikel
- 4 Noella Karmelong
- 5 Sharon Bultedaob

Palau Parents Empowered
Total Contributors: 3
Total Amount: \$174.00

- 1 Francesca O. Morei
- 2 Lily Kebou
- 3 Maryjane Laamar

Social Security Adm.
Total Contributors: 7
Total Amount: \$624.00

- 1 Ashley R. Umetaro
- 2 Dilkui Marino
- 3 Jeany Spis
- 4 Kumiko Kurihara
- 5 Reagille Takataro
- 6 Moira Azuma
- 7 Ulai Teltull

Palau Housing Authority
Total Contributors: 5
Total Amount: \$206.00

- 1 Arbedul R. Koshiba
- 2 Billy Umang
- 3 Frida H. Delmau
- 4 Grace Kishigawa
- 5 Josephine Francisco

Palau Shipping Company
Total Contributors: 5
Total Amount: \$760.00

- 1 Nicky Katosang
- 2 Reginia Olikong
- 3 Scott Omengbar
- 4 Shawn Esebei
- 5 William Keldermans

Surangel & Sons Co.
Total Contributors: 6
Total Amount: \$254.00

- 1 Tyler Rengulbai
- 2 Joey Mad
- 3 Joyce Ikeda
- 4 Peter Andres
- 5 Diolyn Ulang Temol
- 6 Jayvan Tarkong

Civil Service Pension Plan
Total Contributors: 1
Total Amount: \$115.00

- 1 Alice Tabelual

Bank of Guam
Total Contributors: 12
Total Amount: \$528.00

- 1 Catherine Tanisiro
- 2 Catherine Higa
- 3 Delphina Sato
- 4 Juliet Skebong
- 5 Kliu Kangichi
- 6 Margarete Dou
- 7 Matthew Cruz
- 8 Pearly L. Albert
- 9 Sandra Ngirngesang
- 10 Terra Temong
- 11 Veronica Simeon
- 12 Ruby Ngiralmu

Koror State Government
Total Contributors: 26
Total Amount: \$1,391.60

- 1 Andrea Saburo
- 2 Bethwel Emul
- 3 David Timarong
- 4 Estaphan Kintaro
- 5 Eyos Rudimch
- 6 Florentino Haruo
- 7 Geoffrey Techur
- 8 Gershwin Rengiil
- 9 Isaias Oiterong
- 10 Jonathan Yalap
- 11 Kate Jonas
- 12 Lucio Remoket
- 13 Madison Joseph
- 14 Michener M. Besebes
- 15 Mouais Kang-Ichi
- 16 Natsko Ngiriou
- 17 Ngirakesau Rengiil
- 18 Pasquana Blesam
- 19 Perkins A. Kikuo
- 20 Reagan Augustine
- 21 Rengechel Dlutaach
- 22 Stanley Magholyalor
- 23 Stargell Mamis
- 24 Steven Skilang
- 25 Vera Kanai
- 26 Hartman Kumaichi

Palau National Communications Corp.
Total Contributors: 27
Total Amount: \$686.00

- 1 Blanche Salii
- 2 Carlo Otobed
- 3 Dennis Ngirngesang
- 4 Dinah Lee Thomas
- 5 Dudley Ililau
- 6 Gailliard Rimirch
- 7 Gillian Tellames
- 8 Gloria Kyota
- 9 Hiram Rechedek
- 10 Hubert Akiwo
- 11 Jesse Alfonso
- 12 Juslee Maui
- 13 Kahili Remeliik
- 14 Karen Salii
- 15 Kebekol Rebluud
- 16 Kraskes Yakuchil
- 17 Laurinda Meyar
- 18 Leoben Teriong
- 19 Maisar Tmakiung
- 20 Marcil Chiokai
- 21 Pamela Anastacio
- 22 Philipus Tkel
- 23 Prozert Ngiralmu
- 24 Ringo Ultirakl
- 25 Rolando Mission
- 26 Spunce Takada
- 27 Susan Leong

Palau International Coral Reef Center
Total Contributors: 3
Total Amount: \$96.00

- 1 Yimnang Golbuu
- 2 Sahar Hanser
- 3 Ilebrang Olkeriil

Palau Conservation Society
Total Contributors: 2
Total Amount: \$156.00

- 1 Lolita Gibbons
- 2 Yalap Yalap

Palau Community College
Total Contributors: 188
Total Amount: \$13,873.31

1 Akiko S. Udui	40 Ezra Takeo	82 Kuye U. Belelai	124 Rehabeam Madlutk
2 Akilina Maech	41 Felix Sengebau	83 Lakolani D. Olngellel	125 Reiko Kawamura
3 Albino Esoailug	42 Flora M. Wasisang	84 Larry Wakakoro	126 Renee E. Watanabe
4 Alex M. Gachalian	43 Franson Oiterong	85 Leilanie Rechelluul	127 Rennetta D. Meyer
5 Aleyna A. Ngirengkoi	44 Freddy Ohry	86 Leona Blaluk	128 Richard Saburo
6 Alice L. Faletam	45 Frutoso Tellei	87 Leona Tkel	129 Robert Ramarui
7 Allins Nobuo	46 Galindez Kiep	88 Leonard Ngiramengior	130 Rodney T. Kazuma
8 Amanda N. Ebas	47 Gamberlynn S. Ngirmeriil	89 Leory Fritz	131 Rogelio D. Vergara
9 Angelio Anthonio	48 Gaylord Rdechor	90 Lesley B. Adachi	132 Rogelio G. Santos
10 Ann Sabra Ngirarorou	49 Gibson S. Towai	91 Lester Rekemesik	133 Samantha Rechelluul
11 Annalisa Ngiraklei	50 Glendalynn N. Ngirmeriil	92 Ligaya T. Sara	134 Samantha T. Bells
12 Aurora G. Del Rosario	51 Grace Alexander	93 Lohman S. Melayong	135 Santini Thomas
13 Beronica Bingklang	52 Grace S. Salvador	94 Lourdes Reksid	136 Sebastian Ngiratrang
14 Bruce S. Rimirch	53 Grace Yalap	95 Loyola B. Darius	137 Sesario Sewralur
15 Cecil E. Meteolechol	54 Harline Haruo	96 Lydia M. Marero	138 Shelley R. Ueki
16 Casper D. Mears	55 Helen Imanuel	97 Lyndon Masami	139 Sherman Daniel
17 Cherie Lynn T. Rengiil	56 Hilda N. Reklai	98 Margeline V. Buban	140 Sheryl P. Bedana
18 Clara Maile Andreas	57 Hosea Sumang	99 Maria L. Teruzi	141 Siliang Michael
19 Clement Kazuma	58 Howard M. Charles	100 Marianne Temaungil	142 Sione K.L. Fakatou
20 Connie Madrangchar	59 Hugler D. Imetengel	101 Marlyne Olkeriil	143 Soledad G. Garcia
21 Courtney T. Joshua	60 Hulda Lukas	102 Marvin Yarofaisug	144 Stephanie Nakamura
22 Dahlia M. Katosang	61 Husto Ulengchong	103 Mary M. Banphis	145 Suzette G. Hinojales
23 Danielle Dachelbai	62 Isumechraad K. Ngirairikl	104 Maureen S. Renguul	146 Tanya Ngirkuteling
24 David Fry	63 Itwong Ngiraikelau	105 Maurine Alexander	147 Tarmau T. Ngirmang
25 David Salapwa	64 J. Norman S. Sato	106 Merii Ngirakesau	148 Tchuzie Tadao
26 Dawckins Dingelius	65 Jade S. Kloulchad	107 Miano Sowraenpiy	149 Tennyson Cason
27 Debbie O. Ngirai bai	66 Jalavenda P. Osima	108 Midori Mersai	150 Teongel Ngirkelau
28 Debra Ngiraingas	67 Janyssa T. Ford	109 Miguel A. Delos Santos	151 Tessmarie U. Kodep
29 Deidre Yamanguchi	68 Jay G. Olegeriil	110 Miranda B. Ebas	152 Thomas Borja
30 Deikola Olikong	69 Jerry O. Taroy	111 Murais Sebangiol	153 Thomas Taro
31 Demy F. Emesiochel	70 Joanne M. Sengebau	112 Nena H. George	154 Umang Kesolei
32 Denae Johnny	71 Joanny Kesolei	113 Todd Ngiramengior	155 Uroi N. Salii
33 Dickxon W. Noel	72 Joel G. Yabes	114 Nobby H. Enano	156 Verna D. Kyota
34 Dilubech Samil	73 Johnston Kloulubak	115 O'Hara Skebong	157 Vernice Rechebei
35 Don S. Hanser	74 Johvanna B. Yaoch	116 Oliver U. Teblak	158 Vernice Yuzi
36 E-Van Ongrung	75 Jolene M. Joseph	117 Omdasu T. Ueki	159 Volette S. Polloi
37 Elicita N. Morei	76 Juan A. Camacho	118 Patrick U. Tellei	160 Wiles Tmecherur
38 Ephraim Ngirachitei	77 Kazue Melpy	119 Pauline Jerry	161 William O. Wally
39 Evangeline R. Andrew	78 Keiden Kintol	120 Petrus Itelmong	162 Winfred Recheiungel
	79 Keith Ignacio	121 Pioria W. Asito	163 Yechur Emesiochel
	80 Kesina K. Tadao	122 Raven S. Kloulubak	
	81 Kristy Olkeriil	123 Rebechall D. Thomas	

RECIPIENTS OF FALL 2015 - SPRING 2016 PCC-BASED SCHOLARSHIPS

*David W. Shipper
Memorial Scholarship*



Mr. Wade E. Kitalong

*Terry Ngirmang
Nursing Scholarship*



Ms. Sheila J. Pedro

Pierantozzi Scholarship



Ms. Shenna N. Sengebau



Ms. Jedidah E. Masahiro



Mr. Erickson E. Moses

Prince Leeboo Scholarship



Ms. Turang D. Rengiil



Ms. Harriet D. Madrangchar

Faculty Senate Association Scholarship



Ms. Sheila J. Pedro
Ms. Hayleen Renguul
Baleria Melairei
Erickson Moses

Administration & Finance

The Administration & Finance Department supports the mission of Palau Community College through effective management of the financial, human, physical, and technological resources of the College. It is also responsible for dining services and campus security.

Human Resource Division

Mission

The Human Resource Division (HR) is responsible for the recruitment, training, development and retention of PCC employees. Working in partner with college employees, HR hopes to keep PCC a competitive and desirable place to work for. We want all our employees to know that PCC's HR Division is an advocate for its most important resource – its people!

Personnel

The Human Resource Division has three full time employees:

- Director
- Personnel Manager
- Secretary

Programs and Services

- Coordinate annual employee performance and merit review.
- Renewal of employment contracts.
- Provision of suitable Group Life Insurance and Health Insurance.
- Assist all departments/divisions by providing trainings as requested or supported by evaluations.
- Compliance with PCC's Personnel Rules and Regulations Manual.
- Monitor property and equipment use.
- Space Rentals (Cafeteria and Parking Lot).

Highlights

- Continued Moylan's NetCare Group Life Insurance Enrollment
- Continued Calvo's Select Care Health Insurance Enrollment
- Renewed property insurance.
- Conduct Annual Convocation.
- Completed new classified staff salary schedule.
- New management salary schedule pending approval.

Professional Development

The Human Resources worked with college departments and divisions to identify training needs and offer trainings to employees. Currently we have staff enrolled in both bachelors and masters degree program via online through San Diego State University. The college also provided much needed training opportunity for staff by having them enrolled in college programs and courses.

Evaluation/Assessment:

- Policy Review Committee continues its review of the Personnel Rules and Regulations Manual (PRRM).
- Improve and expand ongoing staff and faculty development programs.
- Establish benefits for faculty and staff (group life/health/retirement).
- Use evaluation results to ensure diversified and appropriately credentialed personnel.



Student Services staff



Finance/Business office staff



Computer Services staff



Physical Plant staff



PCC-CRE staff



Library Services staff



PCC staff participated in Job Fair at Ernguul Park

Finance

Mission

The Mission of the Business Office is to provide accurate and timely financial services; protect the college's assets; and provide friendly and professional services to the faculty, students and community.

Personnel

The Finance Division currently have seven (7) full-time personnel:

- Director of Finance
- Accountant Supervisor
- Student Account
- Account Technician (4)

Programs and Services

The Finance Division is responsible for the preparation of the overall instructional budget. It directs budgetary controls in disbursing, accounting and auditing of funds and maintains a system of financial and related statistical reporting. The Finance Division continues to monitor and assess its support services for

improvements. In addition, the Finance Division provides Federal Work Study students and Upward Bound senior students to enhance their school experience by working as office aids allowing them to engage in the day to day work environment of the Finance Department.

Professional Affiliations and Development

Association of Pacific Island Public Auditors Training
 Pacific Annual Financial Aid Workshop
 SDSU Masters Cohort Program

Highlights

The institution's external audit concluded in April 2016 for Fiscal Year 2015 and ended with an unmodified audit report that was conducted by our external auditor Burger, Commer, Magliari CPA. This year our contract with Burger, Commer, Magliari CPA ended. The institution announced and put out a RFP seeking an external audit firm for the next three years and would like to congratulate again Burger, Commer, Magliari CPA for receiving the bid.

As we continue to improve our services, we also strive to develop the staff of the Finance Department. Our Purchasing Account Technician Ms. Kesina K. Tadao graduated in May 2016 with her Associate of Science degree in Business, her plan is to continue her education and enroll in the San Diego State Cohort in Fall 2017 along with our accountant supervisor Ms. Ngiraibai, Account Technician Ms. Emesiochel and Ms. Olkeriil. The Finance's Student Account Supervisor Ms. Tessmarie U. Kodep will be graduating in spring 2017 with her Master degree in Education.



Finance staff attended APIPA training in Pohnpei

Computer Services**Mission**

To sustain a user friendly and accessible network service and computer system which provide reliable and secured information for the functions of the College.

Highlights

In January 2016, 5 desktops computers were purchase by CRE office to replace old Windows XP computers.

Avira Anti viruses software programs was purchased and installed for all college owned desktop and laptop computers for the next three year subscription.

In April 2016, CE office purchased 3 desktops and 15 laptop computers, 3 deskjet printers and a laserjet printer. The 3 desktop computers were installed to replace the CE staff old Windows XP computers. The 15 laptop computers were installed with the necessary software for their training needs.

In July 2016, 17 desktop computers were purchase and installed to replace the Library computer lab and eight new desktop computers were installed to replaced library staffs computers.

The technology fee also purchased 41 new laptop computers for all faculty members.

In August 2016, computer local area network connection was expnaded toward the dorm area at Dorm C, to allow both pccwifi and studentwifi wireless connetions to access intranet as well as internet.

In November 2016, computer local area network connection was expanded to Smuuch building at Science office with both pccwifi and studentwifi network connections to allow both intranet and internet connections.

In September 2016, new and latest network operating system of Ubuntu, based on linux operating system was installed. On top of that, a Nagios Network management software was download and installed on this server to be used to manage, monitor, and oversee the entire college local area network.

In October 2016, PNCC reconfigured and migrated to PPPoE configuration, the college moved its DSL line to PPPoE connection, except for three remaining DSL line that host our local services which will be moved by December 2016.

Challenges that college faces in Term of Technology are as follows:

Replace network firewall for both main DSL line and Distane leaning DSL line with newer network firewall as subscription expires in 2017.

Expand network connections with both pccwifi and studentwifi to MAP and CRE office buildings.

New software for Student Information System is being search to replace the currently used software. The currently used software does not meet all the college needs and provides reporting needed on student in formation.

Physical Plant

The Vice President of Administration has worked closely with his maintenance team to improve the delivery of essential services, coordinate all construction projects, and develop and implement maintenance programs for college facilities to ensure compliance with government and state regulations. These improvement efforts are in line with the 15 Year Institutional Master Plan.

Service Area Functions

- Custodial Services
- Grounds maintenance and landscaping
- General maintenance services
- Air Condition and ventilation services
- Sidewalks, steps and parking lots repair and repainting
- Logistical support for all campus events

Completed Projects

- Completion of Tan Siu Lin PCC Library roof
- Completion of sand and gravel storage
- Completion of Diangel extension
- Recurring repaired of Temekai Building
- Installation of new gutters for library, Btaches, Sebus, and Smuuch buildings
- Renovated Temekai building to include GET classroom, ET classroom, and Education classroom
- Replaced and repaired roofs at Small Engine classroom
- Construction of ditch/culvert for concrete blocks storage
- Repaired and maintained Melangmud building
- Recurring repaired and maintenance of aging Dormitory A, B, and C

Professional Development Training

Maintenance personnel enrolled in college courses to develop and expand needed skills and knowledge in technical areas.



Maintenance crew renovating Temekai building



Maintenance crew campus facelift

Food Services

Mission

To provide three (3) healthy meals a day in a clean and conducive environment to help promote the academic, cultural and social needs of students

Goals

The unit provides three (3) healthy meals a day to students.

The unit provides a clean and conducive environment to ensure safety of its clients.

Objectives

Achieve 65% student satisfactory rating or better twice a semester using Client Satisfaction Survey and Suggestion Box responses.

- Fall 2015 – Satisfaction survey conducted on September 21, 2015
- Fall 2015 – Satisfaction survey on December 15, 2015
- Spring 2016 - Satisfaction Survey conducted on March 11, 2016
- Spring 2016 - Satisfaction Survey conducted on May 16, 2016

Personnel

The Food Service has eight full time staff: Supervisor, Coordinator, Supply Clerk, Lead Cook, and four regular cooks.

Highlights

The Food Services performed the following:

- Convocation – **200 Servings (finger food & lunch)**
Charter Day – **300 Servings (buffet breakfast)**
Christmas Luncheon – **400 Servings (buffet)**
End of the Semester Activity (dorm students) – **122 Servings (set menu)**
End of the Year Get Together – **600 Servings (finger food)**
Female Retreat – **40 Servings (set menu)**
Graduation Day – **300 Servings (sandwich, apple & chips)**
Male Retreat – **64 Servings (set menu)**
New Student Orientation – **260 Servings (of various snacks/pre-packed meals)**
PCC Mesekiu Games – **990 Servings (of various sandwiches/ set menu)**
Tuesday Night Program – **360 Servings (of various snacks)**
Upward Bound Program – **250 Servings (of various snacks/set menu)**
Vocational Technical Educational Week – **1,028 Servings (sandwiches & chips/pre-packed meals)**

Various activities supported through inter departmental work orders.

Number of Servings: 11,483

Academic Affairs – *1,305 (of various pre-pack meals/snacks/sandwich & chips)*
 Accreditation Office – *111 (of various snacks/ pre-packed meals)*
 Admissions & Financial Aid – *1,275 (of various snacks/pre-pack meals)*
 ASPCC – *289 (of various pre-packed meals/ snacks)*
 Board of Trustees – *12 (pre-packed meals)*
 Continuing Education – *150 (snacks)*
 CRE (Cooperative Research Extension) – *783 (of various pre-packed meals/ snacks)*
 Development Office – *1,150 (of various pre-packed meals/ snacks)*
 Dormitory – *1,086 (of various pre-packed meals/ snacks)*
 Graduation Committee – *60 (of snacks)*
 Maintenance – *200 (of snacks)*
 MAP – *236 (of pre-packed meals)*
 President's Office – *1,209 (of various pre-packed meals/set menu/snacks)*
 Recreation – *665 (set menu/sandwiches for various played games)*
 Student Life - *635 (of various pre-packed meals/snacks)*
 Student Service – *1,984 (of various pre-packed meals/ snacks)*
 LRC – *50 (of snacks)*
 Talent Search Program – *33 (of snacks)*
 Upward Bound Program – *250 (of various snacks/set menu)*

Various community activities supported through outside work orders.

Number of Servings: 4,322

Ministry of Health (Emergency Health Program) – *240 Servings (Snacks & Prepacked lunch)*
 B.E.E.A (General Membership Meeting) – *200 Servings (Snacks & Prepacked lunch)*
 Ministry of Education (Conference) – *140 Servings (Snacks & Prepacked lunch)*
 Palau Visitors Authority – *40 Servings (Set buffet menu)*
 U.S. Embassy (U.S. Army Recruits) – *100 Servings (Finger food)*
 2016 Mechesil Belau Conference – *1,000 Servings (Set menu)*



PCC Chefs preparing lunch meals for dormitory students

PALAU COMMUNITY COLLEGE SCHOOL YEAR 2015 - 2016

ASPCC OFFICERS

President:	Benigno S. Sablan
President - elect:	Julianne Brechtefeld
Secretary:	Kersten I Dismas
Treasurer:	Baleria Melairei

NATIONAL/STATE LEADERS (SENATORS)

Chuuk	(CSO President):	Thompson Muritok
Kosrae	(KSO President):	William Waguk
Pohnpei	(PSO President):	Anster Dewey
Yap	(YSO President):	Velda F. Lechol
Marshall	(RMI President):	Laninbwij Langmos
Palau	(PSO President):	Isabel Emma Goodall

CLASS REPRESENTATIVES (SENATORS)

Freshmen Representatives:	Elangel Y. Mesubed Gennelle S. Ashby
Sophomore Representatives:	Elisha P. Fakatou Wyzer Meyar Seklii

ADVISOR

Tim Mitchell



STUDENT SERVICES

Mission

The Division of Student Services directly supports student learning, retention, and success. We engage students in educational, cultural, social, and intellectual programs that enrich the student experience, foster personal development, and promote responsible citizenship, and social responsibility.

Personnel

Student Services Division is composed of four units under the supervision of the Dean of Students. The units are: Admissions/Financial Aid, Registrar & Records, Student Life, and Learning Resource Center. The units are managed by three (3) directors and a registrar that makes up the management team with the dean. The division has a total of 28 full-time positions with 13 professionals and 15 classified staff who provide academic and non-academic support services to students.

In September 21, 2016, an election for 2016-2017 Student Trustee and Associated Students of Palau Community College (ASPCC) officers and senators was held. Ms. Jedidah Masahiro, majoring in STEM Discipline (SD) was elected to the Board of Trustees at the College. Ms. Julianne Brechtefeld, majoring in Auto Mechanics (AM) became the President of ASPCC for school year 2016-2017. A total of 14 officers and senators make up the ASPCC student government.

Registrar & Records Office

Programs and Services

- Registration
- Grade reporting
- Course withdrawals/clearance
- Processing academic transcripts
- Process data requested from campus community
- Enrollment Verification
- Reporting of enrollment trend and students' data
- Process graduation applications
- Process change of major
- Academic Certification
- Ordering degrees, caps & gowns
- Transcript Services

Registrar & Registration and Records Specialist conducted a presentation on Family Educational Rights and Privacy Act (FERPA) to all SS100 sections (fall, spring, summer & fall).

Admissions & Financial Aid

Director of Admissions & Financial Aid Dahlia Katosang conducted financial aid workshop for financial aid staff regarding the new federal update which includes new changes for 2016-2017 Free Application for Federal Student Aid (FAFSA). The workshop also reviewed updates on federal regulations that impact our students and overall administration of financial aid programs.

Federal Pell Grant Reports were processed and sent to the grant office on a monthly basis throughout the year. Fiscal Operation report was processed and sent on September 2016 to report the expenditures for the 2015-2016 and request funding for the award year 2016-2017. Financial Aid reconciliation between the Financial Aid Technician and the Student Account supervisor at the business office was done on a monthly basis. Federal Work-Study Placement take place at the start of each semester and work-study payrolls were collected, processed and forwarded to the business office to prepare paychecks for work study students on a bi-weekly basis.

In February 2016, Director Katosang and staff conducted the annual recruitment activities in which they visited high schools in Palau to promote the College and its programs and the services the college offers. During the recruitment visits, admissions applications were distributed to interested students and they were assisted in completing the forms.

In February 2016, Director Katosang and staff conducted the annual **Financial Aid Nights** sessions during the evenings for all local high school seniors and their parents and guardians to discuss financial aid programs and requirements. Throughout the **Financial Aid Nights** sessions, financial aid applications were distributed to interested students and they were assisted in completing the forms.

In April 2016, Recruitment for off-island high schools throughout the Micronesian region was done through mail. Admissions and Financial Aid materials were sent to all the high school principals and counselors for their information and use.

In March 2016, Director Katosang and staff conducted the annual **Financial Aid Orientation 3** sessions for **Continuing Students**. A total of sixteen (16) sessions were completed and during each session, federal updates were discussed with students and assistance were provided in completing 2016-2017 financial aid forms and filing the Free Application for Federal Student Aid (FAFSA) electronically.

From Summer 2015 to Spring 2016, a total of 3 Financial Aid Orientation 1 sessions were conducted for new students during orientation week to discuss the types of financial aid available at the college and its requirements.

From Summer 2015 through Spring 2016, Director Katosang and staff conducted a total of 16 **Financial Aid Orientation 2** sessions for financial aid recipients. During each meeting, students received important information about their financial aid awards, the new federal updates such as Financial Aid Satisfactory Academic Progress (SAP) requirements that must be adhered to and sign the SAP Agreement prior to receiving their financial aid.

For school year 2015-2016, a total of 762 admission applications received from prospective students within Palau and throughout Micronesian region. 634 of these applications were accepted and 278 students actually enrolled.

During the Award Year 2014-2015, a total of 1,403 financial aid applications were received. Out of 1,403 applications received, 1,169 financial aid awards (Federal and Non-Federal) were processed for both new and continuing students, in the amount of \$2,559,036.

New Students Orientation

Fall 2015	123 students
Spring 2016	21 students
Summer 2016	25 students

Information Workshop

Fall 2015	58 students
Spring 2016	29 students

Study Skill & Information Workshop

Fall 2015	43 students
Spring 2016	24 students

SS100 – Introduction to College

Fall 2015	153 students
Spring 2016	53 students
Summer 2016	33 students

Recreation

The College Recreation planned and organized College Intramural games every semester. Intramural sports of Basketball, Volleyball, Co-ed Softball, Billiard and Table Tennis tournaments went on during fall, spring and summer semesters.

PCC Intramural Games

Intramural Basketball	Fall 2015	103 students
Intramural Mix Volleyball	Summer 2016	33 students
Belias Volleyball Tournament	Fall 2015	26 students
Intramural Table Tennis	Fall 2015	19 students
	Summer 2016	33 students
Intramural Billiard Tournament	Spring 2016	12 students
Amateur Basketball League	Fall 2015	18 students
National Basketball League	Spring 2016	12 students
Palau National Baseball League	Spring 2016	18 students

College Recreation and Housing staffs have continuously been assisting and supporting the entire college's students' field trips transportation, organization of programs held at the college cafeteria and other college activities.

Learning Resources Center

For school year 2015-2016 the LRC provided services including Instruction, Tutoring, Assisted Lab, Career/Transfer Counseling, PCC Placement Tests, and Institutional TOEFL as follows:

Tutoring	749 students	Computer & Study Lab	2993 students
Institutional TOEFL	39 students	PCC Placement Tests	364 students
Career Counseling/Activities	671 students	Transfer Counseling/Activities	376 students

Asian American Native American and Pacific Islander-Serving Institution (AANAPISI)

The AANAPISI Program is federally funded for a five year cycle: 2011 - 2016, in the amount of \$1,411,596.00. The budget for the fifth and the final year of the program (2015 - 2016) was \$338,090.00. The overall purpose of the program is to enable institutions to improve and expand their capacity to serve Asian Americans, Native Americans and Pacific Islanders. The PCC AANAPISI Program is designed to increase the retention, graduation and transfer rates of PCC students. The three main focus areas include: Tutoring, Career/Transfer Counseling, and Technological Access.

2015-2016 Target Outcomes

75% of full time students will persist from one academic year to the next academic year.

50% of full time students will graduate with an associate degree within three years.

10% of graduating students will transfer to a four year university.

Twenty (20) PCC graduates applied to four year universities; 14 enrolled into universities for Fall 2016; and 36 opted to go into the workforce. Monetary support for college application fees and travel scholarships were provided.

LRC Math instructor & Administrative Assistant chaperoned 6 PCC sophomores in a campus site visit to the University of Guam. The participants were selected based on their intent to transfer after graduation, and CGPA of 3.00 and above. This is part of the transfer counseling services to increase the number of PCC graduates transferring to pursue higher education.

Actual Outcomes

84% of the students persisted from one academic year to the next academic year.

80% of full time students graduated with an associate degree within three years.

25% of graduating students transferred into four year universities.

Twenty-two SDSU BA cohort students joined the PCC Spring 2016 Commencement Exercise and received their Bachelor of Art degrees.

Twenty-six SDSU MA cohort students are currently enrolled in the Master of Art degree with concentration in Post-Secondary Education Leadership and a Specialization in Public Administration and Human Resource Development. The program is scheduled for completion in Spring 2017.

Staff Development

Director Katosang attended the Federal Student Aid (FSA) annual conference in December 2015 at Las Vegas, Nevada. Upon returning she conducted training to office staff and other college personnel including student workers.

Director Katosang and Financial Aid Technician, Maureen Renguul attended the annual Pacific Association of Financial Aid Administrators (PacFAA), on March 10-15, 2016. Director is a member of the Pacific Association of Financial Aid Administrators (PacFAA), an association of federal student financial aid programs.

Director Katosang also attended the annual National Association of Financial Aid Administrators (NASFAA) workshop in Washington DC on 7/10-16/16.

Director Rechebei & the Administrative Assistant of LRC attended the Western Association of Educational Opportunity Personnel Conference.

Director Rechebei & Math Instructor Ngirairikl attended the Supporting Student Success at Minority Serving Community Colleges conference.

Director & Math Instructor Ngirairikl attended the Council for Opportunity in Education Conference.

October to November 2015: Registrar and Records Specialist & Administrative Assistant attended the Pacific Association of Collegiate Registrars & Admissions Officers Annual Conference (PACRAO).

July 2016 Registrar & Records Specialist attended the American Association of Collegiate Registrars and Admissions Officers (AACRAO) Technology Conference.

November 28, 2015 Recreation Specialist David Salapwa attended Wrestling Coaching Training.

Student Life & Housing

The Student Services Academic Counselors/Advisors work closely with the faculty through Student Progress Report (SPR) to keep track of students' academic progress on a weekly basis and to provide needed counseling/advising efforts to help students pass their courses. The SPR is an established college process that is used to help improve student academically and to increase retention and graduation rates.

Dorm Residents

Fall 2015	121 students and 1 Navigator
Spring 2016	112 students, 1 navigators and 3 guests
Summer 2016	85 students

New Residents Orientation

Fall 2015	44 new residents
Spring 2016	4 ew residents

Tuesday Night Program

Fall 2015	194 students
Spring 2016	183 students

Student Retreat

Female Retreat	
Fall 2015	37 female students
Male Retreat	
Spring 2016	78 male students

Facilities and Equipment

The Registrar and Records office acquired a Xerox machine, shredder and fax machine as an addition to the existing equipment used within the office for timely and better services.

During the fiscal year, a number of repairs were done to the Student Housing facilities to better serve the students

Committee/Association Memberships

Dean of Student, Director of Admission and Financial Aid, and Registrar are members of Committee on Student Financial Aid (COSFA).

Dean of Students, Directors of Student Life, Admissions/Financial Aid, and Learning Resource Center and the Registrar are members of Retention Committee. Dean of Students serves as chairperson of the committee.

Dean of Students and the Registrar are members of the Committee on Programs & Curriculum (CPC) as a representative from the division.

Dean of Students, Directors of Student Life, Admissions/Financial Aid, Learning Resource Center, and the Registrar (Representing CSO) are members of the Executive Committee.

Dean of Students is a member of MOE College Access Challenge Grant Board of Directors.

Dean of Students is a member of 2016-2026 MOE Master Plan Committee.

Director Reklai is an Advisor of Beta Omicron Zeta, Palau Community College Chapter of the Phi Theta Kappa, an International Honor Society.

Counselor Alexander is a member of PCC Academic Senate.

Dorm Manager Ngirachitei is an Advisor of RMI Student Organization.

Student Activity Supervisor Sato is member of Belau Softball Association (BSA) & Palau Major League (PML)

Recreation Specialist Salapwa is a member a of Palau Basketball Coach Association

Counselors Alexander and Ngirmeriil and Student Activity Supervisor Sato and Dorm Manager

Hulda Lukas were members of the 2016 Graduation Committee

Dorm Manager Ngirachitei and Student Activity Supervisor Sato were members of the 2016 Charter Day Committee

Director Reklai, member and a chairperson of Student Review Board (SRB)

Counselors Alexander, Ngirmeriil, and Ueki are active members of the American Counselors Association (ACA)

Counselors Alexander, Ngirmeriil and Ueki are members of the College Faculty Senate Association.

Dorm Managers Ngirachitei, Lukas, and Fagolur and Dorm Assistant Faletam, Student Activity Supervisor Sato, Recreation Assistants Salapwa, and Administrative Assistant Wasisang are active members of the College Classified Staff Organization.

Dean of Students, Director Reklai and Registrar are members of Accreditation Steering Committee (ASC)

Dean of Students and Registrar are a members of Institutional Standard for Student Achievement (ISSA) Committee.

Registrar & her staff were members of 2016 graduation and Charter Day Committees

Registrar & Registration & Records Specialist are members of American Association of

Collegiate Registrars and Admissions Officers (AACRAO).

Registrar &her staff are members of Pacific Association of Collegiate Registrars & Admissions Officers (PACRAO).

Community Involvement

Registrar is a member of Special Education Advisory Council

Registrar is a member of Aimeliik Public Land Authority

LRC administered the Placement Tests for Palau Supreme Court Applicants

LRC Administrative Assistant is a member of Head Start Program Policy Council

LRC is involved in the Collective Impact Project for Alcohol Use in Palau Youth

LRC Administrative Assistant is a member Special Education Advisory Council

LRC staff Isumchraad is a Step Up Mentor

Dean of Students is a member of Airai Water Resource Task Force (AWRTF)

Assessment

Retention Rate	
Fall 2015 to Fall 2016	59%
Fall 2015 to Spring 2016	73%

Enrollment Trend

	2015	2016
Fall	627	587
Spring	577	547
Summer	238	315

Office of Admissions and Financial Aid Admissions Application Summary

COUNTRY/ STATE	FA15			SP16			SU16			Total # Applied	Total # Accepted	Total # Enrolled
	# Applied	# Accepted	# Enrolled	# Applied	# Accepted	# Enrolled	# Applied	# Accepted	# Enrolled			
China	3	0	0	0	0	0	0	0	0	3	0	0
Chuuk	4	4	1	5	2	1	0	0	0	9	6	2
India	0	0	0	0	0	0	1	1	1	1	1	1
Japan	1	1	0	0	0	0	0	0	0	1	1	0
Korea	1	0	0	0	0	0	0	0	0	1	0	0
Kosrae	6	5	2	5	4	3	0	0	0	11	9	5
Marshall	10	8	6	5	4	1	0	0	0	15	12	7
Philippines	4	2	2	3	2	0	0	0	0	7	4	2
pohnpei	16	14	12	3	3	1	0	0	0	20	18	14
Palau	145	134	113	26	25	21	31	31	31	202	190	165
Taiwan	1	1	1	0	0	0	0	0	0	1	1	1
Yap	59	31	25	19	10	5	0	0	0	78	41	30
US	30	23	19	12	10	8	5	5	5	47	38	32
TOTAL	280	223	181	78	60	40	38	38	38	396	321	259

**Admissions and Financial Aid Office
Financial Aid Award Summary**

Federal Programs							
Federal Pell Grant		Federal SEOG		Federal Work Study		Total (Unduplicated)	
Recipients	Award	Recipients	Award	Recipients	Award	Recipients	Award
612	\$2,224,324.00	123	\$48,200.00	177	\$138,448.00	912	\$2,410,972.00

Non-Federal Programs					
State Scholarships		Tuition Waiver		Overall Total (Unduplicated)	
Recipients	Award	Recipients	Award	Recipients	Award
17	\$50,384.00	55	\$40,545.00	130	\$90,929.00

Federal and Non-Federal Programs		
Federal Grants	Scholarships/ Waiver	Overall Total (Unduplicated)
Award	Award	Award
\$2,410,972.00	\$90,929.00	\$2,501,901.00

UPWARD BOUND

Mission

Upward Bound mission is to provide fundamental support and opportunities for participants to succeed in their precollege performance and ultimately in their higher education pursuits.

Objectives: There are six objectives for UB program standardized by the U.S. Department of Education. All six objectives were successfully accomplished for school year 2015-2016.

Academic Performance - Grade Point Average (GPA)

Objective 1: 70% of all UB participants served during the project year will have a cumulative GPA of 2.5 or better on a 4.0 scale at the end of the school year.

A total of 114 participants were served in the project year 2015-2016, 106 or 93% of them had a cumulative grade point average of 2.5 or better on a four point scale at the end of the school.

Academic Performance of Standardized Test

Objective 2: 60% of UB seniors served during the project year, will have achieved at the proficient level on state assessments in reading/language arts and math.

Of the 114 program participants served, 24 of them were seniors with an expected high school graduation date in Spring 2016. 67% or 16 of them achieved a proficient level in reading/language arts and math on the ACT assessment test.

Secondary School Retention and Graduation

Objective 3: 70% of project participants served during the project year will continue in school for the next academic year, at the next grade level, or will have graduated from secondary school with a regular secondary school diploma.

Out of 114 participants served, 24 of them were seniors who successfully graduated from high school. Whereas 90 of them who were in 9th, 10th and 11th grades are continuing their high school enrollment at the next grade level in school year 2015-2016. As a result, 100% of total participants served either successfully graduated from high school or are continuing their enrollment in high school.

Characteristics	Number of Students
High School Breakdown	
Bethania High School	13
Belau Modekngei School	6
Emmaus High School	4
Mindszenty High School	18
Palau High School	69
Palau Mission Academy	4
GED	0
TOTAL	114
Grade Level	Number of Students
9 th Grade	15
10 th Grade	30
11 th Grade	45
12 th Grade	24
GED	0
TOTAL	114

Secondary School Graduation (rigorous secondary school program of study)

Objective 4: 70% of all current and prior year UB participants, who at the time of entrance into the project had an expected high school graduation date in the school year, will complete a rigorous secondary school program of study and graduate in that school year with a regular secondary school diploma.

Students who were admitted into the UB program had an expected graduation date in 2016. Twenty-four (24) of them completed a rigorous secondary school program of study and graduated with a regular secondary school diploma.

Postsecondary Enrollment

Objective 5: 70% of all current and prior year UB participants, who at the time of entrance into the project had an expected high school graduation date in the school year, will enroll in a program of postsecondary education by the fall term immediately following high school graduation or will have received notification, by the fall term immediately following high school, from an institution of higher education of acceptance but deferred enrollment until the next academic semester (e.g. spring semester).

For those twenty four (24) participants who had an expected graduation date in 2016, 92% or 22 of them began their enrollment in various colleges and universities in August 2016 while 8% or 2 deferred their college enrollment to Spring 2017. With 22 students who enrolled in college, 68% or 15 enrolled at PCC whereas 32% or 7 enrolled in colleges outside of Palau.

Postsecondary Enrollment

Objective 6: 34 prior participants who enrolled in a program of postsecondary education, by the fall term immediately following high school graduation in fall 2010, 41% or 14 of them have successfully completed either an associate's or bachelor's degree within six years.

Services

Instruction in literature, composition, mathematics, science, and foreign language. College preparatory services including tutoring, counseling, and advising and other academic support services.

Community Involvement

The program is in partnership with various private and government agencies who provided work study programs for UB participants in summer 2015.

Evaluation/Assessments

The program is evaluated using UB Annual Performance Report of U.S. Department of Education, external auditor yearly review, and a three year program review required by Palau Community College.

ACADEMIC AFFAIRS

Mission

The Academic Affairs Division is responsible for high-quality instruction in both vocational and academic programs to ensure students acquire the skills and attitudes needed to enter the workforce or to continue their educational careers. Its goals are to provide support to promote student learning and faculty teaching.

Programs

The college offers degrees in twenty (21) different programs (Table 1). Three of the programs (Education, Tourism & Hospitality, and Community and Public Health) offer tracks concentrating on different areas of studies. The Education Program has tracks on Early Childhood Education, Elementary Education, Special Education, and Secondary Education. The Tourism and Hospitality Program has tracks on Tour Services, Hotel Operations, Food/Beverages Operations, and Hospitality Management. Community and Public Health has tracks in Public Health and Emergency Management. Other new programs the college is working to develop and implement include General Maintenance and General Mechanics. Implementation dates for these two potential programs are being pushed back to begin in fall 2017. Before the two proposed programs become official programs for the college to offer, they need approvals from the College President, College Board of Trustees, and Accrediting Commission for Community and Junior Colleges (ACCJC) for the Western Association of Schools and Colleges (WASC), and the United States Department of Education Financial Aid Office (USDOEFAO).

Types of Degrees

Palau Community College offers an Associate of Applied Science (AAS) degree, Associate of Science (AS) degree, Associate of Arts (AA) degree and Associate of Technical Studies (ATS) degree. The degrees are awarded to students who successfully complete the required semester credits under each degree program. All degree programs are accredited programs under the Accrediting Commission for Community and Junior Colleges (ACCJC) and therefore, credits are transferable to other institutions upon the discretion of the receiving institution. The ATS degree is awarded to the students who successfully complete at least 60 semester credits. The curriculum for this degree is customized by a student and his/her advisor following the AA degree curriculum format with identified specialized area courses and submitted to CPC and the Dean of Academic Affairs for review and approval.



Dean of Academic Affairs welcoming students during Career & Technical Education Week



Faculty meeting with Dean of Academic Affairs

Palau Community College		2016 Annual Report
School	Programs	Degrees
School of Arts & Science	Agriculture Science (AG) Criminal Justice (CJ) Community and Public Health (CPH) Education (ED) Environmental/Marine Science (EMS) Liberal Arts (LA) Library & Information Services (LIS) Nursing (NU) Palauan Studies (PW) Science Technology Engineering Mathematics (STEM)	AAS & AS AS AS AS AS AA AAS & AS AAS & AS AA AA
School of Business	Business Accounting (BA) Business Administration (BU) Information Technology (IT) Office Administration (OA) Tourism & Hospitality (TH)	AS AS AS AAS AAS & AS
School Of Technical Education	Air Conditioning & Refrigeration Technology (AC) Automotive Mechanics Technology (AM) Construction Technology (CT) Electrical Technology (ET) General Electronic Technology (GE) Small Engine and Outboard Marine Technology (SE) General Mechanics (<i>effective fall 2017</i>) General Maintenance (<i>effective fall 2017</i>)	AAS AAS AAS AAS AAS & AS AAS AAS AAS

Palau Community College conducts its program/department reviews every three years based on the approved Program/Department Review Cycle Calendar as a requirement under Accrediting Commission for Community and Junior Colleges (ACCJC). The degree programs/departments reviews allow revisions reflecting student and community needs where recommendations will be addressed by the Committee on Programs and Curricula (CPC) for approval to implement changes for improvements. The program/department review is a thorough report showing success, strengths, and areas that needs improvement. The report also provides action plans for areas needing improvements where the action plans will be implemented within the next cycle of review. In this reporting period, School of Business and School of Arts and Science submitted their program reviews.

Palau Community College		2016 Annual Report	
Enrollment Trend by Program	FA 13	FA 14	FA 15
School of Arts and Sciences	225	223	215
Agricultural Sciences (AG)	37	33	45
Criminal Justice (CJ)	10	17	19
Community & Public Health (CPH)	19	21	18
Education (ED)	51	41	36
Environmental/Marine Science (ES)	13	10	8
Liberal Arts (LA)	50	59	52
Library & Information Services (LS)	9	12	5
Nursing (NU)	32	26	27
STEM Discipline	4	4	5
School of Business	183	178	153
Business Accounting (BA)	17	11	8
Business Administration (BU)	8	13	14
Information Technology (IT)	10	7	12
Office Administration (OA)	90	88	69
Tourism & Hospitality (TH)	58	59	50
School of Technical Education	138	131	135
Air Conditioning and Refrigeration Technology (AC)	6	6	11
Automotive Mechanics Technology (AM)	35	39	49
Construction Technology (CT)	33	18	15
Electrical Technology (ET)	16	25	21
General Electronics Technology (GE)	21	17	20
Small Engine and Outboard Marine Technology (SE)	27	26	19
UNDECLARED (UND)	89	70	116
TOTAL (Degree-Seeking)	635	602	619
Dual	0	0	0
UNCLASSIFIED (UNC)	7	2	7
ENRICHMENT (ENR)	2	0	1
TOTAL (Non-Degree)	9	2	8
GRAND TOTAL	644	604	627

Palau Community College					2016 Annual Report		
Degrees Awarded By Program	2009 - 2010	2010 - 2011	2011 - 2012	2012- 2013	2013- 2014	2014- 2015	2015- 2016
Total Degrees Awarded	104	74	85	99	88	86	63
Associate of Arts (AA) Degree	14	3	12	11	7	11	4
Liberal Arts	14	3	12	11	7	11	4
Associate of Applied Science (AAS)	57	48	48	70	56	52	33
Agricultural Sciences	6	5	4	10	6	5	7
Air Conditioning and Refrigeration Technology	1	3	3	0	1	1	0
otive Mechanics Technology	3	6	3	6	4	4	3
Construction Technology	7	5	7	2	7	4	1
Electrical Technology	6	5	2	7	3	2	3
General Electronics Technology	3	3	1	5	5	4	1
Library & Information Services	2	1	1	12	4	4	0
Nursing	0	1	1	1	0	3	2
Office Administration	18	13	12	18	19	10	9
Small Engine and Outboard Marine Technology	5	3	2	2	2	5	4
Tourism & Hospitality	6	3	12	7	5	10	3
Associate of Science (AS) Degree	33	23	25	18	25	23	26
Agricultural Sciences	1	0	0	1	1	0	0
Business Accounting	4	3	2	5	4	3	5
Business Administration	0	5	5	0	2	2	4
Criminal Justice	2	3	2	0	3	0	1
Education	5	6	3	3	5	4	3
Environmental/Marine Science	6	2	3	3	2	3	2
General Electronics Technology	1	1	0	0	0	0	1
Information Technology	7	1	5	2	1	2	3
Library & Information Services	1	0	0	0	1	1	0
Nursing	5	1	0	4	6	6	7
Tourism & Hospitality	1	1	5	0	0	2	0

Program Highlights

School of Arts & Sciences

Agricultural Science (AG)

Agricultural Science (AG) program is designed to equip students with employability skills and knowledge; or for the pursuit of a higher education in the field of agriculture. The program prepares the students to become farm workers or managers, landscaping supervisors, horticulture supervisors, gardener, and agriculture business manager or have a career which supports farming.

Annual highlights and learning activities:

During fall 2015 and spring 2016, students enrolled in the program participated in these activities as part of the learning required under the program. Activities help reinforce what students learned in the classroom through practical applications. These activities are conducted during laboratory days (Tuesdays and Thursdays) at PCC CRE Station located at Ngermeskang, Ngeremlengui. Some activities are conducted at local farms as requested by local farmers:

- Crop and animal productions
- Crop protection
- Soil improvements
- Castrating piglets and boars
- Injections of vitamin supplements and antibiotics
- Field trips to local farms and Bureau of Agriculture

During the semesters, students learned about:

- Fundamental principles of agriculture
- Soil indentifications and fertility
- Animal husbandry
- Plant structure, classification, growth, and reproduction
- Horticultural crop production
- Poultry and swine production
- Tropical landscape horticulture
- Crop protection
- Farm management



AG students working in their farm

Learning Outcomes:

Develop competent agricultural skills with ethical standards in their commitment to develop their respective agricultural economy.

Demonstrate scientific knowledge and technical skills of prospective entrepreneurs.

Recognize the value and awareness in preserving diversities of the environment and be cognizant to the principles of preservation.

Effectively delivery of relevant extension services to their respective communities in providing quality services and assistance to the agricultural sectors.

Criminal Justice (CJ)

This program is designed to equip students with employability skills/knowledge, and proper work habits/attitudes necessary for employment or for the pursuit of a higher education in the field of Criminal Justice. To become police officers, customs agents, criminal investigators, etc., or to transfer to a 4-year program.

Annual highlights and learning activities:

During fall 2015 and spring 2016, students enrolled in the program participated in these activities as part of the learning required under the program. Presentation activities help reinforce what students learned in the classroom. John Gabriel, Division of Drug Enforcement, Bureau of Public Safety's presentation include:

- Functions of the Division of Drug Enforcement
- Methods of searching, collecting, and preserving evidence from a crime scene
- Collecting fingerprints from a crime scene
- Equipment and training needed to be a crime scene technician
- Emphasis on the importance of education and training in a criminal investigator's career and professional development
- Interview and interrogation techniques



Officer. Gabriel's presentation on MOJ

Probation Officer, Mr. Vierra Toribiong from Palau Supreme Court gave presentation on the following topics:

- Functions and purpose of the Probation Officer
- Duties of probation officer when working with the youth and delinquents in Palau and available youth program such as Ngaraubeng



Mr. Toribiong giving presentation

During the semesters, students learned about:

- Law enforcement
- Corrections and correctional administration
- Community relations
- Self-defense
- Understanding crime causation, method for treatment, change, control, and crime prevention
- Writing police report
- Purpose of criminal law and principles of criminal responsibility and defenses
- Legal aspects of evidence
- Criminal investigations

Learning Outcomes:

Effectively and clearly apply the basic skills of writing, reading, and speaking in the criminal justice field.

Explain the history, organization, and functions of each of the agencies of the criminal justice system.

Explain the effects of substantive and procedural criminal law in the criminal justice system.

Demonstrate the knowledge and understanding of ethical conduct and appropriate work performance and approaches when dealing with crime, law, and administration of justice.

Community and Public Health (CPH)

The Program is designed to provide a sound grounding in basic public health knowledge, attitude and skills, as well as in selected specialized disciplines and topics, for public health practitioners in management and implementation of Projects and interventions in the community.

Annual highlights and learning activities:

During fall 2015 and spring 2016, students enrolled in the program participated in these activities as part of the learning required under the program. Activities help reinforce what students learned from the classroom. Students who were enrolled in CP101 (Principles and Ethics of Public Health, CPH162 (Public Health Consequences of Disasters, and CPH222 (Environmental Health) were required to conduct research (globally and locally) on various public health topics. Global research included online research and local research included site visits and interviews with various government agencies in Palau. Topics and agencies were as follows:

- Tobacco (Behavioral Health Division-MOH, Revenue & Taxation-MOF)
- Poor Diet and Physical Activity (Data & Statistics-MOH)
- Injuries (Data & Statistics-MOH, Public Safety-MOJ)
- Mental Health (Behavioral Health Division-MOH)
- Solid & Hazardous Wastes (Public Works-MPIIC, Solid Waste Prog-KSG, EQPB)
- Safe Food and Drugs: (Environmental Health, Pharmacy-MOH)
- Population (Statistics-MOF)
- Aging Population (Data & Statistics-MOH)

In addition, guest speakers were invited to do presentations:

- Sherilynn Madraisau, Director of Bureau of Public Health, gave a presentation on Public Health, its essential functions and the relevant laws and regulations that mandate the services.
- Tmng Udai, Epidemiologist, Bureau of Public Health, gave a presentation on the field of epidemiology and how epidemiology works in the detection and prevention of disease outbreaks. She also covered the importance of data, statistics, and reporting and how it all fit into epidemiological work and services.
- Dr. Seleima Lalabalavu, Physician, Non-Communicable Diseases, MOH, gave a presentation on the comprehensive burden and the full impact of NCDs in Palau.

Learning Outcomes:

Demonstrate understanding of public health and holistic health.

Understand the different disciplines of public health

Acquire skills and knowledge necessary for the field of public health.



Students visiting Community & Public Health Program during CTE Week

Education (ED)

This program is designed to provide students with knowledge, skills and proper work habits/attitudes necessary for employment in this field. The program prepares students for positions such as classroom teachers (Palau/Micronesia) or for pursuit of a higher degree in the field of education.

Annual highlights and learning activities:

During fall 2015 and spring 2016, students enrolled in the program participated in these activities as part of the learning required under the program. Activities help reinforce what students learned from the classroom.

ED 204 students completed lesson plans for a project which included a power point presentation dealing with teacher/student centered strategies for children ages 0-8

ED 205 wrote lesson plans for a project/presentation which was centered on an IUP or Instructional Unit Plan that incorporated several consecutive lesson plans constructed and sequenced upon a specific unit of study complete with all components of a daily lesson plan. This allowed students the opportunity to learn how to employ strategies and activities over the several days needed to build upon and assess a specific unit of study or topic. A guest speaker also addressed the importance of moral and ethical behaviors in the teaching community in regards to issues arising from an increasingly secular education process.

ED 215 students focused in a more specific manner upon incorporating the components of inclusive education into their philosophy of education as it related to them, their school, community, and country. The responsibilities and roles of federal, state, and local government were examined within the context of IDEA-97. Development, rules, laws regulating IDEA-97 were also made familiar to the students with a greater emphasis upon the more practical aspects of the education act.

ED 280 did several presentations and wrote several reflections based upon different scenarios presented through a video series dealing with several issues inherent in a multicultural and diverse education process found in most schools today. These activities challenged the higher-level and critical thinking skills of the students.

Guest speaker Terry McClure spoke in both ED 205 and ED 280. He is the pastor of Palau Baptist Church and headmaster of a Bible college. Topics addressed were morals, ethics, and the importance of truth within the educational process of students in an increasingly secular and humanistic environment.

Students in ED 215 (Inclusive Education) were familiarized with the laws and regulations undergirding the inclusive education process/framework but greater emphasis was given to actually employing the various pedagogical methods and strategies necessary to bring this to fruition within the school system currently within Palau.

ED290 Student Teaching – Early Childhood: In summer 2016, PCAA Head Start Teachers conducted their student teaching internship course at Belau Day Center (PCC) with their instructor, Ms. Deikola Olikong. The internship training was a great learning experience and a success for students. With the expertise and guidance of Ms. Olikong, students created lesson plans, learning materials, teaching strategies and methods, conduct classroom management, observations, applying rules and regulations of the school, and produce report of their learning experience.



Left: ED students working on projects; Right: Early Childhood Education-Head Start Teachers after completing their ED290 Student Teaching at Belau Day Care Center

Learning Outcomes:

Laws/Policies (K-12): Define and apply federal, national, and educational laws within the context of family, work, community, environment and the world.

Lesson Planning: Prepare and produce a developmentally and age appropriate grammatically written lesson plan that employs multicultural, bilingual and socioeconomic perspectives.

Assessment: Assess pedagogical knowledge and skills applicable for both teacher-centered and learner-centered strategies by utilizing both quantitative and qualitative technology to support the diverse academic and developmental needs of students.

Effective Teaching Techniques: Demonstrate effective instructional practices that address the diverse needs and learning styles of each student.

Classroom Management: Employ appropriate strategies for classroom management and planning to design a physical, mental, and emotional environment conducive to the learning behavior of students.

Environmental Marine Science (ES) and Science Department

This program provides technical knowledge, skills and proper work habits/attitudes necessary for employment in this field. It also provides the option for employees in this field to improve their skills, and for pursuit of a higher education in the field of environmental/marine science.

Annual highlights and learning activities

During fall 2015 and spring 2016, students enrolled in the program participated in these field trips as part of the learning required under the program. Activities help reinforce what students learned in the classroom.

- Belau National Museum: Understand the history of Palau's civilization, overview of Palau National History, and identify uses of plants and compare and contrast the scientific explanation to the indigenous legend of island formation.
 - Metuker ra Bisech & Ngarchelngael: Identify islands and channels, and label them on a map of Palau; compare the following features: geological formation, soil quality, forest make-up and water availability, recognize their scientific names, describe their unique adaptations, scientific names including birds and animals commonly observed in the area.
 - Taoch ra Bibiroi: Identify common plants associated with mangrove forests in Palau, mangrove trees, scientific names, common animals that inhabit the mangrove mud, water, and forests, and describe the impacts of human activities and natural events to mangrove ecosystem.
 - Palau Aquarium, PICRC: Review the geological formation of the Palau Archipelago; Review the scientific names of mangroves and marine plants observed inside the aquaria; Diagram a typical reef profile in Palau and label the different zones on the reef; Identify by their scientific names, and classify into appropriate phyla and class, the various marine organisms displayed at the Palau Aquarium.
 - Ngidech: Observe and describe natural habitats of seagrass; Identify, by their scientific names, the various species of seagrass; describe the impacts of human activities and natural events to seagrass beds.
 - Omodes: Observe and describe natural habitats of algae; Identify, by their scientific names common marine algae; Describe the impacts of human activities and natural events to the habitats of algae.
 - Ongeim L'Tketau and Ngchelobel: Describe how a simple ecosystem such as a marine lake functions; Identify by their scientific names and classify to appropriate phyla and classes the different organisms that live inside the marine lake; Recite the scientific names of plants along the hiking trail to the marine lake and at Ngchelobel; Recite the scientific names and classify to appropriate phyla and class the animals observed on the hike to the lake; Describe the impacts of human activities to the marine lake and its inhabitants and also at Ngchelobel, a popular tourist destination.
 - Lori Colin from Coral Reef Research Foundation (CRRF) coordinated a tour for my SC201 Oceanography and SC239 Natural History classes to tour a research vessel (RV) Roger Revelle on November 11, 2015.
 - RV Revelle, owned by US Navy and operated by Scripps Institution of Oceanography, was in Palau in a joint venture research with CRRF collecting oceanographic data around Palau. The tour provided an avenue for the PCC students on the tour who were not ES majors to learn about the different career opportunities on a research vessel from navigation of the ship to the engine room, including the treatment of water and wastewater, and general maintenance of the vessel.
- Badrulchau & Todai (Ngarchelong): Explain the formation of an oceanic island; explain Darwin's theory of island subsidence (atoll formation). List and describe the factors that control mass wasting; briefly describe the signs used to predict mass wasting and steps that can be done to avoid landslides. Differentiate between emergent and submergent coastlines.



ES students collecting and classifying marine species and collecting plankton samples

Workshops and Conferences

The Native American and Pacific Islander Research Experience (NAPIRE) Mentor Workshop in Costa Rica from May 6-12, 2016, was organized by the NAPIRE program to provide an opportunity for home and research mentors to meet each other, see the Field Station where students will conduct their research, and learn more about the NAPIRE program. This year, one of the Environmental/Marine Science majors, Neola Kebesuul West, applied and was selected to the NAPIRE undergraduate research experience. Most of the NAPIRE Mentor Workshop was conducted at the Wilson Botanical Garden and Las Cruces Biological Station at Coto Brus, Costa Rica.

On April 11, 2016 to April 15, 2016, Science Department Chair, Vernice Yuiji, and Neola West, PCC-EMS student attended the 7th Regional Conference on Island Sustainability (CIS2016) hosted at the Lotte Guam Resort from. The event was co-hosted by the University of Alaska Fairbanks and the University of Guam (UOG) Center for Island Sustainability. The theme for this year's conference was "Island Communities" which focused on addressing issues affecting the wellness of the islands. Participants also discussed possible solutions to the issues being faced by these island nations. Meaningful discussions about what sustainability means and how the islands can continue to collaborate in order to achieve possible solutions was the highlight of the sessions. Ms. West prepared a poster presentation titled "Conservation: A Bond Between the Past and the Future" that highlighted the Palauan traditional practice of bul. Bul is a fishing ban that is set by traditional leaders of Palau in order to preserve or restore the island's fish population. In modern times, Palau has applied its traditional ban in its establishment as a national marine sanctuary.



Science Department Chair, Vernice Yuiji, Pres. Underwood, University of Guam, and Neola West, PCC-EMS student attended the 7th Regional Conference on Island Sustainability (CIS2016) hosted at the Lotte Guam Resort



Learning Outcomes:

Apply scientific methods and technical laboratory skills.

Apply field techniques.

Conduct individual and team research.

Liberal Arts (LA)

This program is designed for students who wish 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.

Annual highlights and learning activities

During fall 2015 and spring 2016, students enrolled in the program participated in these field trips and activities as part of the learning required under the program. Activities help reinforce what students learned from the classroom.

- SS169 Introduction to Archaeology and SS189 Introduction to Cultural Anthropology students attended a ceremony with Tokai University students at PCC cafeteria. Students were able to mingle and participated in cultural exchange activities. Students were invited to visit the Tokai University ship and experience traditional practices such as wearing kimono, making green tea, origami, and traditional performances.
- Field trip to Ulong to visit cultural and historical sites. This trip was a collaboration with Liberal Arts Program, Palauan Studies Program and Tourism & Hospitality Program.
- Belau National Museum: Demonstrate understanding and the ability to articulate how culture, society, and diversity shape the role of the individual within society and human relations across cultures relative to Political Science and History. Demonstrate knowledge and the ability to analyze how cultural changes and its problems and develop social policies.
- Guest Speakers: Ms. Sunny Ngirmang, the Director of Bureau of Arts and Culture, gave presentation about the archaeological discoveries and its important contribution to our society. Ms. Meked Besebes gave presentation about economics from traditional to modern society. Mr. Vierra Toribiong gave presentation on crime and violence. Mr. Steven Mappes gave presentation on substance and alcohol abuse.



LA students participated in Youth Conference and Tokai University cultural reception

Learning Outcomes

Demonstrate proficiency in critical thinking and problem-solving skills;

Demonstrate proficiency in the areas of listening, reading, and oral/written communication;

Demonstrate proficiency in the areas of computer literacy and information competency/ technology;

Develop a fundamental understanding of the Humanities including the significance and chronology of major events and movements in Western civilization;

Develop a fundamental understanding of the Natural Sciences, including major concepts, principles, and theories of the biological and physical environment;

Develop a fundamental understanding of the Social Sciences, including major concepts of social, political, geographic, and economic structures.

Library & Information Services (LS)

This program is designed to provide students with knowledge, skills and proper work habits/attitudes necessary for employment in the field of library and information services. The program prepares students to work and advance in their careers in areas such as libraries, special libraries, archives, museums, and other information-based professions.

Annual highlights and learning activities:

During fall 2015 and spring 2016, students enrolled in the program participated in these field trips as part of the learning required under the program. Activities help reinforce what students learned in classroom:

- Public Library: LS students visited the library to learn about the organization of the library, information services, customer service in libraries, technology media and information settings used in the library.
- Belau National Museum: LS students visited the museum to learn about the Micronesia-Pacific Information Resources available at the museum, the preservation of museum materials, management of information, and the funding of the information resources.

During the semesters, students learned about:

- Library services, terminology, and tasks of librarianship.
- Research methods and reference assistance.
- Information resources found in Palauan libraries, information centers, archives, and museums.
- Library media technology.
- Book repair and preservation of materials.
- Materials selection, cataloging, and indexing.
- Management of libraries and information centers.
- Funding sources and types of grants and other assistance for libraries, information centers, and museums.

Learning Outcomes:

Communicate effectively for a range of tasks, both oral and written, including interpretation of patron information needs, successful instruction in the use of library materials and clear explanations of policies and procedures.

Use critical thinking skills to identify relevant information and materials for a range of tasks, including library resources for research use, selection of new materials and evaluation of dated materials.

Describe library materials uniquely and organize these to assist in their identification, control, retrieval and use.

Use technology skills for effective and efficient library management.

Demonstrate management skills for efficient library operations, contributing to the development of appropriate goals, objectives and policies, effective recruitment and appraisal, and identification of funding sources.

Nursing (NU)

This program is designed to provide students with technical knowledge, skills and proper work habits/attitudes necessary for employment in this field. The program prepares students to work and advance in their careers or for the pursuit of a higher education in the field of nursing.

Annual highlights and learning activities:

During fall 2015 and spring 2016, students enrolled in the program participated in these field trips and activities as part of the learning required under the program. Activities help reinforce what students learned from the classroom:

- NU 103 students practiced vital signs assessment of pediatrics on infant SIM Baby
- NU 105 students conduct teachings of identified health needs on two chosen clients (family member/friend/classmate)
- NU 205 attended a workshop/training on "Bullying" (how to recognize it & how to address it), held at Koror Elementary School by Community Guidance Center Staff
- NU 104 students obtained a medical history & performed a head-to-toe assessment on chosen classmate/friend/family member as their client.
- NU 202 students observed & participated in various births (vaginal cesarean births) in the hospital.
- NU 207 students conduct individual project where they interviewed Managers from different Ministries, Industries, Companies regarding each prospective Organizational structure and presented their findings in class. They also interviewed a Nurse Leader that they identified as someone with good leadership skills and submitted a summary of their interview:
Community Guidance Center Staff – presentation on Tobacco use underage in Palau
Doctor Monforte – gave presentation on care and treatment for mentally ill to NU 205 students
Philom Temengil & Debbie Toribiong: Benefits of breastfeeding
- NU 102 students practiced their nursing skills such as IM injections on adult SIM
- NU 108 students assisted public health nurses during well-baby clinic during their clinical rotation
- NU 204 students observed and assisted MOH nurses in delivering care to patients at OPD during their clinical rotation
- NU 206 student attended a workshop/training on Breast-feeding
- NU 206 student assisted public nurses in delivering care to homebound patients
- NU 206 students observed and assisted nurses in delivering care to patients being dialyzed in HDU
- NU 206 student interviewed five household from different communities & identified those with health/disease prevention issues and formulated a teaching plan to address them
- NU 108 students participated (observed & assisted MOH nurses) in well-baby clinic (WBC) at Koror CHC

Workshops and Conferences

American Pacific Nurse Leader's Council meeting/conference in Pohnpei

Assessment Technology Institute (ATI) training on how to use via conference call

Care and treatment for mentally ill

Weekly conference calls with other Nursing Program Chairs/Directors in the USAPI

1st Partners for Student Success: Building a Healthy & Productive Working Relationship workshop

Benefits of breast feeding: Palau's Family Friendly Workplace & School Project

Bi-Weekly conference calls with other Nursing Program Chairs/Directors in the USAPI

Learning Outcomes:

Provide care based on the nursing process.
 Demonstrate verbal skills in work settings.
 Demonstrate principles of asepsis and safety.
 Demonstrate practices within legal and ethical parameters.
 Demonstrate responsibility for own behavior.
 Demonstrate entry level competence in performing nursing skills.



Nursing students demonstrate during CTE week

Palauan Studies (PW)

This program is designed to provide students with technical knowledge, skills and proper work habits/attitudes necessary for employment or for pursuit of a higher education in this field. The program prepares students to work and advance in their careers in areas such as Pacific Island Studies, anthropology, art, music, education, urban and regional planning.

Annual highlights and learning activities

During fall 2015 and spring 2016, students enrolled in the program participated in these learning activities as part of the learning required under the program. Activities help reinforce what students learned from the classroom.

Practice in Palauan conversation in order to understand basic vocabulary, simple sentence structure, and carry basic conversation. Students practice pronunciation and apply common phrases.

Concepts of genealogy to help students understand kinship and status with families, clans, and villages. Learning various Palauan Literature – *cheldecheduch*, *chelitakl*, and *ngloik* and present in the class.

Workshop

Elicita Morei, Palauan Studies Chairperson, participated in the Teaching Oceania workshop on February 16th and 17th, 2016, an international workshop to address gaps in undergraduate resources for instructors of Pacific Islands Studies.

Learning Outcomes:

Understand and describe the evolution of the Palauan language, arts and literature.

Understand the culture and analyze the changes that have taken place over time.

Understand the leadership change from traditional to democratic and evaluate the relationship .

Understand and analyze Palauan family and community structure and the social changes.



Students learn about pottery during 2016 CTE week



PW students provide information during 2016 CTE Week

Science Technology Engineering Mathematics (STEM)

This program is designed for individuals interested in professional careers in science, technology, engineering, or mathematics. The program provides basic knowledge and skills necessary for the pursuit of a higher education in these fields.

During fall 2015 and spring 2016, students enrolled in the program were given opportunity to work with PICRC staff, Dr. Julien Lorin and Mr. Victor Nestor, in conducting DNA experiments at PCC STEP-UP lab. Mr. Nelson Masang, Jr., a graduate of PCC was currently hired by P-CoRIE as research assistant. With needed help in conducting DNA work, other STEM students were recruited to work with P-CoRIE researchers as part-time helpers under the supervision of Mr. Nestor. This is a great learning experience for students also an opportunity to excel in their field of studies. With the establishment of PCC STEP-UP Lab, students enrolled in STEM Program now has the opportunity to conduct experimentation and research using the facility equipments and resources. In addition, PICRC also utilize the laboratory in conducting experimentation and they have recruited students to assist in conducting experiment. This relationship does contribute to the learning experience for the students as well as building student's interest.



STEM students participated in a summer program

Learning Outcomes

Apply the concepts of physics and chemistry to constructing and understanding modern technological devices; describe and differentiate the fundamental topics of classic physics and modern quantum physics.

Experiment and test hypotheses using modern laboratory techniques.

Develop various files utilizing different computer applications including word processing, spreadsheet, database, and presentation programs.

Plan, design, develop, and implement a syntactically and logically correct computer program.

Express a general understanding of the different areas of mathematics and how they interrelate; facilitate the importance of mathematics in a scientifically oriented society; develop classical theorem-proven skills; and apply mathematical reasoning to construct proofs.

Solve problems using variety of techniques, including algebraic, numerical and spatial reasoning through visualization, and read, write, translate, and articulate math related materials

School of Business**Business Accounting (BA) and Business Administration (BU)**

Business Accounting program is designed to provide students with knowledge, skills, and proper work habits/attitudes necessary for entry-level accounting jobs. It also provides an opportunity for students with interest in further training in the accounting profession to transfer to a four year college/university.

Business Administration program is designed to provide students with knowledge, skills and proper work habits/attitudes necessary for entry/intermediate level positions in the field of business administration. In addition, the program provides a foundation for those interested in starting and managing a small business.

Annual highlights and learning activities:

During fall 2015 and spring 2016, students enrolled in BA and BU programs participated in these learning activities as part of the learning required under the program. Activities help reinforce what students learned from the classroom:

- Republic of Palau 2015 Economic Symposium: Students enrolled in BA and BU program had the opportunity to be part of the organizing committee and participated in this symposium. Through this event, students experienced the work that is involved in preparation of such symposium. At the same time, students were involved in sessions where they learned about issues that impact Palau's economic development.

During the semesters, students learned about:

- Business management from planning to creation and operation.
- Creation of business plan.
- Uses of applied business mathematics.
- Principles of accounting cycle and practices and its control system.
- Principles of macroeconomics and microeconomics in relation to Palau's economy.
- Application of business law in private and public sectors.

BA Learning Outcomes

Apply accountings skills and knowledge in recording, classifying, summarizing, analyzing, and interpreting accounting information and prepare financial statements in accordance with Generally Accepted Accounting Principles.

Apply business math skills, computer skills and knowledge of accounting software to prepare accounting documents.

Demonstrate the ability to perform fundamental accounting and financial management operations to support management decision making in planning, directing, and controlling financial performance.

Understand the importance of business laws and regulations and the appreciation for ethics in business.

Apply critical thinking skills to identify and analyze economic problems and solutions.



BA instructor's presentation during CTE Week



BA students reviewing for the final exam

BU Learning Outcomes

Understand business organizations in today's global economy.

Contribute as a member of management teams.

Apply basic management techniques.

Apply effective marketing techniques.

Apply effective financial management techniques.



BU internship student with Palasia Hotel Palau



BU instructor giving presentation during CTE Week

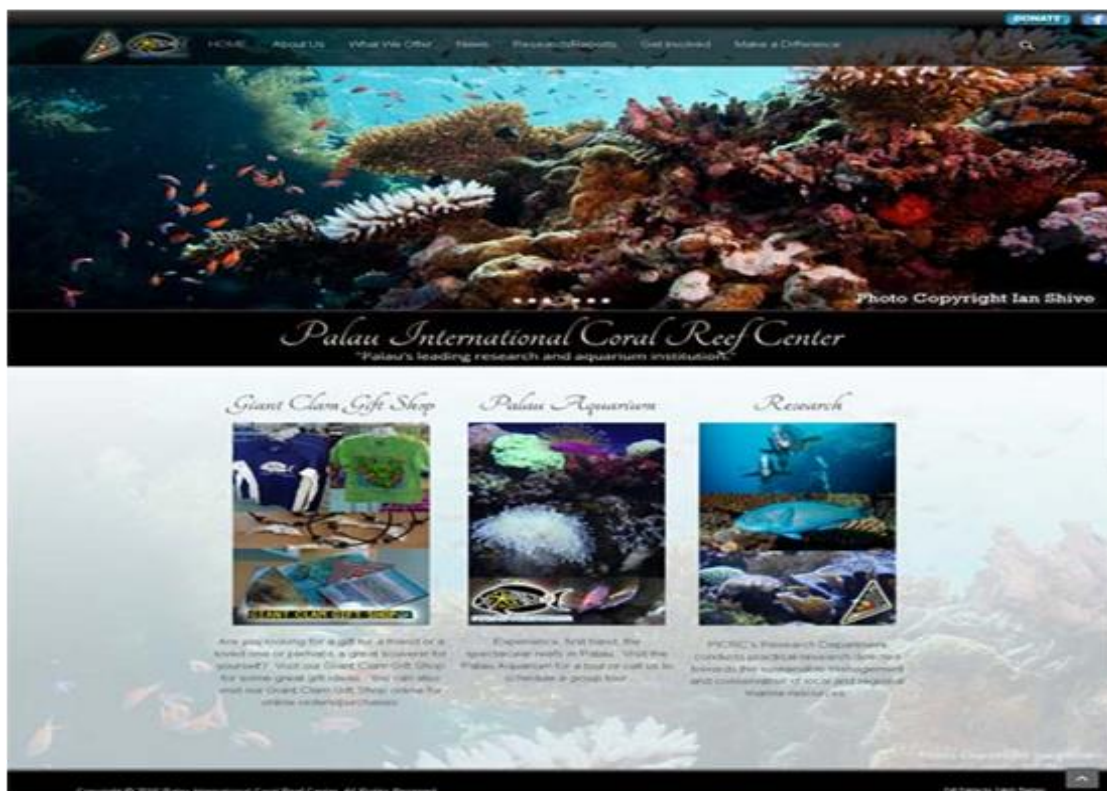
Information Technology (IT)

This program is designed for individuals interested in professional careers in the information technology field. The program provides basic knowledge and skills needed for employment or for the pursuit of a higher education in the field of information technology.

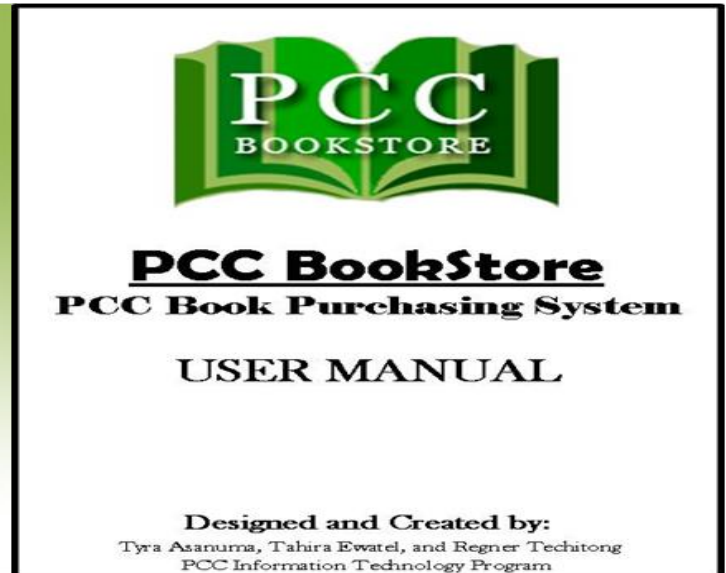
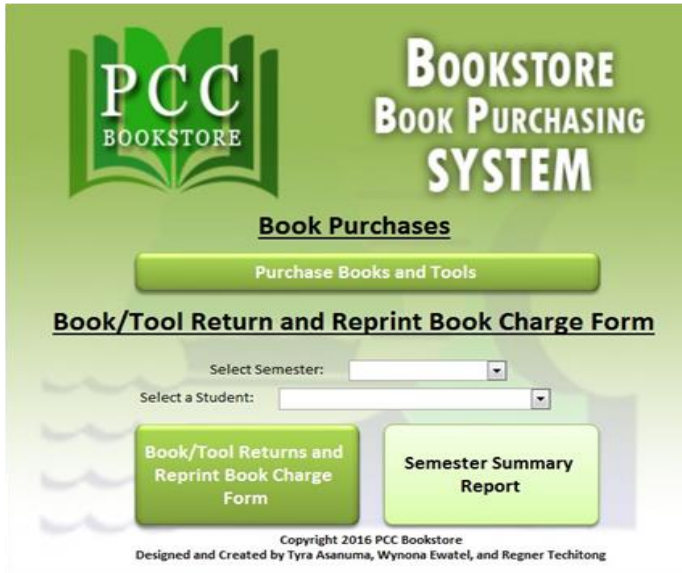
Annual highlights and learning activities

During fall 2015 and spring 2016, students enrolled in the program participated in these learning activities as part of the learning required under the program. Activities help reinforce what students learned from the classroom:

- IT220 Troubleshooting Microcomputer Systems: Students participated in various troubleshooting activities on PCC campus such as replacing computer hard drives, scanning and cleaning USB devices, recovering files, removing passwords, and fixing Window's Registry issues that slow down a computer.
- IT215 Web Management and Design: Students created a website for Melekeok State Legislature and also Meyuns Elementary School. In order for the students to have an idea about the websites, they visited traditional bai at Melekeok State and Meyuns Elementary School where they took pictures for the websites.
- IT120 student, Tyra Asanuma, was selected to attend and present her project at the 2015 AISES National Conference in Arizona, USA. Project Title: Be a Tech for a Sec: A User-Friendly Teaching and Learning Tool. In January 2016, Tyra Asanuma attended the Japan-East Asia Network of Exchange for Students and Youths (JENESYS) 2016 exchange program in Japan.
- In March 2016, Tahira Ewatel attended the Japan-East Asia Network of Exchange for Students and Youths (JENESYS) 2016 exchange program in Japan. This exchange program gives students the opportunity to learn more about Japan and the educational opportunities Japan offers to Palauan and Pacific Island students. As part of the IT222: Instructor Directed Practicum course, Tyra Asanuma and Tahira Ewatel redesigned the website for the Palau International Coral Reef Center. The students also developed a user manual as well as trained two of the center's personnel who will be responsible for updating and maintaining the website.



As part of the IT222: Instructor Directed Practicum course, Tyra Asanuma and Tahira Ewatel partnered with a first year IT student to develop a custom book purchasing system for the PCC Bookstore. The system was designed with the intention to automate the current manual process used by the PCC Bookstore and also to attempt to expedite or speedup the book purchasing process. The students also developed a user manual to help the PCC Bookstore personnel who will be using the system.



Learning Outcomes:

Plan, design, and develop a computer program demonstrating an understanding in the following: Process of flowcharting programs, process of pseudocoding and documenting programs, process of writing computer programs using a programming language and applications, and the process of compiling and debugging programs.

Create various documents and files demonstrating a thorough understanding in using various office applications such as utilizing advance features of word-processing, presentation, spreadsheet, and database applications.

Propose, plan/design, and create a web-based project to demonstrate an understating in the process of writing project proposals, process of planning and designing web-based applications, different web supported programming languages, process of uploading and managing web applications, and an understanding in computer networking and protocols.

Propose, plan/design, and create a computer network to demonstrate an understating in the process of identifying different hardware, determining hardware compatibility, process of planning and designing computer network, and the process of troubleshooting networking and other computer related problems.

Propose, plan/design, and create a database to demonstrate an understanding in the basic principles of database design including the development of data models, establishment of entity relationships, determine appropriate degree of normalization, identify and design special keys, and addressing access and security concerns.

Office Administration (OA)

This program is designed to provide students with technical knowledge, skills and proper work habits/attitudes necessary for employment in this field. The program prepares students to work and advance in entry level and intermediate positions such as clerks, receptionists, and secretaries.

Annual highlights and learning activities

- During fall 2015 and spring 2016, students enrolled in the program participated in these learning activities as part of the learning required under the program. Activities help reinforce what students learned from the classroom.
- Indexing, filing rules and steps, and usage of equipment and supplies relating to record management.
- Document processing in the workplace using Microsoft Office applications.
- Business communication such as preparation of letters, memos, job application letters and resumes.
- Office procedures in areas of administrative duties, communications, record management, word processing, computing, accounting, and data processing.



OA students assisting PHS students in creating flyers



OA students manned evaluation station in Assembly

Learning Outcomes

Demonstrate proper attitudes and behaviors that will help students enter, perform and progress rapidly in a business environment.

Communicate clearly, concisely, and correctly in spoken and visual form as expected from a supporting staff/administrative professional.

Maintain records to ensure organized electronic and paper records for the workplace.

Prepare accurate business documents by a specified deadline using available computer technology.

Keep accurate bookkeeping records for the workplace.

Tourism & Hospitality (TH)

This program is designed to provide students with technical knowledge, skills and proper work habits/attitudes necessary for employment in this field. The program prepares students to work and advance in their careers in positions or management in the areas of Tour Services, Food and Beverage Operations, Hotel Operations, and Hospitality Management.

Annual highlights and learning activities

- During fall 2015 and spring 2016, students enrolled in the program participated in these learning activities as part of the learning required under the program. Activities help reinforce what students learned from the classroom.
- Explore different segments of tourism and hospitality including lodging, restaurant and services, and convention management.
- Food preparation, storage, and sanitation.
- Participating in diving courses to learn skills and knowledge necessary to obtain diving license.
- Tour guiding, packaging, and planning.
- Customer service and relations.
- Baking bread, pastries, and fine desserts.
- Dining room services and beverage operations.
- Managing housekeeping operations in the hospitality industry.
- Operations of the front of the hotel and the hospitality accounting practices.
- Security and management of hotel facilities.
- Cost control and purchasing for food and beverages.
- Recruitment, training, advancement, disciplinary actions, and termination of employees.
- Application of marketing concepts in tourism and hospitality industry.
- Quality management concepts in tourism and hospitality industry.



Tourism Club hosts Ministry of Health special event at PTHSE

Learning Outcomes

Identify career paths and positions leading to his/her choice of major in the tourism and industry. (Food & Beverage, Hotel Management, Hotel Operations, and Tour Services)

Recognize, understand, and practice all aspects of workplace performance; will be involved in performing individual tasks, managing a range of different tasks, responding to contingencies or breakdowns, and dealing with responsibilities of the workplace, including working with others; and be able to apply relevant skills, knowledge, and attitudes consistently—such skills are learned over time and are required in the workplace environment.

Demonstrate an understanding of importance of excellent customer service skills; describe communication process, and the skills required to interact and communicate effectively with customers.

Identify and describe the Occupational Health and Safety Act (OSHA) regulations and demonstrate safety practices.

Practice and demonstrate knowledge and skills of accommodations with hoteliers, catering and hosting meetings, functions, and events. Students will also plan and design tours based on nature, culture, and historical activities in Palau for tourists.

School of Technical Education**Air Conditioning & Refrigeration Technology (AC)**

This program is designed to provide students with technical knowledge, skills, and proper work habits/attitudes necessary for employment in the field of air conditioning and refrigeration. The program prepares students to work and advance in their careers in positions such as air conditioning and refrigeration technicians, parts counter salespersons or operators of their own air conditioning and refrigeration service and repair shops.

Annual highlights and learning activities

During fall 2015 and spring 2016, students enrolled in the program participated in these learning activities as part of the learning required under the program. Activities help reinforce what students learned from the classroom.

- Installing, repairing, and servicing air-condition units inside PCC campus.
- Servicing air-condition units at CRE Station at Ngermeskang and the Multi-Species Hatchery at Ngermetengel, Ngeremlengui.

During the semesters, students enrolled in the program learned about:

- Basic physical, chemical, and engineering principles applicable to refrigeration.
- Air conditioning and refrigeration shop safety and regulations; uses and care of the tools and equipment.
- Compressor system and refrigerant controls.
- Electrical symbols and electrical circuits used in air conditioning and refrigeration
- Refrigerant protection, service and repair of refrigerators, and freezers using computer refrigeration simulator
- ACR instructor attended 3 months training in HVAC computer simulation repair and troubleshooting in the Republic of China - Taiwan.

**Learning Outcomes**

Work as sales technician or manufacturer's representative.

Be employed as air conditioning and refrigeration service technician in both government and private businesses.

Manage and operate own air conditioning and refrigeration service shops.



ACR Instructor Kiep attended training in Taiwan

Automotive Mechanics Technology (AM)

This program is designed to provide students with technical knowledge, skills and proper work habits/attitudes necessary for employment in the field of automotive technology. The program prepares the students to work and advance in their careers in positions such as automotive mechanics and parts counter salespersons.

Annual highlights and learning activities:

During fall 2015 and spring 2016, students enrolled in the program participated in these learning activities as part of the learning required under the program. Most of the activities are conducted during laboratory session where students worked on college vehicles that requires serving or repairing. These activities help reinforce what students learned from the classroom:

- Continue to service suspension system, brake system, steering system, wheel alignment, troubleshooting and preventive maintenance. Cover program modules in engine tuning and timing adjustment, Automotive electricity and electronic components, clutch system, and overhauling of manual transmission.
- Able to crosswalk on wiring installation of automotive electrical components, sound system, reading electrical circuit diagram, and troubleshooting electrical problems. Students were exposed to overhauling the engine, servicing injection pump, dismantling and rebuilding of engine parts including servicing and repairing electronic controlled fuel injection system and repairing engine computer controlled system.

Professional Training

Instructor Rechelluul attended CareerTech VISION 2015 in New Orleans, Louisiana on Automotive Mechanic Technology 3-D image simulator, Career Pavilion-career pathways and information, Business Plan in vocational trade.

Instructor Rechelluul also attended Vocational Training for Youth in the Pacific hosted by Taichung Changhua Nantou Regional Training Center in Taiwan where she got first hand training in motorcycle engine repair, automotive digital dial wheel alignment, and Onboard Diagnostic Scanners (OBD2 for different car models).

Learning Outcomes

Service and repair engine components
Service and repair drive train and chassis components.
Service and repair automotive air conditioning components



AMT instructor attended training in Taiwan



Students during practical hands-on repair at AMT

Construction Technology (CT)

This program is designed to provide students with technical knowledge, skills and proper work habits/attitudes necessary for employment in this field. The program prepares students to work and advance in their careers in positions such as carpenters, masons, plumbers, private contractors, hardware store clerks, and other related construction work.

Annual highlights and learning activities

During fall 2015 and spring 2016, students enrolled in the program participated in these learning activities as part of the learning required under the program. Activities help reinforce what students learned from the classroom.

- Pouring concrete at TJ Remengesau's house basement floor at Ikoranges, Airai
- Building shed at Mr. & Mrs. Mario Kasosangs's residence in Ngesaol, Koror
- Working with the Physical Plant Department in completing some of the ongoing renovations at Temekai Building on campus.
- Making cabinets, shelves, closets for CTE Awareness Week showcase. Furniture's were used for PCC Dormitories.

During the semesters, students enrolled in the program learned about:

- Construction safety, hand and power tools used for construction work.
- Construction materials, product, delivery, handling, and installation of building materials.
- Different types of footings and foundations construction.
- Floor framing, wall parts, wall construction and installation of ceiling joints.
- Roof layout, framing, and installation.
- Installation of interior trim, doors, wall finishing, ceiling finishing's, and cabinets.
- Procedures and methods used by construction contractor.
- Electrical blueprint reading for single and multi-family dwellings, commercial, and industrial buildings.
- Residential plumbing system and fixtures.

Learning Outcomes

Student will demonstrate blueprint reading skills in residential construction.

Student will demonstrate carpentry skills in residential construction.

Student will demonstrate masonry skills in residential construction.

Student will demonstrate plumbing skill in residential construction.

Student will demonstrate basic construction management skills in residential construction.



Students display residential blueprint during CTE Week

Electrical Technology (ET)

This program is designed to provide students with technical knowledge, skills, and proper work habits/attitudes necessary for employment in this field. The program prepares students to work and advance in their careers in positions such as electricians, electrical maintenance personnel or power distribution personnel.

Annual highlights and learning activities

During fall 2015 and spring 2016, students enrolled in the program participated in these learning activities as part of the learning required under the program. Activities help reinforce what students learned from the classroom:

- Performing activities and making projects aligned and related to the duties and responsibilities of a maintenance electricians, industrial electrician, residential electrician and motor rewinding. Students performed electrical wiring installation in residential and commercial establishments; install control system for fresh water and sewerage system.
- ET 210 students and their instructor assisted contractor with the installation of control system in PCC Hatchery at Ngeremlangui.
- Student field trip to PCC–CRE to assess lighting wiring.
- House-wiring work for community members requesting help.
- Assisted in wiring and rewiring for Aligano Maisu voyager
- Rewinding pump motor for Aimeliik State water system
- Students participated in the college's Voc.Tech. Week program:
Wiring booth: Connected different lighting control configurations using single, 3-way and 4-way switches
- Model residential installation: Complete house wiring on model skeleton house.
- Motor winding: Different type of motor winding of single phase and three phase motors
- Stand-Alone PV system: Mini Stand-Alone Solar system that supplies DC and AC loads.
- Grid-connected PV-System: A single- string system connected to the inverter and to the ET shop grid panel



ET student demonstrate Grid-connected PV system

Learning Outcomes

Be employable in power utility companies as linemen, power plant electricians, or maintenance personnel.
Install and maintain electrical wiring for residential buildings.
Install and maintain electrical wiring in commercial and industrial buildings

General Electronics Technology (GE)

This program is designed to provide students with technical knowledge, skills and proper work habits/attitudes necessary for employment in the field of electronics. The program prepares students to work and advance in their careers in positions such as electronic technicians, assemblers, testers, parts counter salespersons, or operators of their own electronic parts distributor establishments or service and repair shops.

Annual highlights and learning activities

During fall 2015 and spring 2016, students enrolled in the program participated in these learning activities as part of the learning required under the program. Activities help reinforce what students learned from the classroom:

- Installation of operating system software.
- Testing digital circuits, electronic components using multi-meter tester.
- Learning the use of electronic hand tools, applications of soldering and de-soldering techniques, and using electronic instruments in making electronic tests and measurement in various electronic units.
- Diagnose, repair, and operate microcontroller devices and equipment.
- Testing and troubleshooting power supply circuits, amplifiers, oscillators, and signal processing circuits, AM/FM radio receivers, and radio transmitter circuits.
- Building robot project by doing basic programming, assembly, testing, motor control, interfacing, sensing light and sound, and control system. Students also conducted wiring, source coding tuning, and robot navigation.
- Servicing, installing, and operating, and troubleshooting various audio equipment.
- Servicing and repairing television receivers.
- Wiring and install electronic motors, repair and maintenance of industrial switches, relays, and transducers.
- Repair and troubleshooting of video equipment.



GE students finalizing drone project for CTE Week

Learning Outcomes

Assemble and manufacture electronic circuits.
Service and repair electronic consumer products.
Service and repair industrial devices and control equipment.
Service and repair computers.

Small Engine and Outboard Marine Technology (SE)

This program is designed to provide students with technical knowledge, skills and proper work habits/attitudes necessary for employment in this field. The program prepares students to work and advance in their careers as mechanics, troubleshooters, parts counter salespersons, or operators of their own small engine service and repair shops.

Annual highlights and learning activities

During fall 2015 and spring 2016, students enrolled in the program participated in these learning activities as part of the learning required under the program. Activities help reinforce what students learned from the classroom.

- Operating outboard motor boat, learn safety measures, open water driving, boat and engine maintenance, and operator's rules of driving.
- Repair and maintenance of outboard marine engines.
- Overhaul and repair lawn and garden engines.
- Operation and maintenance/repair charging, starting, and ignition circuit.
- Service fuel tanks, pumps, carburetors, intake manifolds, flame arresters, filters, and fuel injections.
- Troubleshooting, repair/maintenance, and installation of cooling system.
- Troubleshoot, service, and rebuild outboard engine gear cases and power trim and tilt systems.
- Troubleshoot, test, and rebuild powerhead systems.
- Electrical testing, diagnostic and repair using diagnostic charts, wiring diagrams, service manuals, and manufacturer repair procedures.



SE students perform power head overhauling and engine troubleshooting

Yamaha Basic Training at College of the Marshall Islands (CMI)

In summer 2016, SE Instructors, Marvin Yarofaisug and Santini Thomas, conducted a Yamaha Outboard Training at RMI for College of Marshall Islands (CMI) and various government agencies as requested by CMI President Theresa Korovulaono. Because the training was a great success, CMI President Korovulaono requested for Mr. Santini to conduct the same training again right after the completion of the 1st training. With the approval of PCC President Tellei, Mr. Santini stayed for another two weeks at RMI and conducted the training again. There were 36 trainees who participated in both trainings and it was fully funded by College of Marshall Islands.

Training Sessions conducted in CMI

Trouble shooting the problem of engine hard starting(40hp)

Disassemble, assemble and Service the carburetor

Perform compression test on each cylinder

Perform ignition test (spark plugs) on each cylinder

Troubleshoot the fuel system on 40hp EFI

Engine synchronization (100hp four stroke engine)

Disassembling and assembling the lower unit and identify the parts and their function

Trouble shooting the problem of engine hard starting(40hp)

Disassemble, assemble and Service the carburetor

Perform compression test on each cylinder

Perform ignition test (spark plugs) on each cylinder

Troubleshoot the fuel system on 40hp EFI

Engine synchronization (100hp four stroke engine)

Disassembling and assembling the lower unit and identify the parts and their function



Yamaha Basic Training activities at the College of Marshall Islands

Learning Outcomes

Be employable in the field of Small Engine and Outboard Marine Technology.

Demonstrate skills in diagram reading and testing.

Demonstrate skills in boat fitting and rigging.

Manage and operate their own service shop.

Demonstrate skills in diagnosing and repair of small engines and outboard motors

Departments**English/Communication Department**

Udutch Sengebau-Senior was invited by Instructor Midori Mersai in March 2016 to EN189 Intro to Literature class as a special guest. She is an alumnus of UH-Hilo with a Bachelor in English, and has a Law Degree from UH-Manoa. She is currently a Senator of the 9th OEK. Being a lover of poetry, she was very excited to sit with students and spent an hour with them reading poetry. The senator was extremely enthusiastic and proud of the students' creativity in composing their own poems. She also spent a little time getting to know the students and encouraged them to work hard to achieve their goals without compromising their own beliefs and values.

EN219 Research Methods and Field Ethnography attended a presentation by Ms. Sunny Ngirmang, Director of Bureau of Arts and Culture, where she share her knowledge and expertise in doing fieldwork and anthropological research in the Southwest Islands and doing underwater archaeology in Palau. With her wide-range experience in the field – she was an appropriate speaker to give the students background information doing fieldwork as well as documentation. Ms. Noe Tanigawa, a radio talk show host from Hawaii Public Radio Arts and Culture met with EN219 students where she presented her experiences as a radio talk show host.



Senator Sengebau-Senior reading poetry with EN students



EN219 students with their Instructor Elicita Morei

Mathematics Department

The Math Department Review 2012-2015 period was completed and submitted in January 2017. One of the major action plan/recommendation of hiring a qualified mathematics instructor was completed this Spring 2016. Miss Jesna Nissam was hired to fill the vacant position when Maria Joseph left the college.

Math instructors, Epimachus Moses, Margeline Buban, and Jesna Nissam, are working together in reviewing the math courses and what can be done to improve the learning outcomes for students. In additions to their responsibilities, math instructors are helping Learning Resource Center with the proctoring of placement test for new students.

Music & Fine Arts Department

Music Department had the opportunity to be involved in external activities. Music Club students enrolled in music courses were invited to sing US and Palau national anthems at the CAT team turnover ceremony hosted by the US Embassy Office at the Ngarachemayong Cultural Center. US Ambassador Amy Hyatt was very impressed with the students that she had commissioned them to sing at their July 4th annual celebration. Music Club students also performed at the memorial service for PCC late TH instructor, Mrs. Soledad Garcia that was held at PTHSE Bldg. The students performed Mrs. Garcia's favorite songs and their music made the evening very special and moved the audience to tears. In addition to their activities, Music Club students also performed during PCC Commencement Exercises Class of 2016. Music Club students also had quest speaker, Professor Junko Konishi, from Okinawa Prefectural University of Arts, and Keisuke Taro from Tokyo Metropolitan University.



Music Club performing in various college event on campus

Other Languages (Mandarin & Japanese)

Other Language department include Japanese and Chinese (Mandarin) languages. In Japanese language courses, students learn to use basic vocabulary in simple sentence structure. Students learn and practice pronunciations and common phrases used in everyday social and business contact. In more advance courses, the instruction become more intensive in pronunciation, listening, comprehension and speaking and the students are exposed to Katakana, Hiragana, and Kanji. During the visit of Tokai University, students enrolled in Japanese courses participated in the cultural exchange activities with the university students and had the opportunity to practice their Japanese with them. The event was a great learning experience for the PCC students to exchange dialogue with them using what they learn from the classroom.



Cultural Exchange Program with Tokai University and PCC students

Health and Physical Education Department

Health and Physical Education department is responsible to provide courses that are required for other degree programs. Courses offered fulfill the needs of programs such as Education, Nursing, Community and Public Health. During the course of semester, students enrolled in HP courses learn about physical and social health issues, skills and principles on First Aid/CPR, and basic nutrition for healthy diet.

Computer Science Department

Computer Science department provides courses that are needed for other programs that requires computer science courses. The department is responsible for courses that covers basic information processing, basic computer concepts, Windows Operating Systems, word processing, spreadsheets, and internet applications. Through these courses, students learn how to create power point presentations, inputting text in the document, inserting pictures, clip arts and shapes, resizing and editing text and pictures. In addition, students learn how to create flyers, brochures, and menus using publisher programs.



Students in Computer Science courses working on individual class project

Social Science & Humanities Department

Social Science & Humanities department is responsible for courses needed to fulfill the needs of other degree programs such as Liberal Arts, Education, and Palauan Studies. Following are some of the activities students enrolled in SS courses participated:

Tokai University visitation – PCC students and university students participate in a friendly basketball tournament at Palau National Gym.

Field trip to Ulong to visit the cultural and historical sites.

Field trip to Belau National Museum.

Guest speaker: Ms. Sunny Ngirmang's presentation about the archaeological discoveries and its important contribution to society; another presentation on Title 19 Legislation that created the Bureau of Arts and Culture to preserve and protect the historical and cultural sites in Palau.

Guest speaker: Ms. Meked Besebes and Ms. Soaladaob presentation on economics from traditional to modern society.

Japan scholarship recruitment at PCC Assembly Hall

Guest speaker: Vierra Toribiong presentation on crime and violence and Mr. Stever Mappes presentation on substance and alcohol abuse.

Internship Training

Internship program is a collaborative training arrangement between the college and employer which provide students opportunity to acquire and educationally related work experience to enhance their skills and knowledge which may lead to permanent employment or to pursue further education. The goals of the training are:

To promote development of skills and abilities relevant to productive employment to meet the needs of the community.

To assist graduates in obtaining meaningful and productive employment.

To promote the participation of community and employers in curriculum review and development.

To assist in providing trained local manpower to meet the needs of labor force market.

Fall 2015 – Summer 2016 Internship Program Enrollment				
Programs	FA 2015	SP 2016	SU2016	Total
Agricultural Science	-	2	4	6
Air Conditioning & Refrigeration	-	1	-	1
Automotive Mechanics Technology	-	-	4	4
Business Accounting	-	-	2	2
Business Administration	-	-	1	1
Criminal Justice	-	1	1	2
Construction Technology	-	-	-	0
Environmental/Marine Science	-	-	2	2
Electrical Technology	2	-	4	6
General Electronics	-	-	1	1
Library and Information Services	-	-	-	0
Office Administration	3	3	4	10
Small Engine & Outboard Marine Technology	-	1	2	3
Tourism & Hospitality – Food & Beverages	-	-	1	1
Tourism & Hospitality – Hotel Operation	-	-	2	2
Tourism & Hospitality – Hospitality Management	-	-	-	0
Tourism & Hospitality – Tour Services	-	-	1	1
Total	5	8	27	40

Career & Technical Education (CTE) Awareness

Purpose

The purpose of the CTE awareness week is to showcase and promote the PCC CTE Programs to the high school and elementary students and the people from community. Students and community members will have a chance to visit all CTE Programs offered and have the opportunity to meet the faculty and students who are enrolled in the programs. During the awareness week, faculty and students will conduct their presentations, demonstration, and displays to promote/advertise the programs including questions/answers from the participants. In line of doing the showcase and promotion of the programs is for the elementary and high school students to be aware of what CTE Programs are offered at the college and also for them to have an idea of what they want to pursue as a career when they enroll to the college.

CTE Committee Members

With the appointment of the members of the committee by President Dr. Patrick U. Tellei, the committee convened and conducted its meetings and planned the course of the CTE awareness week. The committee members include Dean Robert Ramarui (Chairperson), Dean Sherman Daniel (Co-Chair), Dean Willy Wal-ly, Executive Assistant Todd Ngiramengior, VP Thomas Taro, ASPCC President Spencer O'dell, Director Tchuzie Tadao, Director Clement Kazuma, Frutoso Tellei (ET Program), Husto Ulengchong (IREO Of- fice), Stephanie Nakamura (TH Program), Loyola Darius (SS Dept./LA Program), and Angelio Antonio (Talent Search).

On March 10th, 2016, CTE committee held its meeting to go over, and finalize the status of the tasks that were assigned to the members. Discussion among members was productive and successful as the committee members also addressed the minor preparations for the event. Another part of the meeting discussion was the involvement of Belau Employers and Educators Alliance (BEEA) in the awareness week. The idea be- hind their involvement was instead of having Job Fair as part of the awareness week, members of the BEEA (private or public sector employer) will join the PCC CTE programs to present information on job opportu- nities or careers in relation to the PCC CTE program joined. CTE committee members did approved the par- ticipation of the BEEA members. Following is the list of the BEEA members with the PCC CTE programs that they partner with during the awareness week:

BEEA Members	Type of Sector	PCC Program
Bureau of Nursing	ROP – Ministry of Health	NU
Palasia Hotel Palau	Private – Hotel Industry	TH
Palau Pacific Resort	Private – Hotel Industry	TH
Public Auditor	ROP National Gov't.	BA
Public Health	ROP – Ministry of Health	CPH
Public Health NDC Program	ROP – Ministry of Health	CPH
Masons' Mercury Marine	Private – Outboard Motor	SE

PCC CTE Awareness Week

On March 17th – 18th, 2016, Palau Community College invited students from elementary and high schools to visit the college CTE programs. College President Patrick U. Tellei gave the welcoming remarks before the students started their tour at the campus. Campus tour was conducted by TH students and ASPCC members. Students who visited the campus had the opportunity to see what CTE programs PCC offers through program presentations and displays. After the tour, an evaluation survey was distributed to elementary and high school students to evaluate the awareness week. Based on the evaluation results, students were very satisfied with the PCC CTE awareness week and strongly agree that the awareness week was helpful for their future education. Majority of the students strongly agree that the tour was well organized, campus was clean and safe, and shops were well organized. Majority of the students also strongly agree that the program demonstrations were useful, presenters listened and understood their concerns, acted in courteous manner; and provided accurate. After the completion of the surveys, students were provided with drinks and snacks before they returned back to their schools.



Students visited various programs during CTE Week

CTE participants from High Schools & Elementary Schools

March 17th, 2016 (Thursday)	Morning Session (9:00am – 12:00noon)	Afternoon Session (1:00pm – 4:00pm)	
School	Students/Staff	Students/Staff	Total
Palau High School (11 th & 12 th)	-	100	100
Maris Stella School (7 th)	22	-	22
Belau Modekngei School	23	-	23
Bethania High School	25	-	25
Aimeliik Elementary School	-	9	9
Airai Elementary School	31	-	31
Ibobang Elementary School	10	-	10
Koror Elementary School (7 th & 8 th)	69	79	148
Melekeok Elementary School	20	-	20
Meyuns Elementary School	30	-	30
Ngardmau Elementary School	-	4	4
Ngeremlengui Elementary School	-	7	7
Total	230	199	429

March 18th, 2016 (Friday)	Morning Session (9:00am – 12:00pm)	Afternoon Session (1:00pm – 4:00pm)	
School	No. of Students/Staff	No. Students/Staff	Total
Emmaus High School	48	-	48
George B. Harris Elem. School	40	-	40
Maris Stella School (8 th)	21	-	21
Mindszenty High School	-	54	54
Ngaraard Elementary School	6		6
Ngarchelong Elementary School	20		20
Total	135	54	189

TOTAL NUMBER OF STUDENTS = 618

Belau Childcare Center

Belau Childcare Center was built under the partnership of Palau Community College, Palau Community Action Agency, and Ministry of Health Child Care Unit. The main goal of this childcare center is to assist the low income/no income parents/students with children to pursue highest education possible at Palau Community College. In this reporting period, there were four employees taking care of the children. With this year, there were forty-five children served at the day care center. In addition to children's learning activities, day care center conduct field trips and celebrate Thanksgiving Day and Christmas Day for the kids.



Children's Christmas Program at PCC



Field Trip to Palau Pacific Resort

SPECIAL PROGRAMS

Penn Foster: Career School

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. Through an approved partnership with Penn Foster, the following are some of the programs available through Palau Community College:

- Introduction to Small Water Systems
- Introduction to Small Water/Wastewater Systems
- Basic Electricity for Water Operators
- Water Quality Assurance Testing
- Hands-on Electricity Skills for Water Operators
- Using Microsoft Word
- Hands-on Pump Skills for Water Operators
- Rapid Sand Filter O&M
- Booster Station O&M
- Chlorination
- Line shaft Turbine Overhaul
- Malakal Sewer Treatment Plant O&M, Part 1
- Malakal Sewer Treatment Plant O&M, Part 2
- Wastewater Testing
- Meter Maintenance
- Electrical Troubleshooting of Water Systems
- Meter Calibration
- Electric Motor Rewinding

- Management/Supervision for Utilities
- Supervisor Training for Public Works
- Emergency/Contingency Planning
- Foreman Training
- Pumps and Pumping
- Grid-Connected PV System
- Using Microsoft Excel
- Using Microsoft Access
- Database Design
- Introduction to GIS
- Using GIS
- Advanced GIS
- SQL Query Writing
- PC Service and Maintenance
- Advanced PC Service and Maintenance
- Air Conditioner O&M
- Central Air Conditioning System O&M
- Plumbing Basics

These courses came about through a process of workplace and job assessment, and consultation with the affected offices, ministries and agencies that made training requests. In addition, new courses come under development, as either assessments or requests warrant. We are currently looking at what would be required to establish reverse osmosis equipment O&M training—this as a result of our recent extreme water shortage that traces back to the effects of global warming being felt more severely in Palau now. Additional courses in road maintenance are also being contemplated: Crack and Pothole Repair, and Ditch, Culvert and Basin Cleaning. Underlying all of these courses are the critical issues of public health and public safety: safe drinking water, safe roads, safe buildings, safe school buses for our children, properly running equipment and machinery, efficiently running utilities.

Committee on Programs and Curricula (CPC)

The Committee on Programs and Curricula (CPC) is a standing committee of the college. Its membership is comprised of representatives from divisions, departments and units that directly or indirectly deal with matters concerning programs, curricula, and academic regulations.

The functions of CPC are as follows: (1) review and make recommendations to the Vice President of Education & Training regarding the approval/disapproval of new course/program; course/program modification; course/program deletion; program clustering; course substitution/waiver; proposed changes in formats, policies, forms, etc., regarding curriculum development/implementation/assessment; courses that may be challenged; tests developed for credit by examination/placement; adoption of textbooks; (2) ensure appropriateness of any commercial test before adoption, (3) ensure course outlines' three-year validity, (4) ensure programs' assessment after/within three years, (5) assist in the evaluation of incoming transfer credits, (6) review and approve/disapprove requests for course/program articulation, (7) ensure implementation of approved modifications, and (8) have on file copies of approved documents and articulation agreements with high schools/colleges or universities.

For this reporting period, CPC held 20 meetings to do the following:

Removed the TOEFL test as an entrance requirement for programs and revised the entrance requirements accordingly

Reviewed and approved 46 course modifications

Reviewed and approved 6 program modifications

Reviewed 12 certificate programs' PLOs and descriptions

Reviewed and approved 8 new courses

Approved the deletion of 5 courses

Reviewed and approved 1 TOEFL waiver

Approved prerequisite changes for courses who had TOEFL 450 as a prerequisite

The General Electronics (GE) program the Community and Public Health (CPH) program, Environmental Science (ES) program, Education (ED) program, Library and Information Services (LS) program, and the Criminal Justice (CJ) program were all modified and received the committee's approval for changes. The changes took effect in fall 2016. The NU program's title was changed from Nursing Career Ladder to the Nursing program to be consistent with the other 20 academic programs.

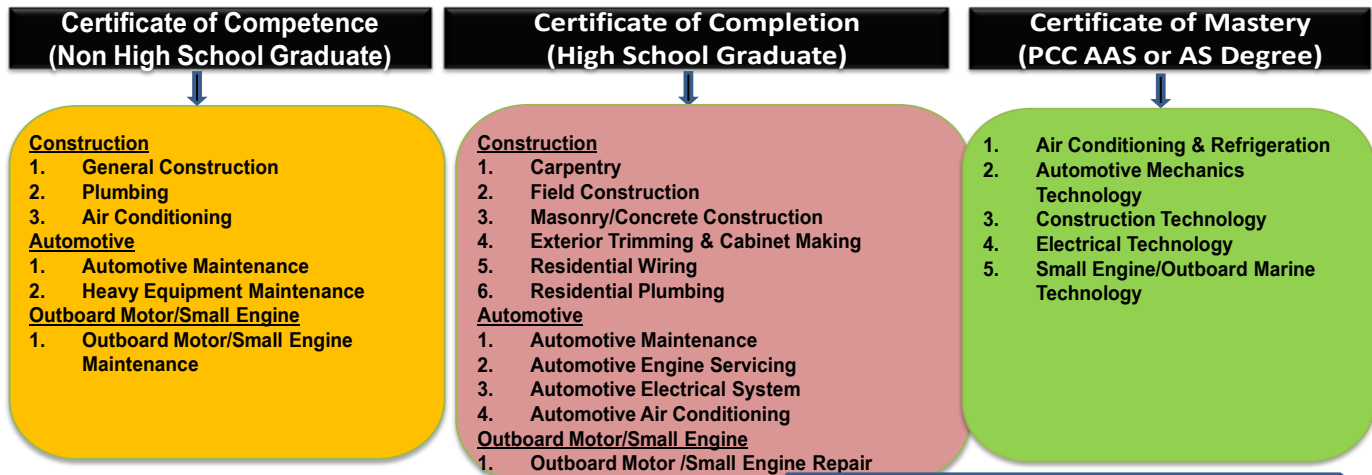
The CPC committee continues to work with faculty to ensure that programs and courses undergo review and, if necessary, revisions to keep the academic programs relevant and current to meet the needs of the students, communities, and region.



RPPL 9-22 – “The Skilled Palauan Workforce Investment Act”

Passed into law on April 24, 2014 - To invest in a skilled Palauan citizen workforce by mandating the creation of a vocational certification program at Palau Community College and creating a tax incentive for businesses to hire the said vocationally certified student and for other related purposes. § 301 (h) “Palau Community College shall develop a strong vocational skills program with a focus on developing professional technical skills for automobile mechanics, boat mechanics, the construction industry, and any other industry in which technical skills and expertise is essential to success.”

Types of Certificates



Legislative Findings:

- ▶ Need to increase number of citizens in skilled labor industries.
- ▶ Need to increase citizens interest in skilled labor industries.
- ▶ Need to provide job opportunities with better pay.
- ▶ Tax incentive will encourage employers to hire certified Palauans.

Recommended Wages for Certificates under RPPL 9-22:

Certificate of Competence	\$4.50
Certificate of Completion	\$5.50
Certificate of Mastery (AAS)	\$6.50
Certificate of Mastery (AS)	\$7.50

Note: Other certified trainings such as Job Corps, other college degrees, military certificates, etc. will be reviewed on a case by case basis provided proper information is submitted and if equivalency is found, official RPPL 9-22 certificates will be awarded.

RPPL 9-22: The Skilled Palauan Workforce Investment Act ~ April 24, 2014

Palau Community College: School of Technical Education

Certificate of Mastery (21 students): Year 2015 - 2016

Automotive Technology (AM)	Electrical Technology (ET)
Mark Ngetimis Emesiochel	Lenin Lmatk Louis
Fremont N. Mengidab	Costner Desbedall Tellei
Eden K. Muna	General Electronics (GE)
Thorne Siksei	Bonifacio S. Ililau
Brain Ubedei	Jasmere S. Oilouch
Michael B. You	Tabesul J.E. Ngirailemesang
Neolani M. Ngiramengior	Small Engine & Outboard Marine (SE)
Spencer Remoket	Tyrell I. Johanes
Construction Technology (CT)	Gunter M. Joseph
Daniel Eberdong	Ray Rdialul Rumong
Mackwayne Joshua	Wyzer M. Seklii
Iolani Olbangel Kyota	Judah T. Sibetang

**Civic Action Training Program (NCCER Apprentice)
Certificate of Competence (20 trainees)**

Name:	Field of Training
Chance O. Demei	Automotive - Equipment Operator Journeyman
Clinton R. Baiei	Automotive - Equipment Operator Journeyman
Donflyn Kerradel	Automotive - Mechanics
Isimang Smus	Automotive - Heavy Equipment Operator
Julius Skebong	Automotive - Equipment Operator Apprentice
Ngirailals Polloi	Automotive - Heavy Equipment Operator
Kaluu Bruce	Construction - Construction Steel Worker
Kyle Elewel	Construction - Electrical Journeyman
Robin Ngirabaubul	Construction - Builder
Christopher Flayok	Automotive – Equipment Operator
Cyano Martin	Automotive – Equipment Operator
Keith Chin	Construction – Builder
Logan Skebong	Automotive – Equipment Operator
Silvester Etiterngel	Automotive – Equipment Operator
Everett Oikang	Construction – Construction Mechanic
Francher Seklii	Automotive – Heavy Equipment Operator
Mason Ngiramolau	Construction – Construction Mechanic Automotive – Heavy Equipment Operator
Nathan Siliang	Construction – Electrical Journeyman
O'mkal Tmetuchl	Construction – Construction Mechanic
Rayner Saburo	Construction – Construction Mechanic

Advisory Group Membership

The Palau Community College is a member of Palau Community Action Agency-Belau Head Start Program Policy Council. Dean of Academic Affairs represent the college in the Policy Council as full voting member for two (2) years. The Policy Council work to improve delivery of services to children and families of Head Start Program and develop, review, and approve policies and procedures that guide Head Start Program operation.

During school year 2015-2016, the Policy Council moved to address issues of Head Start Program facilities improvement, security and safety, teachers training and college credentials, learning resources and supplies, recruitment and hiring of additional teachers, bus drivers, and cooks. Other functions of the Policy Council is to serve as a link between parents, PCAA Board of Directors, and partner agencies.

Maintenance Assistance Program (MAP)

Mission Statement: To provide appropriate, up-to-date, short-term training in the area of infrastructure operations and maintenance for employees of utilities, state governments and the national government.

<u>Subject</u>	<u>Agency</u>	<u>Number of Participants</u>	<u>Duration (Hours)</u>	<u>Instructor</u>	<u>Date Offered</u>
Access	Various	12	24	Yaoch	09-28-15
Database Design	Various	10	24	Yaoch	11-09-15
SQL Query Writing	PPUC, MOF, Judicial	8	24	Elechuus	11-23-15
Outboard Engine Maint.	PAN rangers	8	40	Yarofaisug	12-14-15
Welding	NavTech/Koror State	7	88	Santos	01-09-16
Using Excel	BLS, PPUC	10	24	Yaoch	03-07-16
Basic GIS	Various	5	27	Aulerio	03-08-16
Using Access	BLS/Various	14	24	Yaoch	05-23-16
Work Zone Safety	BPW	8	32	Rekemesik	06-24-16
Database Design	BLS/Various	14	24	Yaoch	07-11-16
Bridge Inspection	BPW/CIP	9	20	Malano	07-26-16
Green Machine Maint.	Koror State	6	20	Yarofaisug	08-01-16
Motor Rewinding	PPUC/Various	6	96	Taroy	08-06-16
Basic GIS	BLS/Various	10	24	Idip	08-16-16
Green Machine Maint.	BPW	11	20	Thomas	08-29-16
Totals		138	511		

This was the fourth and final year of activity for a 4-year grant that covers the costs of continuing maintenance-related training in Palau, awarded by the U.S. Department of Interior. The original 3-year grant period had been extended to a fourth year, and we have now completed all grant requirements and expended all funding under this grant.

The MAP program learning outcome states that trainees will be able to utilize technology for their professional needs. All of our training was infrastructure-related. From the table above, it can be seen that 27% of our trainees took course in equipment maintenance, 14% took road maintenance-related courses, 53% were in computer software classes, and 6% attended classes for water operator training.

Most of our trainees were either utility, state or national government employees. During this past year, 81% of the trainees were from various offices, agencies and ministries of the national government, 12% were from state governments, and 6% were from utilities. Of these trainees, 76% were working in Koror, and 24% were working in rural states. 62% were male and 38% were female.

The majority of the software classes that we conducted during the past year were related to our GIS sequence of courses. This was a result of a special request from the Bureau of Lands and Surveys, that the college offer this specialized training to their staff.

New courses offered during the past year include SQL Query Writing, Welding, and Bridge Inspection. All of these courses were special requests from different government offices, and we were able to develop them using local expertise.

We also were able to begin using some first-time, younger instructors for some of the technical training offered during the past year.

CONTINUING EDUCATION

Mission

Continuing Education is an outreach arm of the College accessible and flexible to respond to the diverse educational and training needs of the community it serves by ensuring that quality service is provided to meet the customers' expected outcome.

Objectives

- Conduct state by state visits to assess community training needs, recruit Adult High School students, and disseminate information on training opportunities.
- Work closely with ministries, agencies, private sectors and non-profit government organization to assess training needs and establish program sponsorship.
- Develop student learning outcome for continuing education/professional development and competency education offering.
- Provide appropriate and effective apprenticeship programs.
- Provide crash courses to support in-service training of newly hired teachers who lack the basics in teaching skills.

The division oversees the Adult High School and the Educational Talent Search programs which provide educational services to elementary and high school students. The division has three full time staff, a Dean, a secretary, and an office clerk, who are responsible for not only meeting the five identified objectives, but also provide support to the Talent Search and Adult High School activities.



Customer Service Training



MOH donated EMT textbooks to PCC-CE

2016 Continuing Education Trainings

Training/Workshop	Hours	# of Participants	Instructor/Trainer	Participating Agency
Emergency Medical Training (EMT)	300	18	Sea Bees' Volunteer/ Edward Caballero	ARFF/ BPS
Tour Guide Certification Program	16	59	Victoria Maui	Tour Agencies
Tour Guide Certification Program	24	118	Elicita Morei	Tour Agencies
2nd Pan Ecological Monitoring Conservation Course	48	4	Evelyn Oto	Airai State Rangers
Clinical Counseling Class	300	26	Alex Ngiraingas	MOH/PCAA/PCC staff
Customers Service Training	4	75	Willy Wally	PVA
Tour Guide Certification Program	38.5	192	Stephanie Nakamura	Tour Agencies
Tour Guide Certification Program	45	130	Ilebrang Olkeriil	Tour Agencies
Tour Guide Certification Program	15	258	KSG/PCC staff	Tour Agencies
SKP - Math for 3rd & 4th Grade	40	28	Emadech Oiterong	Elementary Student
SKP - Math for 5th & 6th Grade	40	14	Kayleen Joseph	Elementary Student
SKP - Math for 7th & 8th Grade	40	18	Kalista Jiro Rafael	Elementary Student
SKP - English Reading & Writing for 3rd & 4th Grade	40	18	Kayleen Joseph	Elementary Student
SKP - English Reading & Writing for 5th & 6th Grade	40	9	Judson Butelbai	Elementary Student
SKP - English Reading & Writing for 7th & 8th Grade	40	12	Judson Butelbai	Elementary Student
SKP-Music Class for 3rd -8th Grade	40	22	Howard Charles	Elementary Student
SKP-Art Class for 3rd - 8th Grade	40	23	Joselita Imetuker	Elementary Student
SKP - Marine Science for 6th to 8th Grade	40	12	Evan Fritz	Elementary Student
SKP - Palauan Orthography for 3rd to 4th Grade	40	15	Kalisto Jiro Rafael	Elementary Student
SKP - Palauan Orthography for 5rd to 8th Grade	40	7	Emadech Oiterong	Elementary Student
SYP - Cultural Performing Arts - Delal a Ngloik	36	12	Luciana Shiro	High School Students
SYP - Cultural Performing Arts - Rruk	36	12	Oingerang Erungel	High School Students
SYP - Identify Flora & Usage	36	19	Albert Soaladaob	High School Students
SYP - Vines Weaving (Ngidech)	72	14	Victoriano Raymond	High School Students
SYP - Palau's Chants & Proverbs	36	19	Jay Watanabe	High School Students
SYP - Palau's Chants & Proverbs	36	19	Sariang Timulch	High School Students
SYP - Pandanus Leaves Weaving	72	4	Jury Kebekol	High School Students
SYP - Pandanus Leaves Weaving	72	4	Dilchur Ruloked	High School Students
SYP - Pandanus Leaves Weaving	72	5	Matsuko Taro	High School Students
SYP - Uchelel Belau	36	19	Julita Tellei	High School Students
Care Giving Training Program	8	15	PCC/MOH	Peleliu State
TOTAL	1743	1200		

EDUCATIONAL TALENT SEARCH

Mission

To increase the number of youth from disadvantaged background to complete high school, and to complete a program of post-secondary education institution of their choice.

Personnel

The project has a total of seven (7) full time staff who oversee the implementation of activities and services.

Program and Services

This Budget Year 2015-2016 is the fifth year of the third cycle of our federal grant. We serve five (5) elementary schools and three (3) high schools in accordance with the guidelines provided by the regulations and requirements of Educational Talent Search Grant.

Elementary Schools and High Schools Breakdown		
Schools	Number of Participants	Number of Tutors
Elementary Schools		
Airai Elementary School	36	2
George B. Harris Elementary School	59	3
Melekeok Elementary School	34	2
Maris Stella School	30	1
Meyuns Elementary School	38	2
High Schools		
Emmaus High School	19	1
Mindszenty High School	41	1
Palau High School	216	6
Adult High School (Reentry)	7	0
TOTAL	480	18

Objectives

These objectives are mandatory by the U.S. Department of Education and must be accomplished annually.

65% of non-senior participants served during each project year will complete the current academic year and continue in the school for the next academic year, at the next grade level.

65% of seniors served during the project year will graduate during the project year with a regular secondary school diploma within the standard number of years.

30% of seniors served during the project year will complete rigorous secondary school diploma program of study and will graduate during the project year with a regular secondary school diploma within the standard number of years.

80% of participants, who have graduated with a regular secondary school diploma, during the project year, will enroll in an institution of higher education by the fall term immediately following high school graduation or will have received notification, by the fall term immediately following high school, from an institution of higher education, of acceptance but deferred enrollment until the next academic term (e.g. spring term).

45% of participants served during the project year, who enrolled in an institution of higher education, by the fall term immediately following high school graduation or by the next academic term (e.g. spring term) as a result of acceptance but deferred enrollment will, complete a program of postsecondary education within six years.

Highlights

In Fall Semester 2015, the project recruit at local target schools, attend Principals' Meeting, Conduct Seniors and Parents Meeting, provided orientation to tutors, and implement tutoring sessions on Mondays to Thursdays. ETS participants participated in numerous trips to Babeldaob, Airai & Koror areas, Diving sites, and Rock Islands for observations and exposure to developing projects, historical and cultural sites, and Olbiil era Kelulau sessions. The project also provided college entrance exam preparation workshops for participants.

In Spring Semester 2016, ETS participants from elementary schools visited high school campuses. High school senior participants were provided college readiness workshop, college applications/scholarships forms, and college financial aid applications.

Conferences/Workshops

COE Annual Conference

COE Policy Seminar

ETS Staff Development

WESTOP 38th Annual Conference –Reno, Nevada

22nd Women's Conference

ADULT HIGH SCHOOL

Mission

PCC Adult High School (AHS) seeks to enable adult students to further develop their primary skills while engaging in activities that will help them obtain a high school diploma thereby increasing their chances to either: 1) pursue a degree in post-secondary education, or 2) find a job with entry-level skills.

Personnel

The AHS program currently has two (2) full-time staff and three (4) part-time teachers.

Programs and Services

The Adult High School program is an alternative high school program that offers an opportunity to adult Palauans who have not earned a high school diploma to do so. The PCC Adult High School was designed to provide instruction and educational activities to adult students who did not graduate from high school to develop their knowledge and skills to become “functionally competent” members of their respective communities. (“Functionally competent” is defined as the ability to apply a set of skills to meet societal demands and/or entry level jobs).

The program offers two tracks: A Vocational Track and a College Preparation Track. The Vocational Track prepares students for entry-level employment while the College Preparation Track prepares students to enter postsecondary education.

Enrollment

During this reporting period, fifty-three (53) students enrolled in the program for the SY 2015-2016.

2015-2016 Enrollment	
Location	# of participant
PCC Campus	14
Ngaremlengui State	13
Ngardmau State	11
Ngiwal State	15
Total	53



Adult High School Class of 2016

Alingano Maisu Non Instrument Navigation

In close collaboration & cooperation with Palau Community College (PCC), the Micronesian Voyaging Society (MVS) established the Non-Instrumental Navigation Program. The program aims to revive and preserve the art of non-instrumental navigation that is traditional to the people of the Caroline Islands. Dr. Mau Pailug had been an important tutor in reviving the native Hawaiian seafaring traditions. The program is divided into two (2) parts: classroom lecture where the students study traditional navigation methods and a practical study where students learn how to apply the navigation methods while sailing on board the *Alingano Maisu* under the leadership of Navigator Sesario Sewralur.



Students practical training on Maisu

In March 2016, Alingano Maisu took a 3 month voyage from Palau - Ngulu - Woleai - Satawal - West Fayu - Saipan - Rota - Guam and return. The voyage is part of the 2016 Festival of Pacific Arts festivity that took place in Guam which is held every four years since 1972 that brings together artists and cultural practitioners from around the Pacific region for two weeks of festivity. It is recognized as a major regional cultural event, and is the largest gathering in which Pacific peoples unite to enhance their respect and appreciation of one another.

Crew members were Sesario Sewralur (Navigator), Dylan Sewralur (Assistant), Rodney Kazuma (student), Murais Sebangiol (student), Kazuyo Hayashi (student), Osamu Kosuge (student), Aylie Baker (student), Milano Sowraenpiy (crew member), Albino Esoailug (crew member), and Norman Tawilimai (crew member).



In Memoriam:
This page is dedicated to Mr. Murais Sebangiol, a crew member of Alingano Maisu who passed away during their 3 month voyage to attend the 2016 Festival of Pacific Arts in Guam.



Departure and Arrival of Alingano Maisu and crew members

TAN SIU LIN PCC LIBRARY

Tan Siu Lin PCC Library is an integral part of the campus community. The library, with its comprehensive collection of resources, research assistance, access to information and communications technology, is a vital part of every student's academic experience. The library is a department of the college under the Office of the President. The mission of the PCC Library is to support the academic programs at the college and to promote lifelong learning in the wider community through high-quality, accessible resources, information literacy training, and public outreach activities.

Performance Report

During fiscal year 2015–2016, the Tan Siu Lin PCC Library worked to provide comprehensive resources and services to PCC students, faculty, staff and to the general community. Key improvements took place in the areas of New Librarian; Grant Projects; Additional Library Staff and Professional Development; Collection Development; Orientations, Instruction and Community Outreach Activity.

Grant Projects

The Institute of Museum and Library Services (IMLS) Library Services and Technology Act (LSTA) grant activities between PCC and the Ministry of Education are ongoing. The 2015-2016 grant cycle provided \$36,000.00 library initiatives in Palau. The grant provided monies for two personnel to attend IMLS Grant meeting in Honolulu, Hawaii. Three librarians representing PCC and Palau Public Library attended the American Library Association (ALA) annual conference in Orlando, Florida. Thru the grant money, library materials were purchased for all the thirteen (13) elementary school libraries. Follett site licenses were renewed for libraries participating in the Palau Union Catalog, an online catalog of most of the library collections in Palau. These grant activities were completed by September 2016.

Personnel

The PCC Library currently employs nine full-time staff members: four Library Technicians, and five Library Assistants. All seven library staff members have completed their degrees in the AAS Library & Information Services Program at PCC. Two staffs are still pursuing their degree in AAS Library & Information Services Program. Two staffs are taking required courses to enter into the San Diego State University's bachelor program.

Professional Development

Grace Merong attended a week-long conference at the American Library Association (ALA) annual conference in Orlando, Florida. Both Tanya Ngirkuteling and Mary Banphis attended the 26th Annual Pacific Islands Association of Libraries, Archives and Museums in Colonia, Yap.



PCC Library staff attended PIALA conference

Collection Development

During the 2015-2016 fiscal year, the library collection expanded through materials that have been donated to the library. Approximately 1,850 titles were added to the collection.

Library Facility

All the twenty computers in the computer lab were replaced with new ones ready to serve the students and the community users. In addition, all staff computers were also replaced. This includes the Circulation desks of the 1st and 2nd floor. Deep Freeze software was installed to help protect the computers from unwanted viruses.

Reading Program

From October 2015 to September 2016, the library provided library orientations and instruction sessions to over 400 students, including nine introductory college courses (SS 100), one social science class (SC 119), three ED (110, 215, 245) classes, one Criminal Justice class, group tours during Vocational Awareness Week, six groups of Palau High School and one group of Emmaus High School. The Palau Public Library and the PCC Library have been collaborating on a bookmobile services, providing interlibrary loan services and library programs to elementary schools throughout Palau. During this past year, PCC Library staff members have been actively involved in providing varieties of activities to children at the PCC daycare every Tuesdays.



PCC Library staff provide reading material for Daycare Center

Library Evaluations

The library continues to administer the Library User Satisfaction Survey during each spring semester to students, as well as to faculty, staff, administrators, and the general public. The survey attempts to assess the services for improvement purposes. In addition, a Library Computer Lab Evaluation Survey is done during fall semester from computer lab users at the end of each mid-term exam period in order to identify areas of improvements.

Present and Future Initiatives

Search and selection of a new ALA-credentialed Director of Library Services.

Continue to engage PCC maintenance to provide regular maintenance of the library (lighting, air conditioning units, and necessary door/window repairs).

Implement a Library Amnesty Program to library patrons in order recover overdue materials.

Purchase new materials to improve and update the library collection especially in the Teen Space and Kid's Korner.

Continue to recognize value and cater to community component of the library users which is the largest group of library borrowers.

Continue to collaboration with the Palau Public Library to implement the Palau Bookmobile services as soon as a new vehicle is obtained.

Repair of 3M gates on the first floor of the library.

Continue to provide training and professional development opportunities for staff, including trainings on provision of reference services and implementation of new distance reference services.

Continue/Revisit outreach to the prison and PCC Day Care

Statistics

The following charts illustrate the number of computer users, total hours of computer use, and number of library visits, circulation of books and materials, number of patrons and circulation by patron type, number of books cataloged, number of resources donated, number of times the conference room was used, and year-to-date expenditures.

	Computer Users	# Hours
October 2015	302	329
November	431	442
December	222	280
January 2016	325	305
February	483	450
March	352	359
April	366	360
May	87	81
June	468	394
July	150	176
August	306	286
September	331	390
Total	3,823	3853

	Gate Count # of Visitors
October 2015	19,227
November	32,363
December	450
January 2016	1,124
February	830
March	1,016
April	1,206
May	218
June	715
July	284
August	1,087
September	853
Total	59,373

Expenditures	
October 2015	23,029.32
November 2015	5,433.19
December 2015	445.90
Total	28,908.41

January 2016	0.00
February 2016	283.40
March 2016	400.00
April 2016	0.00
May 2016	586.70
June 2016	334.15
July 2016	7,823.69
August 2016	170.00
September 2016	788.57
Total	10,386.51

Circulation of Books and Materials	
October 2015	1,995
November	2,150
December	1,398
January 2016	1,574
February	2,460
March	1,575
April	1,577
May	1,333
June	4,021
July	1,631
August	1,545
September	1,790
Total	23,049

Books Cataloged	
October 2015	389
November	168
December	257
January 2016	238
February	236
March	60
April	126
May	74
June	92
July	51
August	46
September	113
Total	1,850

Number of Patrons and Circulations		
Patron Type	Number of Patrons	Circulations
Board of Trustees	4	88
Community Adult	2,931	4,063
Community Elementary	2,570	694
Community High	1,843	428
Faculty	82	317
PCC Staff	121	1,149
PCC Student	3,053	1,253
Total for Patron	10,604	7,992

Donated Resources				
Donated Resources	DVD (ea/bx/set)	CD (ea/bx/ set)	Magazines	Books (ea.)
October 2015	0	9	0	610
November	7	0	0	4
December	0	0	16	12
January 2016	0	0	10	15
February	0	0	17	22
March	0	0	2	12
April	17	0	17	184
May	0	0	7	4
June	0	0	12	117
July	16	0	6	46
August	0	0	0	19
September	85	0	11	16
Total	125	9	98	1,061

	Conference Room Reservation
October 2015	3
November	9
December	4
January 2016	2
February	7
March	10
April	7
May	7
June	19
July	1
August	5
September	4
Total	78

COOPERATIVE RESEARCH & EXTENSION

Mission

Cooperative Research & Extension of Palau Community College is to collaborate with partners and clients to generate and develop and disseminate practical, relevant and sustainable technologies and knowledge in agriculture, food and human science to benefit the people of Palau.

Executive Overview

Integrated research and extension programs to address economic, social, and ecological issues continued with special emphasis on the national priority areas. These programs were conducted through the cooperative research and extension department of Palau Community College (PCC). Dissemination of research findings and technologies to sustain and improve the quality of life in our communities was carried out.

Mitigation and adaptation programs on climate change, food security, food safety and childhood obesity programs were launched and supplemented programs on proper hygiene and healthy lifestyle that are important in safeguarding the well-being of citizens. The rising sea level due to climate change has become a really serious concern as we witnessed the catastrophic effects of this phenomenon on shorelines. The increasing cost of food and fuel has forced people to make adjustments necessary for the new economic, social and environmental conditions and find innovative methods of farming of crops, livestock, and aquaculture species. Research and extension activities promoted agricultural productivity and food security, self-sufficiency, and enhancing quality of life. The utilization, processing and development of new products from staple food crops that are acceptable to the native population and in local markets continued. Trials on taro varieties for their sustainability to grow under atoll conditions continued and the micro propagation of elite (disease-free and high yielding) varieties that will improve the quality and quantity of certain crop varieties for food security were ongoing. Continued germplasm maintenance of staple root crops has insured the genetic conservation of these valuable resources for future generations. This has also facilitated the continue supply of planting materials to growers and allow in-vitro multiplication of other food crops.

Aquaculture demonstration projects continued to transfer the technical know-how to the citizens of Palau and Micronesia to enable them to actively engage in projects that could provide alternative income generation with the overall aim of improving the socio-economic conditions of islanders. Efforts were made to initiate and improve the socio-economic conditions of islanders. Effort were made to initiate and improve site-specific multi-species aquaculture and transfer simple and appropriate feeding technology for targeted aquaculture species to farmers to formulate prepare their own feeds. Other projects provided stock enhancement to replenish depleted stocks.

Other outreach programs continued on issues ranging from food safety and quality, food security, families and youths relationships. Health and nutrition programs continued on the importance of healthy lifestyles, which included physical activity and consumption of safe and nutritious local food to combat obesity, diabetes, heart diseases and other NCDs.

Sustainable agriculture and Integrated Pest Management (IPM) programs provided farmers information on agricultural production practices that protect the fragile island ecosystem integrity and biodiversity. Programs continued on resistant crop varieties and practical biological pest control measures to provide useful tools for stakeholders to combat crop pests and diseases and increase productivity. The use of beneficial organisms was emphasized to reduce pest threats on crops.

AQUACULTURE

Mangrove Crab Project

Another spawning of mangrove crab took place in March 2016. A hatchery run was conducted utilizing the larvae that were produced following the established larval rearing technique and after 21 days about 50,000 megalopa were harvested, these megalopae were then transferred to the nursery tanks for rearing until they reached the crablet stage. A total of 770 pieces crablets with carapace length that ranged between 0.5 to 2 inches were harvested from April to June 2016. These crablets were released to 4 existing crab farms that are located in Koror, Ngchesar and Ngeremlengui States.



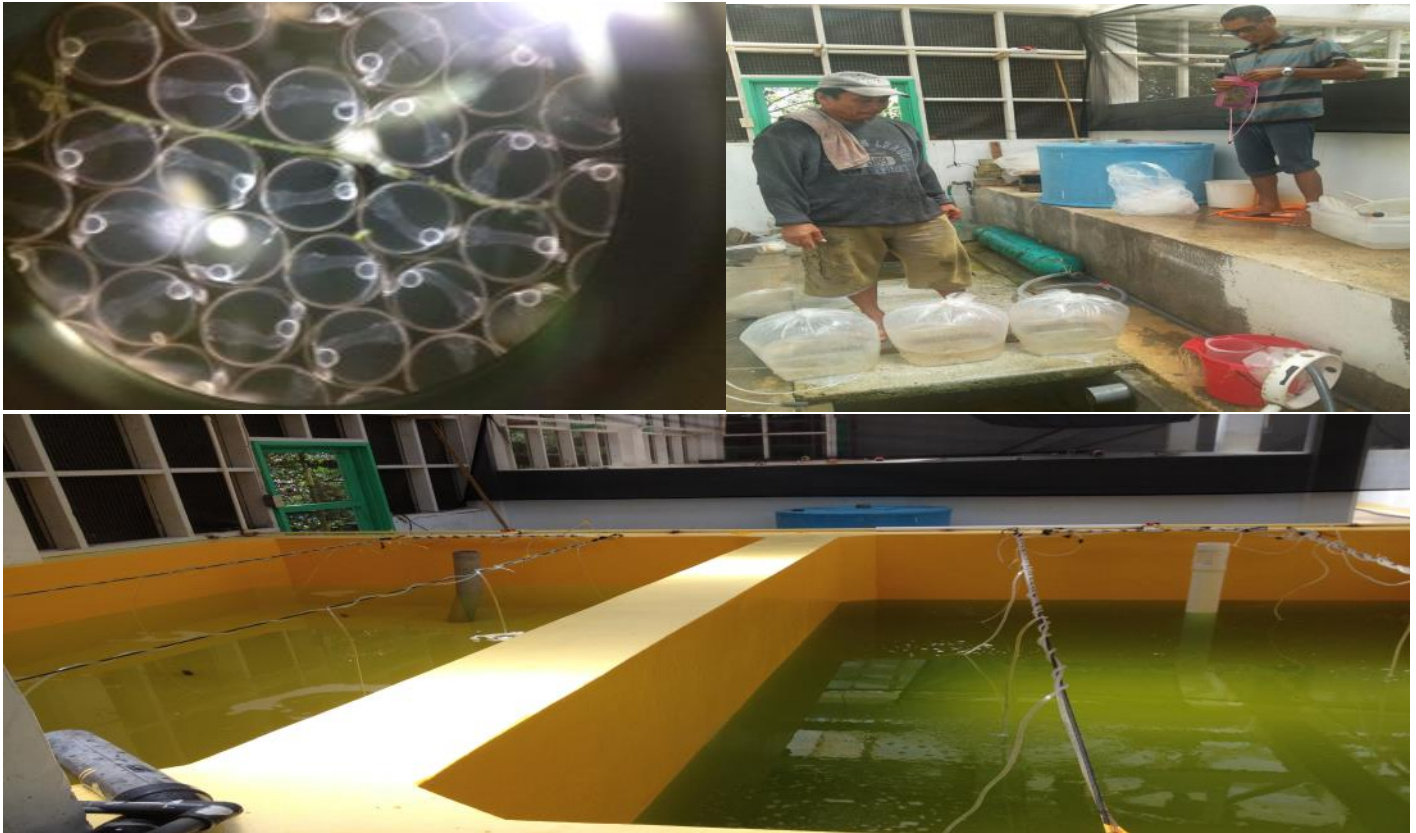
Releasing the hatchery-produced crab to the mangrove crab farms



Mangrove crab bank

Milkfish Project

A larval rearing trial was conducted utilizing the larvae from the batch of spawning last May 2016. About 10,000 pieces of 21 days old milkfish fry were produced in June 2016. These fry were delivered to NECO Milkfish Farm in Ngatpang for nursery and grow-out in their ponds and fish cages.



The locally produced milkfish fry being packed for release to a farm in Ngatpang

Rabbit fish Project

About 20,000 rabbitfish fingerlings were produced in April 2016 out of the larvae that were collected from the batch of spawning that took place on March 21, 2016. These rabbitfish juveniles were transferred to a nursery cage inside the 40 tons capacity concrete tanks. The fish fed with available high protein commercial feed and will be brought to farmer's fish ponds and cages for further grow-out once these reach about 2 inches in total body length.

About 1,000 rabbitfish juveniles (2 inches in length) were harvested for stocking to the grow-out farm of Palau Aquaculture Cooperative Co. (PACA) in August 2016. However, the transfer was postponed due to unfavorable weather condition but then later in November 2016 was transported to the farm.



The hatchery-produced rabbitfish (Klesebuul)

On June 15 to 16, 2016, a rabbitfish run occurred along the coastal waters of Melekeok State. The PCC-CRE aquaculture staffs were asked to see and verify the presence of rabbitfish fry during that event. It was confirmed that the big school of fish fry that went ashore were the fry of the lined rabbitfish commonly known as klesebuul. About 30,000 kelsebuul fry were collected and were brought to a floating fish cage in Ngatpang for stocking. About 2,000 fry were also brought to PCC hatchery for stocking in the outdoor fiber-glass tanks. Unfortunately, those fish that were stocked in the floating cages in Ngatpang did not survive after 1 week of culture. However, some of those that were kept at PCC hatchery survived and currently we still have more than 500 pieces of 2 to 3 inches left.



Collecting the rabbitfish fry during the rabbitfish run in Melekeok State

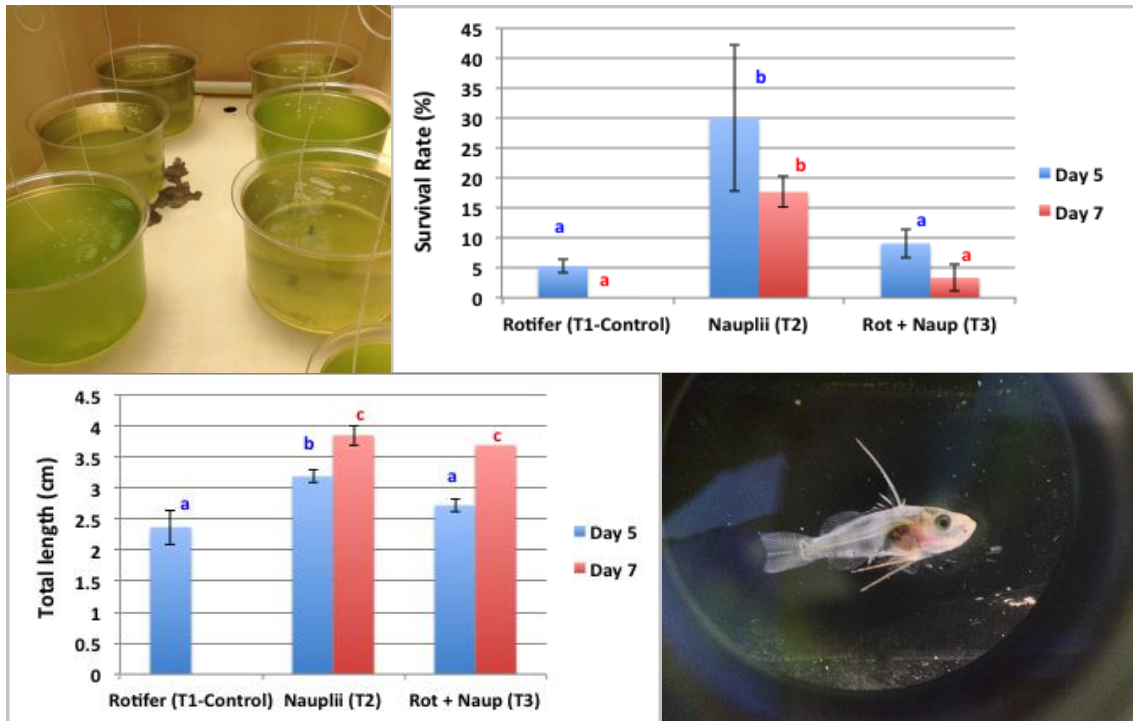
Grouper Project

The Coral Grouper (*Plectropomus leopardus*) broodstock started to spawn naturally and spontaneously in March 9 to 13, 2016 and as of June 2016 total of 10,046,500 eggs were collected. As a result, a preliminary larval rearing trial was conducted using a 5ton capacity larval rearing tank. The tank was stocked with 60,000 larvae and fed with a combination of rotifers and copepod nauplii during the onset of feeding. After 30 days, a total of 102 fully metamorphosed fingerlings were harvested. However, while transferring the fingerlings to another tank with clean seawater, most of the fish got shocked and died. Only 20 pieces grouper fingerlings survived and were kept in the nursery tank to further grow them.



The first batch of hatchery-produced coral grouper juveniles

On May 29, 2016, an experiment to evaluate the potential of improving coral grouper larvae production by comparing the effect of feeding them with indoor cultured copepod against rotifers during their early stage of larval development was conducted using 100L capacity tanks. Result of this experiment showed that although most of the larvae in all treatments were able to feed during the onset of feeding (2dph), only those fed with the copepod nauplii showed significantly higher survival and growth rates.



The experimental set-up and graphs showing the effect of feeding the copepod nauplii on the survival and growth rate of coral grouper larvae

Other Species of Interest

Painted Spiny Lobster (*Panulirus versicolor*), Giant Clam, Trochus, Sea cucumber, Mulletts and Giant Tiger Shrimp. About 24 pcs of spiny lobsters that were found to settle in one of the cages in Ngatpang are being kept for monitoring of their growth rate and may also serve as captive bloodstock for future research interest. Currently, there are about 15 pchs of lobsters with carapace lengths of about 3 to 4 inches and total length of about 6 to 7 inches. They are fed together with the rabbit fish with high protein prawn. Currently, there are 8 adult (3 males and 5 females) Giant Tiger Shrimp (*Peanuts monotone*) that are kept in one of the concrete tanks in the hatchery. These shrimps are being fed with high protein shrimp feeds and will be monitored for possibility of captive spawning.



Lobsters grown in a floating cage

Collection of sea cucumber (sand fish) broodstock will start upon the completion of the new hatchery annex.



Tiger Shrimp Broodstock

Maintenance of live micro-algae

Three important micro-algae species that are used as feed for essential the larval feed like rotifers and copepods are being kept at PCC hatchery.

Every week new batch of algae culture for each species needs to be prepared that involves counting of cells and sterilization of culture media.

Algae culture in carboys was counted everyday so that the amount of algae to be fed to copepods can be estimated.

Maintenance and culture of live larval feed (rotifers and copepods)

Rotifers and Copepods are zooplanktons that are used as live feed for different types of larvae in the hatchery. These organisms need to be available anytime so that in case the fish and crabs spawn we have feed to be used in the larval rearing.

Everyday, densities of these organisms as well as the live microalgae were counted to estimate the amount of feed to be given.

Every week new batch of culture for each species needs to be prepared that involves counting of cells a and sterilization of culture media.

Feeding of Fish and Crabs

Fish and crab broodstock and juveniles were fed every day using commercial feed and frozen fish meat so that they would stay alive and healthy.

Farm visits and other extension activities

The hatchery staff has accommodated about 280 students, teachers and community people this year. Thirty-two (32) individuals have been reached out and assisted on their aquaculture related inquiries.



Hatchery Visitors and Crab Farmer

Cucumber Training in Pohnpei

CRE Aquaculture researcher and staff attended a three- week Sea cucumber (Sand Fish) Production training at COM-Land Grant in Pohnpei, FSM. The training is in line with the Sea cucumber production regional projects that will be established in PCC Hatchery in the near future.



Sand fish larval stage and juvenile and Capa set-up training

AGRICULTURE PROGRAM**Maintenance of Root Crops Germplasm**

Cassava germplasm was harvested in February 2016 in Block B2 at the Experimental area of the PCC R & D Station. In the first week of March 2016, the mature cassava germplasm was pulled out and harvested. The Ngeremlengui Community was the recipients of 1400 lbs. of mature cassava tubers harvested from the germplasm collection. In addition, 300 pounds of cassava tubers were also donated to the Kayangel Community. On the other hand, taro germplasm were also harvested during the face of the prevailing El Nino wherein rain and water availability was very limited, the germplasm was planted in the *dechel* portion of the PCC R & D Station wherein the field had sufficient moisture and to ensure survival of this precious taro germplasm collection. Harvested corms amounting to 540 pounds was donated to the PCC Cafeteria. A total of 1371 taro planting materials were also distributed to 15 farmers. Other farmers did receive cassava and sweet potato planting materials too.

Sweet potato germplasm collection was also replanted in the Experimental Area. The mother plants were not pulled out to ensure that we have a source of planting materials for replanting in the event of high mortality due to the prevailing El Nino at this time.

Weeding and fertilization of the taro, cassava and sweet potato germplasm collections at the R & D Station was done to ensure the good growth, survival and maintenance of these active field collections. A total of 202 taro-planting materials were distributed to 2 farmers and 2 farmers also received cassava and sweet potato planting materials.

Furthermore, the yam germplasm acquired from the Secretariat of the Pacific Community and established in the field for multiplication was fertilized to ensure good growth and development.



Yam germplasm collection established in the field

Micro propagation and In Vitro Conservation of Taro, Banana and Pineapple

Micro propagation and in vitro conservation of taro are continually being done in the laboratory. There are currently 21 taro varieties being maintained in the laboratory. About 1000 tissue cultured taro-planting materials were given out to individual farmers and community organizations for planting.

In addition, about 300 bananas from the four varieties namely, *Lacatan*, *Mechad*, *Bechochod* and *Sato banana*, are undergoing micro-propagation and in vitro conservation in the tissue culture laboratory. Aside from the banana varieties, about 600 pineapples are also being micro propagated in the laboratory to produce mass planting materials for field planting.

Table top vegetable gardens for homebound citizens in Koror

A program to promote vegetable gardening in Koror was initiated and implemented at Palau Community College by the Cooperative Research and Extension Department. This program was a collaborative effort between Palau Community College- Cooperative Research and Extension, Ministry of Health and Koror State Government primarily for Home Bound Patients in Koror. The program provides vegetables and promotes backyard gardening to Koror residents who either had elderly or home bound in the home.



Tissue cultured pineapple

Due to limited space available in Koror, 50 units of 3ft x 3 ft. tables were constructed for backyard vegetable production. These tables were lined with thick black plastic sheet and equipped with a tube in one side for drainage of water. These tables were filled with topsoil collected from Ngeremlengui and Aimeliik, which was sieved and mixed with compost from the Koror State Solid Waste Management Unit. Seedling of nappa (chinese cabbage) was sown in seedling trays prior to transplanting to the table gardens. The tables were divided into two sections and each half was planted with nappa seedlings and kangkum seeds. When the nappa plants were almost ready for harvest, they were distributed to the recipient clients in the different Hamlets of Koror.

Palau is a small island nation with a highly import and aid-dependent economy. Ninety percent of its food supply is imported. In early 2015, shortage of fresh produce of vegetables and fruits was experienced in the island due to some problems in shipping and transport of these items. Thus, it became very evident for the need for local production of vegetables to ensure a reliable supply for the population.

The Koror State Government Solid Waste Management Unit initiated an Urban Vegetable Gardening Project to showcase the feasibility of backyard vegetable production for family consumption. A meeting was held with Koror State Officials who expressed interest in initiating the project and requested for technical assistance from the Palau Community College Cooperative Research and Extension Agriculture Department. Ten cooperators expressed interest in participating in this Project. They were willing to grow vegetables depending on the space available in their backyard. The planting sites were visited and surveyed to determine a suitable method of growing the vegetables. Those with small areas were advised to grow the vegetable in tires and those with ample space will be assisted in land preparation by plowing their area. The participants were also asked what vegetables they wanted to grow in their backyard for their own consumption. Among the vegetables they wanted to grow were cucumber, nappa (Chinese cabbage), okra, eggplant, bittermelon, green onion, chili pepper, green onion, tomato, long beans, pumpkin, radish. Seedlings of tomato, eggplant, chili pepper and nappa were established in plastic cups in the Koror State greenhouse. Likewise, seeds of corn, cucumber, bittermelon, and squash were also provided in plastic cups to the greenhouse. Meanwhile, land plots were plowed with a tiller and rows were also made, while those with limited space prepared the tires and filled them up with garden soil and compost for planting of the vegetables. The seedlings were transplanted in the garden plots and in the tires with garden soil and compost.



Nappa Table Top Garden ready for distribution

Extension Activities

CARIPAC Student Interns

The Palau Community College hosted students from the different Agriculture institutions in the Caribbean and the Insular Areas in the Pacific.

World Health Day Exhibit

PCC-CRE participated in the World Health Day celebration at the Ernguul Park wherein we demonstrated the Table Top Gardens to the participants. A total of 33 clients visited our booth and demonstration on the planting and growing of pechay was done.



Students visiting PCC-CRE booth display

Visitors to the R & D Station

Total of 115 students, teachers and other government and non-government agencies visited the PCC R & D Station facilities. They were briefed on the conservation and maintenance of root crops germplasm collection at the PCC R & D Station and were also shown the use of plant tissue culture technique for the rapid mass propagation and multiplication of taro, banana and pineapple for distribution of planting materials to farmer clients. In the Crop Protection Lab, the guests viewed the insect collection in Palau and were briefed on the use of bio control agents for the control of invasive weeds and pests of taro and cassava. They also visited the Dry Litter Piggery Demonstration farm, which uses coconut and wood chips as dry litter bedding material to conserve water and prevent environmental pollution.

Date	Group	Number
April 8, 2016	Palau High School Biology Students and Teachers	51
April 8, 2016	Bethania High School Students and Teachers	44
April 12, 2016	Ngardok Nature Reserve Staff	7
April 19, 2016	Palau Conservation Society	1
June 8, 2016	CARIPAC Program Student Interns	12
Total		115

Small Business Development Center

A Workshop was conducted by the Palau Small Business Development Center on business opportunities on Animal Production, Crop Production and Aquaculture in Palau in March 9-11, 2016. PCC-CRE participated by serving as resource persons in the sessions on Crop Farming and Aquaculture in Palau. The Workshop Session on Crop Farming and Aquaculture was enthusiastically attended by 17 participants who eagerly expressed interest in growing crops for family consumption and for income generation.

Youth & Adult EFNEP

The objective of the program is to teach the community about healthy food, food safety and local food and also the preparation on the proper healthy meal.

The EFNEP program successfully conducted several classes in Airai, Melekeok, Koror, and Ngeremlengui state this year. Total of 206 participants from Apostolic Foundation Church, MOE cooks and staff, CA-RIPAC intern students, Palau Evangelical Church youth camp and the 'Vegetable Production and Utilization Training' benefited from the classes. Participants received eight or nine local recipes with demonstrations and awareness on Food safety, Food nutrition, Portion size and Food budgeting.



Various EFNEP classes were conducted throughout the year

FY 2016 BUDGET

INCOME		
1	Tuition & Fees	\$1,804,083.92
2	Room	\$168,896.00
3	Board	\$316,680.00
4	ROP Contribution	\$2,498,514.27
5	Sales of Service	\$70,439.26
6	US Federal Funds (Grants)	\$1,937,779.00
7	Restricted Appropriations (Endow)	\$125,331.93
8	Miscellaneous Revenues	\$513,593.00
	TOTAL INCOME	\$7,435,317.38
EXPENSES		
9	Furniture & Fixtures	\$50,000.00
10	Equipment	\$200,000.00
11	Insurance	\$28,500.00
12	Instructional Materials	\$80,000.00
13	Books & Library	\$126,398.80
14	Food Supplies	\$390,000.00
15	Consumable Supplies	\$356,844.16
16	Vehicle Registration	\$12,000.00
17	Automobile/POL	\$127,000.00
18	Staff Development	\$5,500.00
19	Advertising	\$2,862.50
20	Printing & Reproduction	\$60,000.00
21	Communication	\$157,933.58
22	Utilities	\$450,000.00
23	Leased Housing	\$82,219.95
24	Freight	\$1,915.74
25	Student Recruitment	\$35,000.00
26	Contractual Services	\$150,000.00
27	Travel (Staff Development)	\$175,000.00
28	Health Insurance	\$155,501.13
29	Life Insurance	\$7,769.29
30	Pension Plan	\$169,219.08
31	Social Security	\$173,719.08
32	Salaries	\$3,245,574.02
33	Adult High School	\$79,863.70
34	Board of Trustees	\$38,000.00
35	Pension Buy Back	\$39,784.90
36	Accreditation	\$82,933.17
37	Non - FAS Pension	\$29,626.20
38	Palau Health Care Plan	\$80,657.95
39	Management Information System	\$204,000.00
40	Infrastructure Maintenance	\$126,302.37
41	Student Wage (FWS, AANAPISI & RIIA)	\$230,000.00
42	Tuition Waiver	\$32,020.00
43	SAT 10	\$25,000.00
44	Institutional Membership & Fees	\$180,000.00
45	Scholarships (SEOG & Pell Grant)	\$46,087.50
	TOTAL EXPENSES	\$7,435,317.38

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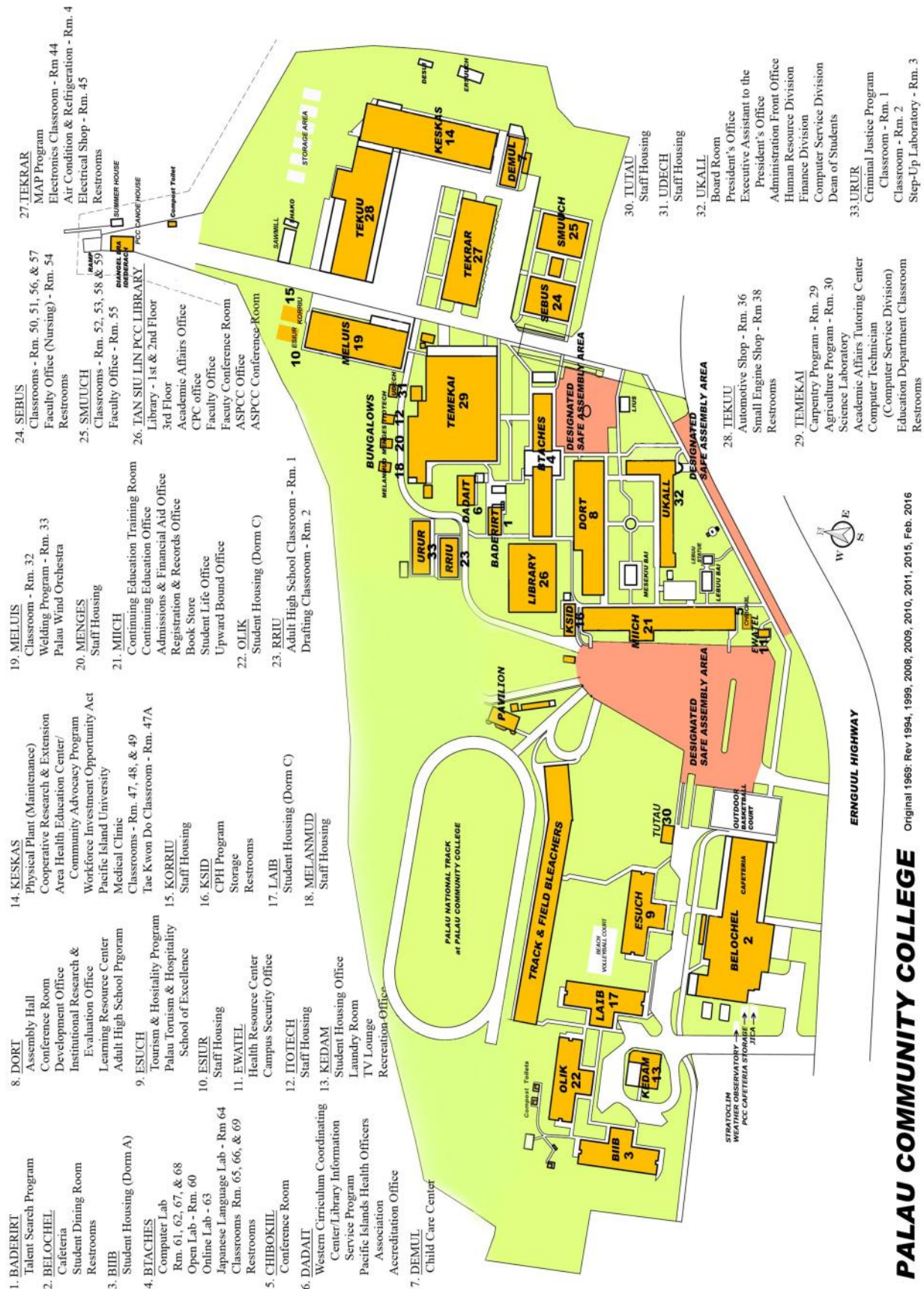
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PALAU COMMUNITY COLLEGE

Original 1969; Rev 1994, 1999, 2008, 2009, 2010, 2011, 2015, Feb. 2016



Hire PCC Graduates!

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