



MIDTERM REPORT

PALAU COMMUNITY COLLEGE
P. O. BOX 009
KOROR, PALAU 96940


MARCH 15, 2020

Certification

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

FROM : Palau Community College

This Midterm Report is submitted to the Accrediting Commission for Community and Junior Colleges for the purpose of assisting in the determination of the institution's accreditation status. We certify that there was broad participation by the campus community, and believe the Midterm Report accurately reflects the nature and substance of this institution.



Rev. Billy G. Kuartei, Chair, College Board of Trustees



Dr. Patrick U. Tellei, President, Palau Community College



Johyanna Yaoch, President, Faculty Senate Association



Lyndon Masami, President, Classified Staff Organization



JB Victorino, President, Associated Students of Palau Community College



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Table of Contents

Certification Page	2
Report Preparation	4
Links to College Publications	5
Self-Identified Improvement Plans	
Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity	6
Standard II: Student Learning Programs and Support Services	28
Standard III: Resources	51
Standard IV: Leadership and Governance	76
Institutional Reporting on Quality Improvements	
A. Response to Team Recommendations for Improvement	95
B. Data Trend Analysis	100
C. Report on the outcomes of the Quality Focus Projects	107

Report Preparation

The organization and development of the institution's Midterm Report 2020 began on May 1, 2018 with the initial meeting of the Accreditation Steering Committee (2016-2023). There are 21 members of the Committee appointed by the College representing different departments, divisions, faculty, staff and students. The initial meeting on May 1, 2018 provided copies of the following to all Committee members.

1. January 26, 2018 Letter to PCC President, Dr. Patrick U. Tellei from ACCJC President, Dr. Richard Winn
2. Palau Community College Follow-Up Report, October 2017
3. July 8, 2016 Letter to PCC President, Dr. Patrick U. Tellei from ACCJC President, Dr. Barbara A. Beno
4. External Evaluation Team Report of Campus Visit on February 29-March 3, 2016
5. Palau Community College Institutional Self-Evaluation Report, December 2015
6. ACCJC Eligibility Requirements
7. ACCJC Standards

The above mentioned documents and the Committee's tentative work schedule were discussed; the Committee finalized its work schedule for implementation. After the first Committee meeting, chairs of the Standards I, II, III and IV worked with their teams to address actionable improvement plans from the Institutional Self-Evaluation Report 2015 related to the Standard assigned to them and each drafted narrative updates of the actionable improvement plans since the College visit in spring 2016. Narrative updates included information from interview results, assessment data, Program Review reports, 15-Year Institutional Master Plan report card, Institutional-set Standards data, course assessment data, and College Annual Report amongst others.

The first draft of the Midterm Report was completed on March 29, 2019 and was reviewed by the Committee on May 20-23, 2019. The second draft of the Midterm Report was completed on November 10, 2019 and was reviewed by the Committee on December 10-11, 2019. The complete Midterm Report was forwarded to the College President on February 14, 2020 for the President's review and certification. The said report was then submitted to the College Board of Trustees in mid-February 2020 for the Board's review and approval.

The College Midterm Report 2020 organization and development involved college wide participation and the approved copy of the Report was shared college-wide the day the Report was submitted to the Commission.

Links to College Publications

5-Year Technology Plan Report Card 2019 – pcc.palau.edu/wp-content/uploads/2019/09/5-Year-Technology-Plan-Report-Card-2019.pdf

15-Year Institutional Master Plan Report Card 2019 – pcc.palau.edu/wp-content/uploads/2019/08/15-Year-Institutional-Master-Plan-Report-Card-August-2019.pdf

Academic Degree Programs – pcc.palau.edu/academics/programs

Administrative Procedures Manual – pcc.palau.edu/wp-content/uploads/2019/03/Administrative-Procedures-Manual-Revised-Dec-2015.pdf

College Board Evaluations - pcc.palau.edu/about/accreditation

College Newsletters – pcc.palau.edu/news

Curriculum Handbook - pcc.palau.edu/wp-content/uploads/2020/02/CPC-HANDBOOK.pdf

Distance Education Manual – pcc.palau.edu/wp-content/uploads/2020/02/DE-manual-11-23-18.pdf

Emergency Operational Plan 2018 – pcc.palau.edu/wp-content/uploads/2019/08/Emergency-Operational-Plan.pdf

Fact Book - pcc.palau.edu/about/institutional-effectiveness

Financial Aid Handbook 2019-2020 – pcc.palau.edu/wp-content/uploads/2019/10/Financial-Aid-Handbook-2019-2020.pdf

General Catalog 2016-2020 – pcc.palau.edu/academics/general-catalog

Institutional Assessment Guide – pcc.palau.edu/wp-content/uploads/2013/07/Institutional-Assessment-Guide.pdf

Institutional-set Standards Results – pcc.palau.edu/wp-content/uploads/2019/08/ISSA-2018-2019-Final-Report.pdf

Instructional Mappings – pcc.palau.edu/academics/programs

Personnel Rules and Regulations Manual 2005 – pcc.palau.edu/wp-content/uploads/2019/03/PRRM-October-2005.pdf

Program Review Reports - pcc.palau.edu/about/institutional-effectiveness

Student Handbook 2016-2020 – pcc.palau.edu/wp-content/uploads/2019/03/Student-Handbook-2016-2020.pdf

Student Planner 2019-2020 – pcc.palau.edu/wp-content/uploads/2019/08/student-planner-2019-2020.pdf

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

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

I. A. Mission

1. The mission describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement.

Actionable Improvement Plans

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

Response

Palau Community College's mission statement is "Palau Community College is an accessible comprehensive public educational institution helping to meet the technical, academic, cultural, social, and economic needs of the students and communities by promoting learning opportunities and developing personal excellence" (pcc.palau.edu). The College mission statement outlines the very purpose of the institution's existence. All programs and services of the College have mission statements that support the overall College mission.

All programs and services of the College outline specific learning and service outcomes in support of unit missions and the College mission. For example, the mission of the Office of Financial Aid is to provide comprehensive financial aid programs to meet the immediate and long term needs of the diverse population of students through federal, state, and private funds. Through the Office of Financial Aid, the College makes available appropriate funds to support students' educational goals. The Office of Financial Aid help support students' economic needs to support students' educational goals. [1-1]

The mission of the Academic Affairs Division is to provide high quality instruction in career/technical education programs and academic programs to ensure students acquire the knowledge, skills and attitudes needed to enter the workforce or continue their educational careers. The Academic Affairs Division of the College has the sole responsibility to develop and implement programs to support the academic needs of the students and communities. Currently, there are 21 degree programs offered by the institution. Each of the degree program's description states its purpose supporting the overall institutional mission. For example, the Construction Technology program is designed to provide students with technical knowledge, skills, and proper work habits/attitude necessary for employment in the field. The Science, Technology, Engineering, and Mathematics (STEM) program is designed for individuals interested in professional careers in these disciplines. The Liberal Arts 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/university or for students desiring two years of general education beyond high school. [1-2]

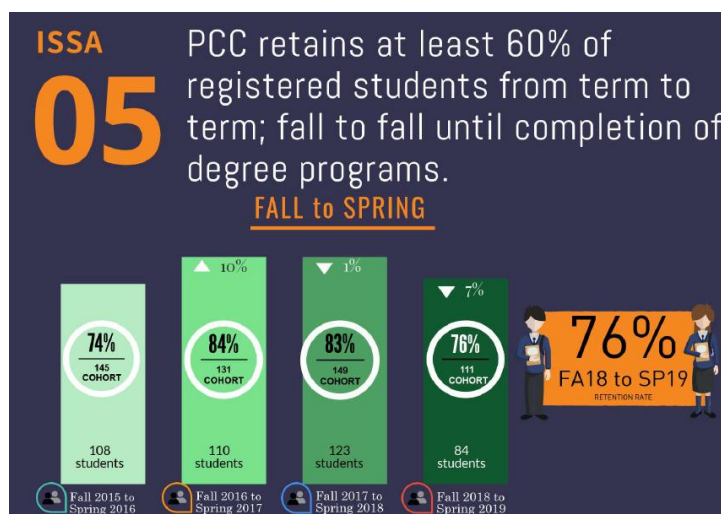
2. The Institution uses data to determine how effectively it is accomplishing its mission and whether the mission directs institutional priorities in meeting the educational needs of students.

Actionable Improvement Plans

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

Response

The Institutional-set Standards for Student Achievement (ISSA) have been implemented for four academic years since fall 2015. The College uses the ISSA results to ensure that it is effectively accomplishing its mission and that it supports educational needs of its students. The College has continuously met the expected benchmarks of its set-standards #5. The table below shows results of the fall to spring retention rate for the last four academic years. This result is evidence that the institution is effectively accomplishing its mission. Results of all institutional-set standards are available on the college website link: pcc.palau.edu/about/institutional-effectiveness.



The College also uses the results of its course assessment data to ensure the success of its mission as well as that it is meeting the educational needs of its students. In addition, the College uses the results of its Program Reviews to validate its purposes and support of its mission. For example, the Continuing Education Division provides a variety of trainings throughout the year to support outside agencies and community needs. During Continuing Education Division's fourth cycle Program Review (FY 2015, 2016, 2017), the division identified a need to procure new computers to support trainings to the community. In 2018, the College procured laptop computers to support the training needs of the division. [1-3]

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

Actionable Improvement Plan

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

Response

The College degree programs have identified goals and objectives including expected student learning outcomes which are focused on the functions and purposes of each degree program. These are outlined in the General Catalog 2016-2020, pages 48-65. The institutional services' identified goals and objectives and purposes are outlined in the General Catalog 2016-2020, pages 16-30. College programs and services support the overall institutional mission. The purpose of the institutional mission guides the institutional decision making, planning, and resource allocation to support student learning and achievement. [1-4]

The General Maintenance and the General Mechanics programs and the first four year degree program development are ongoing. Once the College receives approval of the programs by the College Board of Trustees, the College will submit proposals to ACCJC for review and approval. Implementation of the programs will begin once the College receives Substantive Change approvals.

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

Actionable Improvement Plans

Palau Community College will continue to widely publicize and communicate its mission throughout the institution. The College will continue to review its mission statement to ensure its relevancy and currency every five years.

Response

Palau Community College's mission statement is widely published and communicated throughout the institution through various publications. The College's major publications available on the College website contain the mission statement as well. Major College publications include the General Catalog, Student Handbook, Financial Aid Handbook and Fact Book. In addition, the College mission statement appears on the front page of every issue of the College newsletter. [1-5]

To ensure the mission statement's relevancy and currency, the college appoints a task force to review its mission statement every five years. Should need arise changes will be made for approval and implementation. On February 04, 2019 the college appointed members of the Mission and Vision Statements Task Force to revisit the College's mission and vision statements to review and assess their relevancy and currency. The college constituents were involved in the review of both statements. As a result of the committee's work, the institutional vision statement remained the same; whereas, a revision was made to the Mission Statement to further strengthen its relevancy and currency. On July 26, 2019 the revised mission statement was approved and widely disseminated. [1-6]

I. B. Assuring Academic Quality and Institutional Effectiveness

Academic Quality

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

Actionable Improvement Plan

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

Response

Sustained, substantive and collegial dialog about student outcomes, student learning and student achievement continues at every level of the institution. For example, at the committee level discussion, such as with the Institutional Assessment Committee (IAC), program and service area data and results of three years evaluation are discussed and the committee recommendations are presented to the College President and the Executive Committee members for decision making. The Executive Committee membership is comprised of representatives from each division/department of the College, including representatives from faculty, classified staff and students. Members of the Executive Committee have the responsibility to bring information to their respective programs and services. Through the Executive Committee approach, institutional dialog continues throughout the institution. [[1-7](#)]

Assessment discussions are regularly conducted during mandatory faculty trainings at the beginning of each school year. The faculty training in fall 2017 presented the revisions of the FAMED grid. FAMED is an institutional assessment process – Formulate, Assess, Measure, Evaluate, and Develop. The revised template now requires disaggregated data by gender and ethnicity, which provides valuable information for trend analysis. Changes of the FAMED grid were required to support the requirement of Accreditation Standard 1.B.6. In fall 2018, a two-day Institutional Effectiveness training that involved full time and adjunct faculty focused on teaching and learning intensive intervention. [[1-8](#)]

School-wide Convocations provide another opportunity for the College to engage in dialogues that emphasize student learning, academic quality, and institutional effectiveness. During Convocations, College constituents are presented with student achievement data through the Institutional-set Standards for Student Achievement (ISSA) Report which includes course success rates, retention rates, and graduation rates. [[1-9](#)]

The College offers many opportunities for sustained, purposeful dialogue about continuous improvement of student learning and achievement. The Distance Education committee and faculty teaching online courses are also involved in dialogue about the continuous improvement of student learning through the distance education learning mode as other means of instructional delivery methods to help students succeed. During the Distance Education training on December 29, 2018, faculty teaching Distance Education courses shared their experiences with practices implemented and how the practices have impacted student achievement. [[1-10](#)]

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

Actionable Improvement Plans

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

Response

The College instructional programs include 21 degree and 12 certificate programs. All degree and certificate programs have established student learning outcomes at the course and program levels. Non-instructional programs include all student support services which are student and library services. Student and library services have established service area outcomes. Student learning outcome is a required component of every course and program outline, and service area outcome is a required component of every service area of the College.

Student learning outcomes at the course level are mapped to the program level and institutional level learning outcomes. The mapping alignment allows assessments of student learning outcome(s) at the course level to also assess the learning outcome(s) at the program and institutional levels, pcc.palau.edu/academics/programs. All student learning outcomes are assessed at least once a year.

The student learning outcomes are assessed through course assessment at the end of each semester where the same assessment assesses student learning outcomes at the program and institutional levels. Service area outcomes are assessed through the Institutional Effectiveness Survey for students and for employees every fall and spring semester. Student learning outcomes and services area outcomes are also assessed every three years through the Program Review cycles. [1-11]

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

Actionable Improvement Plans

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

Response

Palau Community College established Institutional-set Standards for Student Achievement (ISSA) appropriate to its mission and the standards are assessed every semester and every academic year. ISSA results are made available college wide through convocations, meetings, and trainings. In addition, the ISSA report is widely shared and disseminated to all College constituents through the College Executive Committee, College convocations, the college website and the College Fact Book. [1-12]

In fall 2018, the ISSA Committee reconvened for its final meeting and reviewed ISSA results after the first three-year cycle. The College removed ISSA 1, 2 and 3 assigning those to the College Retention Committee for recruitment plan goals as these ISSAs are in relation to recruitment and admissions to the College. The College also put ISSA number 6 as an inactive standard due to the discontinuation of development courses in fall 2016.

On June 13, 2019, the College President approved the recommendations from the Institutional-set Standards for Student Achievement Committee to discontinue four of the eleven institutional-set standards. The remaining seven institutional-set standards continued implementation in fall 2019 and became a full responsibility of the College Retention Committee. [\[1-13\]](#)

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

Actionable Improvement Plans

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

Response

Since 2016, the College has continued to provide trainings college-wide in regards to its institutional assessment process. Formulate Assess Measure Evaluate and Develop (FAMED) is the institutional assessment process that all programs and services of the College follow when assessing and evaluating programs and services. At the beginning of a new school year, FAMED process trainings are conducted in the fall to ensure that assessments are done accordingly. Training agendas include, but are not limited to, assessments of specific student learning outcomes, service area outcomes, assessment tools, and analysis of data. In addition, different assessment tools and assessment templates are required to be revisited and revisions are made when necessary every three years. Adjunct and part time faculty are also included during these trainings. [\[1-14\]](#)

The College uses assessment data to support student learning and achievement. Such assessment data includes assessment of the College 15-Year Institutional Master Plan-Strategic Direction 1, Student Success; ISSA; Program Reviews; and course assessments. Results of the different assessments direct the College in its decision making, resource allocations, and implementation for improvements. For example, the Admissions & Records Office through its Program Review hired an admissions counselor to better serve the needs of students. [\[1-15\]](#)

Institutional Effectiveness

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

Actionable Improvement Plans

Palau Community College will continue to assess its programs and services through Program Reviews and regular evaluation of goals and objectives, student learning outcomes, and student achievement to ensure accomplishment of its mission. With the establishment and implementation of the

institutional-set standards, the College will further disaggregate student achievement data for course completion, retention, and graduation completion rates.

Response

The Institutional Assessment Calendar 2014-2024 schedules all program/service area cycles of reviews. All programs/service areas include all academic and non-academic units of the College. The College requires assessments of all its programs and services on a regular basis to ensure accomplishment of its mission. [1-16]

Through the 5th Program Review cycle of the Tourism and Hospitality Program covering SY 2015-2016 to SY 2017-2018, the review indicated a need to hire an additional full time faculty and an assistant instructor to ensure the degree program's responsibilities are met. The College hired a new full time faculty and an assistant instructor in 2019 to support the program. [1-17]

Institutional-set Standards for Student Achievement (ISSA) #5 requires that PCC retain at least 60% of registered students from term to term; fall to fall; and spring to spring until completion of degree/certificate programs. The fall 2016 to spring 2017 overall retention rate was 84% of the first time full time student fall 2016 cohort. Sub populating the retention data by gender showed that there were more male students at 88% compared to female students at 80% from fall 2016 to spring 2017. Disaggregating by nationality, the data showed that students from outer states (non-Palauans) were more likely to enroll the next semester compared to students from Palau. ISSA #9 requires that at least 20% of students enrolled graduate in 3 - 3.5 years. Overall graduation rate of 150% normal time to completion for Fall Cohort 2014 was 16%; male students were at 17% while female students were at 16% with students from Palau at 16% and non-Palauans at 0%.

In addition, the College further disaggregates student achievement through course completion rate. ISSA #4 requires at least 60% of registered students complete enrolled courses (course completion) in any given semester. For more disaggregated data on assessment, visit the college website at pcc.palau.edu/about/institutional-effectiveness. [1-18]

6. The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.

Actionable Improvement Plans

Palau Community College will continue to disaggregate and analyze its learning outcomes and achievement for subpopulations of students. Palau Community College will continue to identify performance gaps and implement strategies, which will include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and will continue to evaluate the effectiveness of those strategies.

With the establishment and implementation of the institutional-set standards, the College will further disaggregate student achievement data for course completion, retention, and graduation completion rates.

Response

Disaggregation and analyzation of learning outcomes and achievement for subpopulation of students are required assessment responsibilities on a semesterly basis through course assessments. The current

course assessment process FAMED template requires disaggregation and analysis of student gender and ethnicity. Since fall 2017, the College requires course assessments to disaggregate and analyze student learning outcomes and student achievement by subpopulations. Results of assessments help identify performance gaps where the College implements strategies to mitigate those gaps to ensure student learning, achievement, and institutional effectiveness. Should additional resources become necessary, allocation will take place to implement necessary changes.

In fall 2018, the ED 110 – Introduction to Teaching course showed that 65% of students assessed performed at the proficiency level. The 70% expected benchmark was not met in this particular semester. The 35% of the students who did not meet the expected proficiency benchmark comes from a specific age group where the English language was a barrier in an English-speaking classroom. The course action plan to be implemented during the next course offering is to focus on any student with an English language barrier and to provide one-on-one tutoring services utilizing the Learning Resource Center and the Academic Tutoring Center available on campus. While the benchmark of 70% was not met, there won't be any changes with the course outline. Course instructors will focus on students with this specific need the next time the course is offered. [[1-19](#)]

The Music/Fine Arts Department, General Education (GE) 4th cycle Program Review covering SY 2012-2013 to SY 2014-2015 indicated a need to procure a new musical keyboard to support required music classes' instructional activities. Such activities include Choir and Solo presentations. The allocation of fiscal resources to procure a new musical keyboard improved student learning and achievement. [[1-20](#)]

7. The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.

Actionable Improvement Plans

Palau Community College will continue to regularly evaluate its policies and practices across all areas of the institution. Evaluation of practices to ensure their effectiveness in supporting academic quality and accomplishment of the institutional mission at the different departments and divisions and within different programs of the College will continue to be done on a regular basis by members appointed to the different standing committees. Overall College practices and policies will continue to be evaluated regularly to ensure their effectiveness in supporting academic quality and accomplishment of the institutional mission through working committees and task forces appointed by the College President.

Response

Palau Community College regularly evaluates its policies and practices across various areas of the institution, including instructional programs, resource management, and governance, to assure institutional effectiveness. There are various standing committees and ad-hoc committees of the College that have responsibilities of evaluating different policies and practices across all areas of the College. Such committees include, but are not limited to, the Committee on Program and Curricula (CPC), Committee on Student Financial Aid (COSFA), Institutional Compliance Steering Committee (ICSC), and Policy Review Committee (PRC). [[1-21](#)]

In 2018, the College through its COSFA committee revisited the Academic Policy on Attendance due to concerns of students' absences. The College revised its Academic Policy on Attendance to help students minimize their attendance issues in an effort to promote student achievement and student eligibility for Federal Title IV aid. In addition, the ICSC revisited the College policies and procedures in regards to

Federal Consumer Information Disclosure as required by the Department of Education. Through the ICSC committee, the College has revised its policies and procedures to ensure compliance with the Department of Education.

In fall 2016, the CPC committee revisited the admissions requirement to degree programs. The Test of English as a Foreign Language (TOEFL) score of 500 and above as a requirement to Associate of Arts and Associate of Science degree programs was removed where the institution is now implementing admissions requirements of cumulative grade point average from the high schools as a requirement to degree programs. However, TOEFL remains a College admissions requirement for foreign students. The College continues on a regular basis to evaluate its policies and procedures across all areas of the College to ensure it is meeting requirements of the US Department of Education, policies and regulations of the Republic of Palau, and requirements of its College Board of Trustees. [[1-22](#)]

8. The institution broadly communicates the results of all its assessment and evaluation activities so that the institution has shared understanding of its strengths and weaknesses and sets appropriate priorities.

Actionable Improvement Plans

Department and division level meetings, organization meetings, and committee meetings, including the executive committee meetings need to report current assessment and evaluation results with proposed action plans/solutions to help further discussions in these meetings to guarantee understanding of strengths and weaknesses and to set appropriate priorities to improve programs and services.

Response

The results of different College assessments and evaluations are communicated broadly across the institution on a regular basis. For example, results of the Institutional-set Standards for Student Achievement (ISSA) are shared and discussed during regular Executive Committee meetings. The Executive Committee comprising of members from different departments/divisions including representatives from the faculty, classified staff, and students continues to share and discuss assessment results with their respective programs and service areas. This approach allows college wide understanding of institutional strengths and weaknesses where appropriate priorities are set to ensure institutional effectiveness. The Institutional Assessment Committee (IAC), a sub-committee of the College Executive Committee, reports on a regular basis assessment and evaluation results of Program Reviews. Program Review reports include success of programs/service areas, needs for improvements, strengths and weaknesses, and actions plans to be implemented for improvement. Program Review reports are shared college wide to ensure proper support is provided to address appropriate needs for improvement. Such proper support may include human, physical, technology, and fiscal resources. In addition, during fall convocations, the College 15-Year Institutional Master Plan report card is shared college wide with the most updated progress of every goal and objective of the plan. [[1-23](#)]

9. The institution engages in continuous, broad based, systematic planning and evaluation. The institution integrates Program Review, planning, and resource allocation into a comprehensive process that leads to an accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-term needs for educational programs and services human, physical, technology, and financial resources.

Actionable Improvement Plans

Palau Community College will continue to provide trainings and workshops of the institutional assessment process, FAMED, to ensure that departments and divisions integrate Program Review, planning and resources allocation using a comprehensive process that will lead to continuous institutional mission accomplishments, institutional effectiveness and academic quality. The College continues to require that all divisions and departments integrate Program Review, planning and resources allocation using the overall institutional process.

To ensure academic quality and institutional effectiveness, completing the overall institutional process with the integration of Program Review, planning and resources allocation will ensure that the FAMED cycle and assessment is complete, thus ensuring that plans and resources allocation are based on factual data and analysis.

Response

The institutional assessment process, FAMED, allows systematic planning and evaluation which dictate the integration of Program Review, planning, and resource allocation. Every fall, the Institutional Research and Evaluation Office (IREO) provides training college wide to ensure that College constituents continue to follow the institutional assessment process. Programs/service areas semesterly assessments as well as course assessments, and Program Reviews follow the same FAMED process. The FAMED process identifies mapping of program/service area outcomes as well as student learning outcomes to the institutional mission, institutional learning outcomes, and institutional set standards. This process allows integration of assessments and evaluations to the College planning, decision making, and resource allocations. Any need to support improvement of the institutional mission is addressed through the FAMED process. The FAMED process helps lead the College in its continuous planning to ensure academic quality and institutional effectiveness.

Every program and service area of the College is required to evaluate and assess its programs and services in a three year cycle. When need arise as a result of Program Review evaluation, the timeline spelled out within the Program Review reports should be met to ensure academic quality and institutional effectiveness. Action plans defined required timelines within any Program Review reports must be supported by assessment and evaluation data, strategic directions required by the 15-Year Institutional Master Plan, Five Year Technology Plan, and/or any approved plans of the College. Any action plans not supported by evaluation data and/or major plans of the institution are not considered during institutional decision making. This process ensures that any planning, decision making and resource allocations are integrated at all times. [\[1-24\]](#)

I. C. Institutional Integrity

1. The institution assure the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors.

Actionable Improvement Plans

Palau Community College will continue to assure the clarity, accuracy, and integrity of information provided to students, prospective students, personnel, and all College constituents related to its mission statement, learning outcomes, educational programs, and student support services. The College will

continue to involve all constituents while conducting its regular reviews on policies and practices to ensure integrity and fairness to all its students and employees. The College will continue to provide accurate information to students and the public about its accreditation status with Accrediting Commission for Community and Junior Colleges (ACCJC) – Western Association of Schools and Colleges (WASC).

Response

Palau Community College's mission statement, learning outcomes, educational programs, and student support services are outlined in the College general catalog, on the College website and in major College publications. In the general catalog 2016 - 2020, the College mission statement is outlined on page 12, learning outcomes at the institutional level are outlined on pages 12 - 13, the 21 educational degree programs are outlined on pages 48 – 65, including learning outcomes at the program levels, and student support services are outlined on pages 21 – 29. The general catalog of the College is one of the College's major publications that contain information with clarity, accuracy and integrity. Any official change of information will be made through general catalog addendums, updates to the College website, student bulletin boards around campus, Student Life Office, and other publications of the College. The College mission statement spells out the very purpose for the institution's existence, and therefore, it is a vital component of its daily operation. The mission statement is posted at every program and service area of the College, including on bulletin boards around campus. Current and prospective students will continue to receive accurate information via the College website, Student Services Division, Academic Affairs Division, general catalog and other College publications. Such publications include the College weekly newsletter, Semester Course Schedule booklet, Student Handbook and Financial Aid Handbook. [\[1-25\]](#)

Clarity, accuracy and integrity of different topic matters involving institutional mission, learning outcomes, educational programs and student support services engage College constituents from different levels of the institution through appointment to committees and taskforces by the College President. Representatives from different departments and divisions of the College are appointed by the College President to review policies, College plans and educational programs to ensure that all College constituents are included in any decision making of the College. For example, the Committee on Programs and Curricula (CPC) membership includes faculty representatives, student services representative, library services representative and student representative. CPC is the committee that reviews and certifies courses and educational programs outlines, learning outcomes, required number of credits and hours, and textbooks. Having representatives representing different levels of the institution ensures integrity and fairness to all College constituents including students and personnel. Involvement in committees and taskforces provides opportunities for thorough planning, in depth discussions, decision-making and College wide implementation. [\[1-26\]](#)

The College is accredited by one of the seven regional accreditors of the United States, the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges. The status of its accreditation including any information in relation to its accreditation is accurately provided through different means of reporting to the College community and to the public it serves. On a regular basis, College accreditation report is provided College-wide through the Board of Trustees meetings, and the Executive Committee meetings that comprise membership from all divisions and department of the College including faculty, classified staff and student representatives. On a bi-annual basis, College accreditation report is provided to the Pacific Postsecondary Education Council comprised of Pacific region representatives. On an annual basis, the College accreditation report is provided to the leadership of the Republic of Palau through the College Annual Report, the public through the College Endowment Fundraiser and to all College employees through new academic year convocation. [\[1-27\]](#)

2. The institution provides a print or online catalog for student and prospective student with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the “Catalog Requirements”.

Actionable Improvement Plans

Palau Community College continues to provide a print and online catalog to its students and prospective students that contain precise, accurate, and current information on all facts, requirements, policies and procedures are listed with specific descriptions. The College will continue to inform students, faculty and staff of any changes of catalog information through catalog addendums and will continue to distribute the information to faculty, students and staff through memorandums, bulletin boards, and the College website, www.palau.edu.

Response

Every new student through New Student Orientation and SS100- Introduction to College course will receive a copy of the College Catalog, where the College catalog is the main textbook of the SS100 course. The College general catalog cycle covers four school years. The current catalog covers school year 2016 to 2020. The catalog is available in print and online at pcc.palau.edu/academics/general-catalog. The College catalog defines accurate and current information regarding policies, procedures, programs, services, course requirements, and academic calendars. Information in the catalog is precise, accurate and depicts the current representation of Palau Community College policies, regulations, procedures, programs and services. When there is an official change with any information contained in the general catalog within a catalog cycle, catalog addendums are made to make those changes. Any addendums of the catalog are also updated on the College website to maintain the online catalog up-to-date, on student bulletin boards on the campus as well as at all offices of the College.

3. The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public.

Actionable Improvement Plans

Palau Community College continues to use documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate College constituents. Palau Community College implemented its institutional-set standards for student achievement in fall 2015. When the first assessment and evaluation of the said institutional-set standards for student achievement became available at the end of summer 2016, the College made the student achievement data and analysis available to all its constituents, including current and prospective students.

Response

Documented assessments of student learning outcomes and student achievement are communicated regularly to all College constituents. Student learning outcomes assessment is referred to as the Semester Course Assessment which assesses student learning outcomes at the course, program, and institutional level once a year. Student achievement assessment is the assessment of Institutional-set Standard for Student Achievement (ISSA) and is done every semester. The results of student learning outcomes and student achievement are communicated College-wide through the Executive Committee regular meetings, annual convocation, and divisions'/departments' management meetings. Assessment results are also available to the current and prospective students and the public through the College website at pcc.palau.edu/about/institutional-effectiveness.

4. The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.

Actionable Improvement Plans

Palau Community College continued describing its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes. Through faculty, the dean of Academic Affairs and the Committee on program and Curricula, the College will continue to assure that the information about its programs is clear and accurate with clearly defined descriptions, content, course requirements, and learning outcomes. Students will continue to receive accurate information through course syllabi and the general catalog as well as through the Gainful Employment Disclosure information on the College website, pcc.palau.edu/academics/gainful-employment-disclosure.

Response

The College certificate and degree programs outline their purposes, content, course requirements and expected learning outcomes. The degree and certificate programs information is mandatory information in the College General Catalog, pages 44-102. Degree and certificate program information is also available through individual degrees/certificate program brochures and course syllabi as well as on the College website. The College faculty have the responsibility to update and revise course and program purposes, content, requirements and expected learning outcomes. Any changes in revisions of courses and programs require reviews and approvals from the Committee on Program and Curricula, and the Dean of Academic Affairs. Through the required process, the comprehensiveness and accurate purposes, descriptions, contents, requirements and student learning outcomes of courses and degrees/certificate programs are relevant in their presentation and implementation. The most updated degree program information is available through pcc.palau.edu/academics/programs. Official changes of certificate programs are also outlined through the Gainful Employment Disclosure available on the College website, pcc.palau.edu/academics/gainful-employment-disclosure.

5. The institution regularly reviews institutional policies, procedures, and publications to ensure integrity in all representations of its mission, programs, and services.

Actionable Improvement Plans

Palau Community College will continue its regular reviews of institutional policies, procedures, and publications to ensure integrity in all representations of its mission, programs, and services. Through appointment letters of the College President, members to different committees and task forces will continue to review College policies, procedures and publications on a regular basis according to the schedule of reviews. Approved policies, procedures and publications, will continue to be communicated to College constituents through the College website, attachments to payroll checks, general assemblies, student meeting, regular faculty and staff meetings, management meetings and the College newsletter.

Response

The College's institutional policies are reviewed, assessed, and updated regularly or when need arises. The College appoints appropriate task forces and committees to review, revise and develop needed policies, procedures and publications to ensure institutional integrity. The policies and procedures are published in appropriate publications such as the College general catalog, student handbook, Personnel Rules and Regulations Manual (PRRM), and Administrative Procedures Manual (APM). The College mission and vision statements were due for review and evaluation in 2019. In February 2019, the College appointed the Mission and Vision Task Force to review the currency and relevancy of both statements. In

addition, the College's current General Catalog ends in summer of 2020. The College appointed members of the Catalog Committee in spring 2019 to oversee the revisions of the General Catalog 2016-2020 and to develop a General Catalog 2020-2024 that will be implemented in fall 2020. In summer 2019, the College appointed the Administrative Procedures Manual Task Force to review the current Administrative Procedures Manual for its currency and relevancy.

College policies, procedures and publications ensuring the integrity of any representations of the College Mission, programs and services are communicated College wide through different avenues, including the College website. Different avenues include, but are not limited to, the College general catalog, various handbooks, various manuals, the College newsletter and the College annual convocation. [[1-28](#)]

6. The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses; including textbooks, and other instructional materials.

Actionable Improvement Plans

Palau Community College continues to provide accurate information to current and prospective students regarding the total cost of education, including tuition, required fees, textbooks, and other instructional material. The College will continue to inform its current and prospective students accurate information regarding educational cost and other required fees through its general catalog, financial aid hand book, semester course offerings and the Gainful Employment Act both in hard and electronic copies through the College website.

Response

The College continues to inform prospective and current students, and the community of the College educational costs. Educational costs include resident/non-resident tuition, room and board, and other fees. The information is found in the General Catalog, pages 40-42, pcc.palau.edu/wp-content/uploads/2014/06/PCC-Catalog-2016-2020.pdf. The College educational costs are also available through the Gainful Employment Disclosure, pcc.palau.edu/academics/gainful-employment-disclosure. In addition, financial aid assistance information is provided to all students through the Financial Aid Handbook, pcc.palau.edu/wp-content/uploads/2018/09/2018-2019-Student-Financial-Aid-Handbook.pdf. The information for course textbooks include textbook title, author, edition, and other instructional materials cost are available through semester course schedule booklet, pcc.palau.edu/wp-content/uploads/2018/12/Spring-2019-Course-Schedule.pdf.

7. In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge, and its support for and atmosphere in which intellectual freedom exists for all constituencies, including faculty and students.

Actionable Improvement Plans

Palau Community College will continue to publish its governing board policies and academic freedom and responsibility in its Personnel Rules and Regulations Manual, general catalog and student hand book. These policies will continue to provide a clear commitment of the institution regarding the free pursuit and dissemination of knowledge and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students.

Response

Palau Community College ensures its institutional and academic integrity through the use of mandated Board policies on academic freedom and responsibility. The Governing Board policies covering academic freedom and responsibility are outlined in the College PRRM on pages 2-3, pcc.palau.edu/wp-content/uploads/2019/03/PRRM-October-2005.pdf. The principles of academic freedom permit faculty members to act within the scope and terms required by the faculty employment contract. These principles emphasize that all faculty members are entitled to freedom within their classrooms to discuss and conduct activities in relation to the field of their expertise, to carry out research in their specific field of competence, and to publish their research results. The Personnel Rules and Regulations Manual is available in every office of the College and on the College website. The academic freedom and responsibility is also outlined in the College General Catalog on page 14.

8. The institution establishes and publishes clear policies and procedures that promote honesty, responsibility, and academic integrity. These policies apply to all constituencies and include specifics relevant to each, including student behavior, academic honesty, and consequences for dishonesty.

Actionable Improvement Plans

Palau Community College will continue to ensure that its established policies and procedures promoting honesty, responsibility, and academic integrity applied to all constituents including specifics relevant to faculty and students are complied with all times. The College continues to publicize its policies through the College Personnel Rules and Regulations Manual, general catalog, student hand book, student planner, SS100 course, new student orientation and course syllabi. The College will continue to ensure that its established strategies promoting student verification will be complied with all times.

Response

The College Board's established policy promoting honesty, responsibility, and academic integrity applies to all College constituents regardless of position and status. The policy is clearly published through the Personnel Rules and Regulations Manual, pages 2-3, General Catalog pages, 25-27, the Student Handbook, the Student Planner, and also through student course syllabi. The policy is also discussed during New Student Orientation, as well as in the SS100 - Introduction to College course. The divisions of Academic Affairs and Student Services have the responsibility to educate students and faculty on this policy as well as the responsibility to enforce it. This policy is complied with by all College constituents regardless of learning locations, learning approaches or methods. For example, to ensure academic integrity with online courses, online courses orientation takes place at the beginning of each semester where enrolled students are given the access to the course site for course activities. These activities include the midterm and final exams where students must be present in person to take the exams. The Academic Integrity policy is a requirement for each course offered on the PCC online website, pcconline.palau.edu:8080. [1-29]

9. Faculty distinguishes between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

Actionable Improvement Plans

Through the Palau Community College policy and academic degree programs student learning outcomes, the College will continue to ensure that its faculty distinguish personal conviction and professionally accepted views in a discipline where instruction is presented fairly and objectively.

Response

The College Academic Freedom and Responsibility policy statement 1.3 defined under PRRM pages 2-3 provides a clear expectation of faculty distinguishing between personal conviction and professionally accepted views in a specific field of expertise. With this policy, the College expects its faculty to present content in a fair and objective manner. The policy also informs faculty of their primary responsibility as well as how to be effective teachers, role models, and scholars.

Through the Committee on Programs and Curricula (CPC), the College reviews expected learning outcomes of courses and programs to ensure that learning outcomes are free of personal conviction and only require accepted professional views. The College also requires that its degree programs including courses within the programs follow a five year cycle of review to ensure that courses and programs continue to meet higher education requirements, as well as provide the students the academic freedom to explore learning within the scope of the course and program outlines. [1-30]

10. Institutions that require conformity to specific code of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty and student handbooks.

Actionable Improvement Plans

Palau Community College will continue to require compliance of specific codes of conduct of staff, faculty, administrators, and students. When the College seeks to instill specific beliefs or world views, the College will appoint a committee to study, research and establish detailed goals. Upon approval of such goals, the College will communicate the approved goals College-wide through its website, general catalog, PRRM, student hand book, College newsletter, memoranda, and other appropriate College publications.

Response

Palau Community College requires compliance of specific code of conduct of staff, faculty, administrators, and students. When the College instills specific beliefs or world views to its staff, faculty, administrators, and students, it provides clear prior notice of such policies through statements in the General Catalog, Student Handbook, as well as other College publications, including written memorandums, meetings and assemblies.

Through its Personnel Rules and Regulations Manual, the Student Handbook, General Catalog, Student Planner and the College website link at pcc.palau.edu/wp-content/uploads/2018/06/campus-safety-security-policy-2018.pdf, the College provides specific code of conduct policies for staff, faculty, administrators and students to conform with. The school catalog on page 12 also specifies Unifying Principles. The Unifying Principles which were developed by the College in early 2000 are the institution's highly valued statements or beliefs that set the basis for policy setting, planning, decision making and how the College community members should interact with one another. [1-31]

One of the examples of a publication is the September 12, 2016 memorandum on Political Activity on Campus that specifies guidelines for College community members to comply with in order to maintain the College campus as a politically neutral environment. College policies on Drug and Alcohol Abuse and Campus Safety and Security have been distributed to all members of College community as well as posted on the College website. The College recent initiative to conserve energy on campus has also been communicated via a memorandum and distributed to all faculty and staff. [1-32]

11. Institutions operating in foreign locations operate in conformity with the standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.

Actionable Improvement Plans

Palau Community College will continue to offer the nursing degree program in Yap state following the conformity with the Standards and applicable Commission policies for all students. The College will continue to visit the program on a regular basis to ensure student learning and student achievement.

Response

In its existence, Palau Community College had only offered two different degree programs in the State of Yap, Federated States of Micronesia (FSM). The two educational programs were Education and Nursing. Prior to offering these programs in mid-2000, the College requested approvals through substantive change proposals with Accrediting Commission for Community and Junior Colleges (ACCJC) and received ACCJC approvals to offer full degree programs in Yap State, a foreign location. The College complied with ACCJC Standards and Commission policies for all students during its operation in Yap State, FSM. The Education program was offered to the Yap Head Start Program in-service teachers and every student who was enrolled in the program completed their associate of science degree in Education by fall 2008. The Nursing program in the same foreign location continued until fall 2018. After several foreign location visits with series of discussions, the College made its decision on November 1, 2018 to close the Nursing Program in Yap State, FSM. The feasibility of the success of the program including its low graduation rate were reasons to close the program with hope that interested students migrates to Palau Community College main campus to complete their degree program in one year. To date, the College does not operate in any foreign location. Should there be need from a foreign community for educational offerings, Palau Community College will begin operation with ACCJC approval and will be in compliance with ACCJC Standards and Commission policies. [\[1-33\]](#)

12. The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities.

Actionable Improvement Plans

Palau Community College will continue to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, Palau Community College will continue to respond, meeting the time period set by the Commission. Moreover, the College will continue to disclose information required by the Commission to carry out its accrediting responsibilities. In addition, the College will continue to attend ACCJC meetings, workshops and trainings to ensure understanding of policies and regulations and will continue to comply with the Commission's Eligibility Requirements, Standards and policies to stay and remain an accredited institution.

Response

The Republic of Palau Public Law (RPPL) 4-2 of 1993, the College's enabling legislation, mandates Palau Community College to be an accredited institution by the Accrediting Commission for Community and Junior Colleges (ACCJC). Therefore, in order to stay in compliance with this act, the College must

remain an accredited institution by ACCJC-WASC. The College status of good standing with ACCJC depends on its compliance with the Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. [1-34]

Eligibility Requirements, Accreditation Standards, and Commission policies and guidelines are vital components of Palau Community College. The institution's daily operation, educational programs, student support services, resources and its governance ensure compliance of ACCJC Eligibility Requirements, Standards, policies and guidelines. The College is doing different activities every semester to ensure its compliance. For example, all its employees are required to take the Accreditation Basics online course. After completion of the course, each employee is required to submit a copy of the course certificate to Human Resources Division as proof that the course has been completed. When new employees are hired regardless of employment position, the new employee is given a semester to complete the course. Other College activities in regards to Accreditation Standards, Eligibility Requirements, Commission policies, guidelines and requirements include, but are not limited to, convocations, meetings, trainings, various reports, and personnel involvement in committees, such as the College Accreditation Steering Committee and its responsibilities. [1-35]

In August 2011, the College established the Accreditation Office fully operated by the College Accreditation Liaison Officer who reports directly to the College president. The mission of this office is to make sure that the College remains an accredited institution to ensure compliance of Palau RPPL 4-2. Today, the office has been in operation for nine years where it continues to provide professional development trainings college-wide annually and semesterly to ensure the College compliance of Accreditation Standards, Eligibility Requirements, Commission policies, guidelines and regulation. [1-36]

13. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public.

Actionable Improvement Plans

Palau Community College will continue to advocate and demonstrate honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. The College will continue to communicate its accreditation status to its students and the public it serves on a regular basis.

Response

Palau Community College advocates and demonstrates honesty and integrity in its relationship with external agencies, including compliance with regulations and statutes. The College relationship with external agencies is built upon honesty and integrity and in compliance of policies and regulations. PCC is a Land Grant institution under the College of Micronesia (COM) Land Grant Treaty which includes the College of Micronesia, Federated States of Micronesia and College of the Marshall Islands, Republic of the Marshall Islands. The COM Land Grant is established and made possible by the U.S. Department of Agriculture. To remain an eligible member of the COM Land Grant, the College believes, promotes, and exhibits honesty and integrity in its compliance with the Grant's policies, regulations, guidelines, and statutes. Today, the College remains in good standing under the COM Land Grant Treaty where it continues to receive financial support for its Cooperative Research and Extension Program.

There are courses required by degree programs that necessitate further trainings from external job sites where students must attend to complete degree requirements. External agencies include, but are not limited to, agreements between the institution and outside agencies that provide instructional activities and learning support to satisfy degree program/course requirements. Examples of such courses include internship training and diving courses. Internship training and diving courses are conducted by external agencies where agreements between the institution and those outside agencies outline learning outcomes and requirements of courses and degree programs, including policies and regulations that both parties must comply with. The College remains to advocate and demonstrate honesty and integrity in its relationship with external agencies that provide instructional activities and learning supports satisfying the implementation of its programs and services requirements. [[1-37](#)]

The Elton B. Stevens Company (EBSCO) provides the Palau Community College library the database for magazines, journals, and literature reviews among others. The contractual agreement between PCC and EBSCO outlines regulations and statutes that must be met by both parties. To continue in good standing with the EBSCO, the College must advocate and demonstrate honesty and integrity with the established agreement through compliance with regulations and statutes set forth by the agreement. [[1-38](#)]

Palau Community College is accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC), a regional accreditation of the United States. PCC is accredited and a member institution of only one accreditor, the ACCJC. Annually, the College communicates updates of its accreditation status to the Commission through the ACCJC Annual Report and ACCJC Annual Fiscal Report, the Mid-term Report, and the Institutional Self-Evaluation Report, and other required reports, such as a Follow-Up Report, if the report is called for during that particular cycle. The College informs its constituents including students and the public it serves annually through the College Endowment Fundraiser, various College newsletter issues, fall convocations and the required Annual Reports [2016](#) , [2017](#), [2018](#) page 12 to the Republic of Palau President and the National Congress. The College also informs its constituents in the region with updates of its accreditation status through bi-annual reports to the Pacific Postsecondary Education Council (PPEC). On a monthly basis, updates of the College accreditation status are shared College-wide through the Executive Committee meetings where the information is further distributed by the Executive Committee members to their respective departments/divisions. [[1-39](#)]

14. The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.

Actionable Improvement Plans

Palau Community College's commitments to high quality education, student achievement and student learning will remain to be the core of the institution. Palau Community College policies and practices will continue to support and demonstrate that delivering high quality education is its utmost goal. The College priorities will continue to be documented in its mission and vision statements, 15-Year Institutional Master Plan, Strategic Directions 1 – 4, Technology Plan, the student learning outcomes at the course, program and institutional levels, the Institutional-Set Standards for Student Achievement, and the mission statement and purposes of every division and department of the College, including service area outcomes.

Response

The purpose and goals of Palau Community College are outlined in its mission and vision statements. The purpose of its existence under the Republic of Palau Public Law (RPPL) 4-2 is to provide high

quality education and training to citizens of Palau and the Micronesian region. The College Mission statement which is “Palau Community College is an accessible comprehensive 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” and Vision statement which is “We strive to guarantee quality and excellence” are testaments of its commitment to high quality education, student achievement and student learning which are the core of the institution. The College daily operational activities, including the uses of its resources, ensure high quality education, student achievement and student learning. For example, any procurement request must be tied to a student learning outcome(s) at the course, program and/or institutional levels as to explain how the disbursement of funds will help improve student learning, ensure student achievement and provide high quality education. [[1-40](#)]

In addition, programs and services daily operations focus on student learning and achievement. For example, development of courses and degree programs are based on student needs and needs requested by the community. In 2017, new English and Math courses were implemented to support student learning when developmental courses were discontinued. The new courses were developed and implemented to support students needing extra support to succeed and achieve their education goals. [[1-41](#)]

The College is a two year public institution with the purpose and commitment to high quality education, student achievement and student learning. Its priorities continue to be guided by the College mission and vision statements and documented in its [15-Year Institutional Master Plan](#), [5-Year Technology Plan](#), the [student learning outcomes at the course, program and institutional levels](#), service area outcomes, and the [Institutional-Set Standards for Student Achievement](#).

Standard I - List of Evidence

- 1-1 Office of Financial Aid Mission Statement, General Catalog page 21
- 1-2 College Degree Programs
- 1-3 Examples of College Evaluations
- 1-4 General Catalog 2016-2020, pages 16-30, 48-65
- 1-5 Links to General Catalog, Student Handbook, Financial Aid Handbook, Fact Book, and Newsletters
- 1-6 Mission and Vision Task Force Appointment Letter, Minutes of Task Force meeting, and Approval
- 1-7 2019 IAC Committee Report
- 1-8 Faculty Training Agenda and Attendance Log (2017, 2018), Revised FAMED Template
- 1-9 Fall Convocation 2019 Agenda and Attendance Log
- 1-10 December 29, 2018 and February 04, 2019 Distance Education Training Agenda and Attendance Log
- 1-11 Institutional Effectiveness Survey for students results, Institutional Effectiveness Survey for employee results, Evaluation tool (IES)
- 1-12 ISSA Reports
- 1-13 ISSA recommendations and approval and ISSA July 2019 (payroll #16 attachment)
- 1-14 FAMED training agenda/log sheet, samples of different assessment tools
- 1-15 Admissions & Records Program Review (4th cycle), Admission Counselor's Contract
- 1-16 Institutional Assessment Calendar 2014-2024
- 1-17 Tourism and Hospitality Program Review (5th cycle)
- 1-18 FAMED course assessment showing two additional subpopulations
- 1-19 ED110 Fall 2018 FAMED results
- 1-20 Music/Fine Arts Department (5th cycle), Procurement Check and Invoice for musical keyboard
- 1-21 CPC Handbook, Institutional Compliance Steering Committee (ICSC), Committee on Student Financial Aid (COSFA) and Policy Review Committee (PRC) appointment letters
- 1-22 Academic policy on attendance, admission requirement (TOEFL), and samples of revised policies and procedures of Consumer Information Disclosure
- 1-23 IAC Report sample and Executive Committee discussion sample
- 1-24 Program Review sample
- 1-25 Various College Publications
- 1-26 CPC Handbook and CPC Course Outline Review sample
- 1-27 Accreditation Report sample
- 1-28 Links to PRRM, APM, other College Policies and various handbooks, and samples of appointment letters
- 1-29 General Catalog, Student Handbook, Student Planner, Samples of Course Syllabus
- 1-30 Course Outlines Samples
- 1-31 College Code of Conduct Various Publications
- 1-32 Various College Policies
- 1-33 Yap Nursing Program Closure Letter
- 1-34 Republic of Palau Public Law (RPPL) 4-2
- 1-35 College Accreditation Effort
- 1-36 College Accreditation Office Information
- 1-37 External Agencies Relationship Information
- 1-38 EBSCO Service Agreement
- 1-39 Different Accreditation Reports
- 1-40 Programs and Services support of College Mission
- 1-41 EN100 and MA103 Course Outlines

Standard II: Student Learning Programs and Support Services

Standard II Chair - Marianne Temaungil
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Academic Affairs

Standard II.A. Instructional Programs

- Robert Ramarui, Dean, Academic Affairs Division

Standard II.B. Library and Learning Student Services

- Pioria Asito, Interim Director, Library Services Division

Standard II.C. Student Support Services

- Sherman Daniel, Dean, Student Services Division

Standard II: Student Learning Programs and Support Services

II. A. Instructional Programs

1. All instructional program regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificate, employment, or transfer to other higher education programs.

Actionable Improvement Plans

Palau Community College will continue to offer instructional programs that have identified student learning outcomes consistent with its mission, which lead to student achievement of degrees, certificates, employment and /or transfer to institutions of higher education. PCC will continue to create and develop instructional programs with identified student learning outcomes consistent with its mission.

Response

There are 21 academic programs and 12 academic certificate programs offered by the College. All have identified learning outcomes consistent with its mission and which lead to student achievement of degrees and certificates. These degrees and certificates lead to employment and/or transfer to institutions of higher education. The 21 degree programs and 12 academic certificates can be found in the 2016-2020 General Catalog, pages 48 – 68. Since spring 2016 no new programs have been developed; however new courses have been developed to support student's needs. For example, EN100 *English Reading and Writing Skills*, MA103 *Basic Mathematics*, and SC103 *Introduction to Environmental Science* were developed during the spring and fall of 2016. The need to create and develop EN100 and MA103 was to support the basic reading, writing, and mathematical skills which were taught in the developmental courses EN95 *Basic Grammar and Writing*, EN92 *Basic Reading Skills*, and MA95 *Basic Algebra*. The developmental courses were discontinued after summer 2016.

SC103 was created to provide more science support to non-environmental science degree students. PCC will continue to create and develop instructional programs with identified student learning outcomes consistent with its mission. [\[2-1\]](#)

2. Faculties, including all full time, part time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs, and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success.

Actionable Improvement Plans

Palau Community College faculty and those responsible for learning will continue to review, update, and make necessary changes to academic programs and other directly related services to ensure that instructional programs and related services continue to meet the generally accepted academic and professional standards and expectations, to continue to be current and relevant, to continue to improve teaching and learning strategies, and to continue promoting student success.

Response

With the creation of a new basic mathematics course, a number of programs chose to modify the core mathematics requirement replacing a required algebra course (MA105 *Intermediate Algebra*). The faculty in charge of such programs believe that the basic mathematics course better fits the programs' and students' needs. For example, in the Food and Beverage track of the Tourism and Hospitality program, the TH100 *Baking* and TH101 *Food Production and Sanitation* courses require students to have mathematical skills in measurements and menu costs rather than algebra skills. [2-2]

In order to ensure instructional programs continue to be current and relevant, faculty assess courses at least once a year and also during the three year program/department review process. Course assessments provide action plans that should be implemented the next time the courses are offered. Program reviews provide action plans that should be implemented within the next cycle. Action plans are based on identified needs to be implemented to meet the generally accepted academic and professional standards and expectations and to continue improving teaching and learning strategies to promote student success. [2-3]

To keep current with teaching strategies and to learn new strategies, faculty participate in conferences and trainings both in Palau and off-island. For example, in 2017 an in-house training by the National Center for Construction Education and Research (NCCER) training was offered to faculty under the School of Technical Education and English faculty attended Pacific Post-Secondary Education Counsel mini-conference on English for Speakers of Other Languages in Honolulu, Hawaii; in 2018 an in-house intensive intervention training was provided to all faculty and the Small Engine and Outboard Marine Program instructor attended the Association of Career and Technical Education Conference held in San Antonio, Texas; and in 2019, the Tourism and Hospitality instructor attended the Baking Training in Taiwan. [2-4]

The College continues to provide trainings for faculty to improve teaching and learning strategies and promote learning success. For example, technology training, distance education training, and learning management training were provided from 2016 to 2019 to support faculty needs. [2-5]

The Committee on Programs and Curricula (CPC) of the College oversees program curricula improvement and revisions. The committee ensures that revisions and improvements are based on student needs and are current and relevant meeting today's workforce expectations. [2-6]

3. The institution identifies and regularly assesses learning outcomes for courses, programs, certificates, and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section, students receive a course syllabus that includes learning outcomes from the institution's officially approved course outlines.

Actionable Improvement Plans

The college will continue to identify learning outcomes for new courses and degree programs, approve and implement them. The college will continue to assess student learning outcomes at the course, degree program, and institutional levels. The college will also continue to review current courses for their relevancy and currency as well as inform students of student learning outcomes at the course level through course syllabi.

Response

Palau Community College continues to identify and regularly assess learning outcomes for courses, programs, certificates, and degrees using established institutional procedures. The institution officially reviews and approves course outlines that include student learning outcomes at least every 5 years or when the need arises. In every class section, students continue to receive a course syllabus that includes learning outcomes from the institution's officially approved course outlines. Regardless of the delivery mode, all courses contain learning outcomes which are assessed on a regular basis. [2-7]

Currently the college uses an institution wide assessment process referred to as FAMED. The FAMED process begins with the formulation of learning outcomes, goals or objectives (F). Assessment tools are developed and implemented to gather data (A). Measurement data is collected (M) and the data is evaluated by analysis and interpretation (E). The assessment loop is closed by documentation and development of a new tool or revision of an already developed tool if needed (D). This process is used for both program reviews and courses assessments. [2-8]

When a program/course is conducted, mapping of the learning outcomes from the course level to the program level to the institutional level is covered. The General Education program student learning outcomes are the same as the institutional learning outcomes. The mapping of student learning outcomes at the course, program, and institutional levels is available through the college website link at pcc.palau.edu/academics/programs.

4. If the institution offers pre-collegiate curriculum, it distinguishes that curriculum from college level curriculum and directly support students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.

Actionable Improvement Plans

Palau Community College will continue to offer pre-collegiate curriculum (developmental courses) as necessary to support students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.

Response

After summer 2016, Palau Community College discontinued all developmental courses. In fall 2016, students were placed directly in either MA105 or EN112. To support students that semester in learning the knowledge and skills necessary to succeed in college level curriculum, tutoring was provided by both the course instructors and the College tutoring centers.

Since the pre-collegiate courses were discontinued, to ensure that students would be equipped with the knowledge and skills to advance to and succeed in higher courses, in spring 2017, the College developed and implemented the *Basic Mathematics* course (MA103) and the *English Reading and Writing* course (EN100) to provide support to students who may need additional knowledge and skills to succeed in higher courses. Refer to new courses referenced under evidence 2-1.

5. The institution's degrees and programs follow practices common to American higher education, including appropriate length, breath, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level.

Actionable Improvement Plans

Palau Community College will continue to ensure that the American higher education practices are followed by all twenty-one degree programs. Reviews of the degree programs will continue to ensure that minimum degree requirements are 60 semester credits and equivalent at the associate level.

Response

All 21 degree programs of the College continue to follow the American higher education practices. For example, the Criminal Justice (CJ) Program and the Education (ED) Program underwent modifications in fall 2016. These two programs were presented to the Committee on Programs and Curricula on May 11, 2016. The modifications had several changes, including additional courses to both programs. The ED program added two new courses (ED203 and MU139) to the Early Childhood track and HP139 to its Elementary Education track. The CJ program added MA110 *Survey of Mathematics* to its program to replace MA100 *Technical Mathematics*. In addition, both programs also made changes to their Program Learning Outcomes. Both programs continue to meet the number of credits required by the American higher education practices.

All programs continue to include appropriate length, breath, depth, rigor, course sequencing, time to completion, and synthesis of learning. Students taking a load of 15 credits each semester are able to finish the programs in two to two and a half years, provided that they stay focused and complete their courses successfully each semester. Program requirements are found in 2016-2020 General Catalog on pages 48 – 65. [\[2-9\]](#)

6. The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education.

Actionable Improvement Plans

The institution will continue to schedule courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education.

Response

The College course by course offering is scheduled in such a way that first year courses are not only required courses but also pre-requisite requirements to second year required program courses. Courses may also be offered outside the course by course offering schedule if the need arises. For example, OA211 which is a fall course has been offered in the summer and MA211 which is a spring course has been offered in the fall so students may graduate without spending an extra semester for only one course.

Programs which have students working full time have courses offered to meet the working students' schedules. For example, the Education program has in-service teachers enrolled in many of the required education program courses and these courses are scheduled for late afternoon and early evening hours. Students who have laboratories all day have general education courses offered in the evening to meet their needs. Courses are also offered through the distance education approach to accommodate student needs. The college continues to schedule courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. [\[2-10\]](#)

7. The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.

Actionable Improvement Plans

The college will continue to effectively use delivery modes, teaching methodologies and learning support services to equally meet the diverse and changing needs of its students in support of student learning and success. If deemed appropriate to support diverse student needs, additional delivery modes, methodologies and support services will be explored and adopted to promote student learning and achievement.

Response

The College uses different delivery modes, teaching methodologies and learning support services to promote student learning and achievement. For example, when the English instructors noticed students struggling with English courses offered as fully online, the faculty moved to develop some of these courses as a hybrid - pcconline.palau.edu:8080. Teaching strategies include field studies, research, interviews, and presentations. A number of courses have laboratories giving students the opportunity to practice hands on skills under the guidance of the instructors. In addition, internship courses allow students to further practice hands on skills in actual work settings. [2-11]

In 2017, the College opened the Center for Teaching Excellence (CTE) to provide technology support to faculty. The CTE provides technology support, such as utilizing YouTube videos and TED Talks to support teaching and how to use the open source learning management system, Moodle. [2-12]

The College learning support services include the Learning Resource Center, Academic Tutoring Center, computer classrooms and laboratories, and the Library computer laboratory which all promote student learning and achievement.

8. The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that there are processes in place to reduce test bias and enhance reliability.

Actionable Improvement Plans

Palau Community College will continue to validate the effectiveness of department-wide course and/or program examinations, using direct assessment of prior learning. The college will continue to use the process in place to reduce test bias and enhance reliability. The processes will be reviewed to ensure that when changes are made to courses, placement, departmental, challenge, and Credit-By-Exam tests are also evaluated and changes are made to reflect course changes. Since the same items of the placement tests have been used for six years (two review cycles), a thorough placement test itemized content review will take place by the end of the academic year 2015-16 to ensure that content and items are still relevant to course placement levels.

Response

English and Math Departments have departmental examinations. The English department faculty devised the reading placement test by choosing reading selections that have subjects that students should be familiar with. For example, the reading test has reading selections on turtles and pineapple. In addition, the selections are also subjects of common knowledge that students should have been exposed to through

the school, Internet and/or television. The writing test has a selection of topics to choose to write about that students also would be familiar with. The processes will continuously be reviewed to ensure that changes made to courses, placement, departmental, challenge, and Credit-By-Exam tests are also evaluated and changes are made to reflect course changes.

The English placement tests continue to be used to assess prior learning of reading and writing skills. The majority of students coming to PCC have had English courses throughout their elementary and secondary school years. The reading test answer sheet indicates the reading comprehension skills' strengths or weaknesses for each student in areas such as finding the main idea, supporting details and vocabulary. The evaluation of the writing placement test requires three English faculty for certification and the evaluation of the reading placement test requires two faculty. [\[2-13\]](#)

In fall 2016, the mathematics placement test was revised based on the discontinuation of the developmental math course. The revised math placement test was first implemented in spring 2017. Based on test results, students are placed into the appropriate college level mathematics course for their programs. [\[2-14\]](#)

9. The institution awards course credit, degrees and certificates based on student learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions. (ER10)

Actionable Improvement Plans

Palau Community College will continue to award course credit, degrees and certificates based on student learning outcomes. Units of credit awarded will remain consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. The College will continue to offer courses based on clock-to-credit-hours following the US DOE conversions.

Response

Palau Community College continues to award course credit, degrees and certificates based on student learning outcomes. Units of credit awarded remain consistent with United States Department of Education policies to reflect generally accepted norms or equivalencies in higher education. The College continues to offer courses based on clock-to-credit-hours following the Department conversions. The College has an established policy on a semester hour to reflect generally accepted norms or equivalencies in higher education. One credit lecture is equivalent to one contact hour of instruction. A one credit lab is equivalent to three contact hours per week. Each semester, students are assigned academic work and/or direct faculty instruction for the duration of 16 weeks, including one hour and fifty minutes for the final exam. [\[2-15\]](#)

10. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of the students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its own mission. (ER10)

Actionable Improvement Plans

Palau Community College will continue to make its transfer of credit policies available to its students to ensure smooth transitioning without any penalty. In accepting transfer credits to fulfill degree requirements, the College will continue to certify that expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Palau Community College will continue to articulate with other institutions of higher learning to ensure smooth transitioning of its students to other institutions. The college will go into new articulation agreements with other institutions when need arises to support its graduates.

Response

Palau Community College continues to make its transfer of credit policy available to its students to ensure smooth transitioning without any penalty. The general catalog explains how credits from other institutions can be made transferrable. Upon receipt of a transfer student's official transcript, the course from another accredited post-secondary institution goes through an evaluation and approval process. In accepting transfer credits to fulfill degree requirements, the College continues to certify that expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Any US non-accredited or foreign institutional credits will be transferred through World Education Service transcript evaluation results. [\[2-16\]](#)

Palau Community College (PCC) continues to work on articulation agreements with US and foreign institutions of higher education. Specifically, the only US accredited university in Micronesian region, the University of Guam (UOG), continues to work closely with PCC to assist PCC students who wish to transfer to UOG. [\[2-17\]](#)

11. The institution includes, in all of its programs, student outcomes appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.

Actionable Improvement Plans

Palau Community College will continue to include, in all its academic programs, student outcomes appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes. When changes are made at the course or program level, in regards to student learning outcomes, updates of the mapping will be made to reflect any changes.

Response

The established institutional learning outcomes (ILOs) of the College are as follows: Critical Thinking and Problem Solving, Communication, Quantitative and Technological Competence, Diversity, Civic Responsibility, and Aesthetics. These ILOs are mapped to student learning outcomes at the course and program levels. In the General Education program, the six program learning outcomes are the same as institutional learning outcomes.

For example, in the Criminal Justice program, there are four program learning outcomes which cover communication competency, analytic inquiry, ethical reasoning and the ability to engage diverse perspectives. The course CJ115 *Police Patrol Operations* has course learning outcomes which are mapped to the program learning outcomes; hence the course learning outcomes cover communication

competency, analytic inquiry, ethical reasoning and the ability to engage diverse perspectives. Course learning outcomes #1 – *to explain the basic function, duties, roles and operations of police patrol officers and traffic division personnel* is mapped to all four program learning outcomes.

All General Education courses have their course learning outcomes mapped to the General Education program learning outcomes. EN157 *Teaching English to Speakers of Other Languages (TESOL)* has course learning outcomes which are mapped to the program learning outcomes; hence the CLOs cover the communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, and the ability to engage diverse perspectives. EN157 CLO#1 – *write lesson plan for all four language skill areas (reading, writing, speaking, and listening) using MOE lesson plan template and which contain appropriate learner-centered, interactive language teaching and learning activities* is mapped to PLOs 1,2,4,5, & 6.

In summer and fall of 2019, all 21 degree programs and the General Education programs went through revisions of the instructional mapping ensuring all student learning outcome updates are included in the mapping charts. The revised October 2019 instructional mapping is available through the College website at pcc.palau.edu/academics/programs.

12. The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in the catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of participation in civil society, skills for life-long learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences.

Actionable Improvement Plans

Palau Community College will continue to require of all of its academic degree programs a component of general education based on the educational philosophy. The College will continue to rely on faculty expertise to determine the appropriateness of each course for inclusion in the general education curriculum based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes will continue to include a student's preparation for and acceptance of participation in civil society, skills for life-long learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. When there are changes to degree programs, general education required courses will be reviewed to ensure the relevancy of such courses required by the program.

Response

Palau Community College continues to require of all of its academic degree programs a component of general education based on the educational philosophy. All accredited 21 degree programs at Palau Community College require General Education courses. The number of General Education courses varies depending on each program's requirements and specifications. General Education required courses for each of the 21 degree programs are found in the General Catalog 2016 – 2020 on pages 48 – 65. The College continues to rely on faculty expertise to determine the appropriateness of each course for inclusion in the general education curriculum based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes will continue to include a student's preparation for and acceptance of participation in civil society, skills for life-long learning and application of learning,

and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. Student preparation for and the acceptance of the participation in the different fields are called for under the College General Education program and the institutional learning outcomes.

For example, in May 2019, after a thorough review of General Education course requirements, the General Electronics (GE) program proposed a change of its English requirement, CO110 *Introduction to Communication* to EN100 *English Reading and Writing*, which was developed in fall 2016 and implemented in spring 2017. EN100 better aligns with the program objectives. General Education requirements are revisited during academic degree program reviews, which are conducted every three years, and necessary changes will be made accordingly. [\[2-18\]](#)

13. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core are based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.

Actionable Improvement Plans

Palau Community College continues to offer degree programs that include focused study in at least one area of inquiry or in an established interdisciplinary core. These degree programs will continue to have identified specialized courses in an area of inquiry or interdisciplinary core that are based upon student learning outcomes and competencies and include mastery of key theories and practices within the field of study at the appropriate degree level.

Response

Palau Community College currently offers 21 degree programs, most of which include specialized courses at the 200 level, including internships and practicums. The 19 Associate of Science and Associate of Applied Science degree programs have identified specialized courses in an area of inquiry or interdisciplinary core that are based upon student learning outcomes and competencies and include mastery of key theories and practices within the field of study at the appropriate degree level. The two Associate of Arts Degree programs, the Liberal Arts, Associate of Arts Degree and Science, Technology, Engineering & Mathematics (STEM) Disciplines, Associate of Arts Degree programs focus on General Education program courses at 100 and 200 degree levels, all of which have student learning outcomes and competencies and include key theories and practices within General Education program areas. All programs include general studies to provide opportunities for students to transfer to four year institutions offering specific professional areas of their choice.

14. Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.

Actionable Improvement Plans

Palau Community College will continue to ensure that graduates completing career-technical degrees demonstrate technical and professional competencies meet employment standards and other applicable standards and preparation for external licensure. Palau Community College continues to work closely with the public and private agencies to ensure that established degree programs continue to support employment standards and requirements.

Response

Palau Community College continues to work with outside agencies to ensure that its graduates completing career-technical degrees demonstrate technical and professional competencies meeting employment standards and other professional standards. The Palau government and Palau private agencies do not require professional licensure for employment. Internship courses of career technical degree programs provide an opportunity for students to work directly under the supervision of outside agencies/employers. The final evaluation of a student is given by the supervisor of the outside agency. The College relies on the field experts to evaluate the students' proficiency in the skills demonstrated during on-the-job training.

The field experts' final evaluations of the students completing career technical certificates and degrees demonstrating technical and professional competencies ensure the college that its graduates are meeting employment and other applicable standards. [\[2-19\]](#)

15. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled student may complete their education in a timely manner with a minimum of disruption.

Actionable Improvement Plans

When programs are eliminated or program requirements are significantly changed, the Palau Community College will continue to enforce its policy so that enrolled student may complete their education in a timely manner with a minimum of disruption. The college policy for the elimination or significant changes of degree programs will be revisited and revised accordingly and published in the college catalog.

Response

Since December 2015, the submission of the Institutional Self-Evaluation Report of the College to ACCJC no program has been discontinued nor has had any significant changes. However, the College Nursing program that was offered at Yap State extension campus, Federated State of Micronesia was discontinued in November 2018 after several conversations and meetings with the Nursing coordinator in Yap State. The majority of students in the program have earned their Nursing degrees. The remaining students were encouraged to come to the main campus in Palau to complete the remaining required program courses with the support of the College housing program.

Should any program be eliminated or have significant changes, affected students will be given a semester to choose a different degree program. The process of choosing a different degree program will include academic advising and transcript evaluation to help students make knowledgeable decisions and smooth transitions into the next program. [\[2-20\]](#)

16. The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.

Actionable Improvement Plans

Palau Community College will continue to regularly evaluate and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. Through systematic program reviews and course assessments, the institution will continue to improve programs and courses to enhance learning outcomes and achievement for students.

Response

Through the Committee on Program and Curricula (CPC), the college regularly evaluates and improves the quality and currency of all its degree and certificate programs. The 21 degree programs and 12 certificates are required to be assessed within a cycle of 5 years. During this evaluation, revisions of course outlines and program modifications may take place to ensure their accuracy and relevancy in meeting today's workforce expectations.

In addition to the required 5-year cycle of evaluation, all instructional programs are required to go through a program review in a 3-year cycle regardless of their locations and modes of delivery. The program reviews allow the college to evaluate the efficiency and the effectiveness of its degree and certificate programs. Within the 3-year program review cycle, course assessments are required on a semester basis. Every active course should be assessed at least once a year; however, when a course is canceled from offering due to no enrollment, the course will be assessed the next time it is offered with enrollment. All instructional programs which include the 21 degree programs, 12 certificate programs, career and technical programs, and continuing and community education courses are all required to go through a program review cycle of 3 years. The program review evaluations assist the college in its improvements to ensure quality, currency, student achievement and institutional effectiveness. The college continues this process following the schedule of Institutional Program Review Calendar 2014 – 2024.

The Continuing Education (CE) division offers noncredit courses. Recent offerings include basic computer courses, Mandarin language courses, care giver courses, and emergency medical trainings. Courses offered by the CE division are evaluated at the end of the course/training sessions. A US federally funded program, the Maintenance Assistance Program (MAP), which offers training to government employees, evaluates trainings at the end of the training sessions. These evaluations assist the College in making any necessary changes to ensure the quality and currency of the trainings and enhance learning outcomes and achievements of the participants. The College does not offer pre-collegiate courses anymore. [\[2-21\]](#)

II. B. Library and Learning Student Services

1. The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services included, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services. (ER 17)

Actionable Improvement Plans

Palau Community College will continue to support student learning and achievement by providing library and other learning support services to students and to personnel responsible for student learning and support. PCC will continue to ensure that library and learning support services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including online courses. The college learning support services will continue to include tutoring, computer laboratories, learning technology, career exposures, and career and transfer counseling to ensure student success and achievement. Library and other learning support services will continue to be available to students at the main campus and students in the nursing degree program at the Yap state, Federated States of Micronesia.

The Library plans to improve the currency and total number of volumes in the libraries reference collection. Currently the average age of materials is 17 years. This is an ongoing project with an initial goal of decreasing the average age of reference materials to 10 years by the end of 2017. The Library also plans to increase the numbers and currency of materials in all of the fields of study offered at Palau Community College. This is also an ongoing project with a goal of purchasing titles in each area of study by the end of 2017.

Response

Palau Community College provides various support to ensure student learning and achievement. Such support includes, but is not limited to, tutoring centers, library collections and instruction, computer laboratories, and academic counseling and advising. The Learning Resource Center and Academic Tutoring Center provide tutoring services and learning resources to all students. The Learning Resource Center also provides college placement testing, career guidance counseling, transfer counseling, a computer laboratory and career exposure opportunities. In addition, transfer counseling is available at the Student Life Office. Academic advisors assist students in obtaining transfer information of other colleges and universities. The same support services were provided to students enrolled in the PCC Nursing program at the Yap State campus until program closure in November, 2018. [\[2-22\]](#)

To further the effort of supporting the faculty teaching with the use of technology, the college opened the Center for Teaching Excellence and hired the Instructional Media Specialist in 2018. The Specialist's responsibilities are supervising the Center for Teaching Excellence, overseeing the Distance Education Program, providing technology trainings to faculty, as well as teaching IT/Computer courses. Opening the Center for Teaching Excellence (CTE) is another example of the college supporting its faculty to enhance student support, success, and achievement. [\[2-23\]](#)

Since 2016, the College library has improved the currency and total number of volumes at the reference collection. For 2019, the total volume of the library collection is over 44, 000. Even though the 17 to 10 years average age goal was not met; the College library was able to decrease the number from 17 to 14 years. There were different factors that didn't allow the College to reach its goal of 10 years. Such factors include Pacific Islands publications with editions dating back to the 1940's where these editions are the latest editions of the different island nations' publications in the Pacific. [\[2-24\]](#)

2. Relying on appropriate expertise of faculty, including librarians, and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission.

Actionable Improvement Plans

Palau Community College will continue to rely on appropriate expertise of faculty, including librarians, and other learning support services professionals to select and maintain educational equipment and materials to support student learning and enhance the achievement of its mission. To ensure the regular communication between the college library and college faculty and staff, the college librarian will continue to be a liaison between the college library and the faculty. The librarian will conduct monthly meetings with different academic program / department faculty to consult with them at least once a year in regards to library materials required to support student learning.

Response

Currently, the College library is managed by the Director of Library Services who is supported by the expertise of the faculty in keeping up to date materials of different disciplines. Through faculty requests, procurement of resources are made to support instructions. In addition, the College library continues to receive resource donations from different individuals and community support groups. The resource donations also help update and increase the library collection to support student learning and success. The College library will continue to work closely with Academic Affairs to ensure that appropriate resources are available to support faculty work. [\[2-25\]](#)

3. The Institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Actionable Improvement Plans

Palau Community College will continue to evaluate its library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these learning outcomes will continue to be conducted. Palau Community College will continue to use the results of these evaluations as the basis for improvement. The library and other learning support services will continue to use evaluation instruments that evaluate the use, access, and relationship of the services to intended student learning outcomes. The college will continue to use the results of its library and learning support services to make improvements to its services to ensure student achievements.

Response

Through scheduled Program Reviews, Institutional Effectiveness Survey evaluations, and College major plans, the College evaluates its library and other learning support services to ensure their adequacy in meeting identified student needs to provide appropriate support for improvement. The results of evaluations are used for planning, decision making, resource allocation and implementation for improvement of services. Examples of evaluations resulting in resource allocation for improvement since 2016 include renovation of the Learning Resource Center, relocation of Academic Tutoring Center to a much bigger space, and replacement of computer software for the library computer lab. [\[2-26\]](#)

Evaluations of library and other support services which are conducted on a regular basis include evidence that the evaluation contributes to the accomplishment of student learning outcomes and service area outcomes. For example, the Library User's Satisfaction survey results in spring 2016 showed student satisfaction at 70.1% and spring 2017 results showed 88.5% satisfactory. The survey shows an increase of 26% student satisfactory on the use and access of library services. In spring 2018, evaluations from different service areas were modified to be a single standardized Institutional Effectiveness Survey (IES).

IES began implementation in spring 2018. IES survey results in spring 2018 shows 89.7% student satisfaction with library information/procedures.

Library services include library instruction/lecture with the SS100 *Introduction to College* course, computer laboratory, Internet access, collections and resources, outreach programs, media, and printing. The College uses assessment results to help improve student success and achievement. Library outreach programs include the Book Mobile, PCC Daycare Read-Aloud, Summer Kids Program, and Library Reward Program. [2-27]

4. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness.

Actionable Improvement Plans

The college will continue to rely on and collaborate with external service providers to ensure that appropriate resources are available to support the library and other learning support services for its instructional programs. The college will continue to have formal agreements with external providers ensuring adequate services in support of its intended purposes. The college will continue its regular evaluations of its services to ensure their effectiveness. The college will begin evaluating services that are provided by external service providers through contractual agreement in 2016. The evaluation will then include assessment of whether the services are useful and effective. The results of this evaluation will be used to make necessary improvements in support of the college purposes and in support of student learning and achievement. The college will continue to provide effective maintenance and security for its library and other learning resources services. The computer labs and Learning Resource Center will continue to rely on staff in place to follow security procedures set forth by the college to guarantee the security of college resources.

The college library and the college Institutional Research and Evaluation Office will work together to create an assessment tool that will be used to assess the contracted services. Such services are the Follett Software Company providing the Destiny Union Online Catalog and EBSCO. The contracted services will be assessed in the academic year 2015-2016.

Response

Palau Community College is the provider for all of its library and other learning support services. However, the services of the online catalog and an electronic article database are provided by other institutions. The College relies on and collaborates with the Elton B. Stephens Company (EBSCO) for an electronic article database and Follett for the online catalog services. Documented agreements between the College and both external service providers exist to ensure that provided services are adequate and meeting the needs of the institution. Evaluations of services are done on an annual basis following the contract agreements.

In fall 2018, services such as Follett and EBSCO were assessed through the Institutional Effectiveness Survey by students and employees. The College online courses are supported by Moodle, an open source service. Students taking online courses evaluate online courses through online surveys. Results of assessments of the different services will continue to support any changes for improvement. [2-28]

In spring 2019, the PCC library initiated the first Federated States of Micronesia (FSM) & the Republic of the Marshall Islands (RMI) Library Orientation. The goal of the project was to help the students gain appropriate library skills needed to support their learning and to help ensure their educational success. To encourage students to continue to use the library services, a Reward Program was established and implemented to entice the students to continue using the services. Rewards are given to students from the RMI and the FSM entities that have the most number of hours using library services every two weeks. Library services include, but are not limited to, research work, reading newspapers, and the computer lab. [\[2-29\]](#)

II.C. Student Support Services

1. The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution. (ER 15)

Actionable Improvement Plans

The Palau Community College will continue to assess the quality of student support services regardless of location or means of delivery to support and improve student learning. When need arises calling for additional support services, such services will be implemented to continue to support student learning and success.

Response

Palau Community College continues to assess the quality of student support services regardless of location or means of delivery to support and improve student learning. The different support services were evaluated through individual service area evaluations every semester. However, in spring 2018, the college combined all service area evaluations into the Institutional Effectiveness Survey. Through the Institutional Effectiveness Survey every semester, student support services are now evaluated. The results are used to improve support services to all students regardless of their locations. [\[2-30\]](#)

The college offered a Nursing program in the state of Yap, Federated States of Micronesia beginning in 2006. Instructional delivery and student learning support continued until fall 2018. College officials would travel back and forth to Yap state providing essential services to students. The PCC Nursing program coordinator in Yap continued to maintain communications with the College for course offering and academic advising support to ensure student success in the program. After several discussions in relation to the Yap Nursing Program Cohort Agreement, the Yap Nursing Program was terminated in fall 2018 due to several conditions under the cohort agreement that hadn't been met. There were factors including withdrawals and not completing courses that separated students from the same track as a cohort. A recommendation was made and it became effective in fall 2018, to have each student who had not completed the program come to the main campus to complete the few remaining courses as it was no longer feasible for PCC to continue offering courses in Yap. Student housing will be provided by the College to these students and students may contact their Nursing Program Advisor at the College for transition support to the main campus. [\[2-31\]](#)

Through Institutional Effectiveness Survey and Program Reviews, the college continues to evaluate its student support services regardless of its locations and means of deliveries. In the event that a student service position is vacated, management of student services aggressively works to help provide services to ensure student learning and success and ensure accomplishment of the mission of the institution. [\[2-32\]](#)

2. The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.

Actionable Improvement Plans

The College will continue to improve and assess its learning support outcomes and provide appropriate student support services to achieve those outcomes. The college will continue to identify and/or revise learning support outcomes as necessary and assess them to improve its programs and services.

Response

The College continues to assess its learning support outcomes to improve student support programs and services. For example, the Office of Financial Aid provides financial aid orientation to all high school students in Palau. The results of assessments of its learning support outcomes for these services during school year 2016 – 2017 and 2017 – 2018 showed that over 90% of students were able to gain knowledge and understanding of financial aid requirements. With the 80% achievement benchmark being met, the same approach for these services will continue to be used. [\[2-33\]](#)

With additional Federal Financial Aid requirements including National Student Loan Data System (NSLDS), in fall 2016, the college's office of Financial Aid requested the responsibility of the Admission's unit be moved to the Registration and Records office. The College leadership, following consultation with affected offices made the decision to streamline the related functions and renamed the office as Admissions and Records in November 2016. [\[2-34\]](#)

As part of the continuous improvement process, the New Student Orientation pre and post assessment results showed that during school year 2016 – 2017, the expected client satisfaction of 85% was not achieved; therefore, it was decided that advisors needed to speak slowly and clearly at the orientation sessions and leave more time for questions and answers. In spring 2018, assessment results showed an improvement of more than 85% of students who were able to gain knowledge about their degree program requirements and College registration processes. [\[2-35\]](#)

3. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.

Actionable Improvement Plans

Palau Community College will continue to assure equitable access to all of its students by providing appropriate, comprehensive, and reliable services to all students regardless of service location or delivery method from recruitment to graduation.

Response

The institution provides appropriate, comprehensive, and reliable services to all students regardless of service location or delivery methods. These services include recruitment, registration, counseling, advising, tutoring, financial aid and student development.

The College conducts new student orientation to make sure that all students are aware of all available services provided to help with their success. All the students are assigned an academic advisor/counselor to assist them in all matters related to academic advising as well as counseling services such as assisting students with personal matters. [\[2-36\]](#)

Tutoring services are available at the Learning Resource Center (LRC) and Academic Tutoring Center for all students in all subject areas. Other services include transfer counseling and advising as well as computers for student use which are also available through different computer labs on campus. [2-37]

Financial aid assistance is available to all eligible students. Financial Aid assistance includes: Pell Grant, Federal Work-Study, Supplemental Education Opportunity Grant (SEOG), College Work Opportunity (CWO), and different scholarships. The Office of Financial Aid provides assistance and support to all students regardless of their location. The Financial Aid Handbook 2019 -2020 is available on the College website at pcc.palau.edu/wp-content/uploads/2019/10/Financial-Aid-Handbook-2019-2020.pdf . [2-38]

The Admissions and Records office continues to provide services, including registration of courses and processing all official student records, including transcripts, drop/add, and change of major. The office ensures the confidentiality and security of all student records. [2-39]

The College campus student housing is available especially for students who are coming from the Micronesian region and other foreign countries. Essential services including laundry rooms and TV lounge are also available for students. Educational programs including student retreats and Tuesday Night Program activities are conducted annually for all housing residents. College housing also provides transportation to residents doing their internship courses outside of the main campus. [2-40]

To ensure appropriate and reliable services, the College provides daily transportation to students under the Agricultural Science program to laboratories located at the College's Research and Development station located at the extension campus in Ngeremlengui state. The provided transportation ensures that all students will attend classes and laboratory hours on time.

The College continues to provide student development services through the Associated Students of Palau Community College (ASPCC). All registered student are members of ASPCC. Elected officers of ASPCC represent the students in the governance and decision-making body through the Executive Committee, and various Colleges' committees as well as their own state/republic organizations. Republic of Palau Public Law 4-45 (RPPL4-45) mandates PCC to have a student representative on its Board of Trustees. Registered students elect their student representative to the College Board of Trustees every fall semester. [2-41]

4. Co-curricular programs and athletics programs are suited to the institution's mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.

Actionable Improvement Plans

The college will continue to provide co-curricular activities in line with its mission to support the needs of all its students. The college will continue to ensure that funding will be available to support such activities as well as the accountability of its funds.

Response

The College continues to provide co-curricular activities in line with its mission to support the needs of its students and ensure that support is always available to assist co-curricular activities.

Recreational and sporting activities, including volleyball, basketball, billiards, and table tennis, are available on a daily basis. Intramural games and community leagues in baseball, volleyball, and basketball are planned and organized during each academic year. These activities are designed to enhance and promote discipline, good sportsmanship, healthy lifestyles, and leadership skills, and foster respect for diversity and social equality. [\[2-42\]](#)

The College also organizes and forms its teams to join in with the Palau national leagues, such as baseball, basketball, and volleyball. Any enrolled PCC student can join the College teams provided that she/he is in good academic standing, a cumulative grade point average of 2.0 and above. An eligible college athlete receives a tuition waiver of 50% and must maintain good academic standing. [\[2-43\]](#)

All registered students are charged an activity fee each semester which supports student co-curricular programs. Because all students are required to pay these fees, all students have equal opportunity to participate in all college-student co-curricular programs.

5. The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.

Actionable Improvement Plans

The college will continue to provide counseling and academic advising programs to ensure that students receive support and accurate essential information in a timely manner for their development and success. Academic advisors will continue to work closely with faculty and others responsible for advising to ensure student success and achievement. PCC will continue to provide essential trainings for counselors/academic advisors.

Response

Counseling/Academic advising are requirements of the college registration process. Beginning with new student orientation to every semester registration, every student is required academic advising/counseling to begin any registration process. The College's new student orientation is conducted every semester by counselors/academic advisers. During the new student orientation, students are introduced to all available services of the College, and their academic programs and requirements. They are also exposed to other important information, which includes academic standards and requirements, available financial aid, and graduation and exit requirements. See New Student Orientation information referenced under evidence 3-36.

Every new student works with an academic advisor to develop an Individual Educational Plan (IEP) which is based on the academic requirements of the chosen degree program. Every student must develop an IEP because it is a required assignment of the SS100 course (*Introduction to College*). To assist new and continuing students to complete their degree programs within the required timeframe of two to two and half years, academic advisors meet with students during registration week to help ensure the IEP is followed through in a timely manner. To support student IEPs, academic advisors propose course needs to Academic Affairs to be offered in the following semester. [\[2-44\]](#)

The Student Progress Report (SPR) is a report shared between instructors and academic advisors every semester. Through this report, instructors inform academic advisors of the progress of students in each

course. When need arises based on the SPR, academic advisors meet with the student to provide appropriate counseling and academic advising services. [2-45]

Accurate college information including changes of policies, regulations, procedures, and any changes of courses and/or degree programs are provided to students in a timely manner through individual student meetings with academic advisors. Other means of disseminating information to students is through a dedicated bulletin board and the college website.

Counselors/academic advisors are provided trainings at the beginning of each academic year through the Institutional Effectiveness training. Like other employees of the college, counselors/academic advisors are given professional development opportunities when need arises. [2-46]

6. The institution has adopted and adheres to admissions policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals.

Actionable Improvement Plans

Palau Community College will continue to comply with its admissions policy and regulations consistent with its mission and continue to define and advise students on clear pathways to complete degrees, certificates, and transfer goals.

Response

Palau Community College continues to comply with its established open door admissions policy that is consistent with its mission and continues to define and advise students on clear pathways to complete degrees, certificates, and transfer goals. The open-door policy is consistent with the mission which promotes student learning opportunities and developing personal excellence. The admission policy and requirements are found in the 2016-2020 General Catalog, pages 31-34, as well as on the college's website at pcc.palau.edu/wp-content/uploads/2014/06/PCC-Catalog-2016-2020.pdf. Admission applicants are classified into different categories including first time college applicant, transfer applicant, international applicant, returning applicant, non-degree applicant, enrichment/audit applicant, and dual enrollment applicant. The admissions policy requirements are available in the general catalog and on the college website.

Palau Community College continues to define and advise students on clear pathways to complete degrees, certificates, and transfer goals. Upon admission to the college, all new students are required to attend the New Student Orientation program. During the orientation program, students have the opportunity to meet with their academic advisors and are introduced to the requirements of their chosen degrees. The orientation includes a campus tour to familiarize students with all available support service offices and staff.

The college's course offering schedule allows the students to map their individual educational plan with the help of academic advisors during their first semester. This mapping process shows students a clear pathway to completing their degree/certificate program. Refer to Student Individual Educational Plan referenced under evidence 2-44.

The SS100 course, *Introduction to College*, is a required course for all new students to ensure that students receive appropriate information in relation to degree program requirements, available support services, financial aid requirements, academic requirements, study skills, and student code of conduct.

This course also helps students to define their clear pathways for completing their degrees and certificates. [2-47]

7. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

Actionable Improvement Plans

Palau Community College will continue to review and evaluate its admissions and placement practices and instruments. When changes are made to degree program requirements or Republic of Palau public laws dictate changes, the admissions and placement practices and instruments will be revised as necessary to reflect such changes to ensure their effectiveness and to minimize biases.

Response

Palau Community College continues to evaluate its admissions and placement instruments on a regular basis every three years or when the need arises. For example, in fall 2016, the College removed the admission requirement of a TOEFL test score as an entrance requirement for AAS, AS and AA degree programs and replaced it with entering student high school cumulative grade point average (CGPA). However, TOEFL remains as a College admissions requirement for foreign students. This practice is consistent with degree program requirements to ensure their effectiveness.

In addition, in fall 2016, the college's math department developed a new course, MA103 *Basic Mathematics*. With the new course, the math department reviewed the math placement instrument and revised the instrument to effectively support the new course. Furthermore, in fall 2018, the college's math department also collaborated with Palau High School math teachers and developed a transitional math course/test for high school seniors that would place them in appropriate college level math courses once enrolled at the College. [2-48]

As an institution of higher education with an open-door policy, PCC continues to provide equal admission opportunities for all eligible students as outlined in the college's general catalog and on the college's website. The College believes that its admissions and placement requirements support its open-door policy and its practices are effective and unbiased. The admission policy and requirements are found in the 2016-2020 General Catalog, pages 31-34, as well as on the college's website at pcc.palau.edu/wp-content/uploads/2014/06/PCC-Catalog-2016-2020.pdf.

8. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

Actionable Improvement Plans

Palau Community College will continue to comply with FERPA of 1974 to ensure the confidentiality and security of student records.

Response

Palau Community College continues to maintain student records permanently, securely, and confidentially in accordance with the federal regulations regarding the Family Educational Right and Privacy Act (FERPA) of 1974. All major offices of the college including Admissions and Records,

Financial Aid, the Business Office, Academic Affairs, and other units of Student Services comply with FERPA.

As an institution of higher learning receiving Title IV aid, the College approved a Disclosure of Education Records Policy – Release of Student Information that became effective on February 2018. This policy clearly outlines processes for release of student information to ensure students records are handled with strictest confidence. [\[2-49\]](#)

In addition, all students are required every semester to fill out the Consent to Release of Directory Information Form. This form informs the college of the information that the student approves for release. Therefore, should the student identify in the consent form not to release any information, the college will not do so. However, the college will release student information to the court of law through a court order requesting specific information relating to a specific case matter. Student information is not released to anyone other than the student who owns the information and to college officials who may need the information to conduct official college business. [\[2-50\]](#)

Standard II - List of Evidence

- 2-1 New Courses; Degree and Certificate Programs
- 2-2 Math 103 Decisions
- 2-3 Course Assessments and Program Review Samples
- 2-4 Samples of Faculty Trainings
- 2-5 Faculty Technology Trainings
- 2-6 CPC Approval Process
- 2-7 Course Outline Review and Approval Process; Course Syllabi
- 2-8 Samples of Institutional Assessment Activities with FAMED process
- 2-9 Degree Program Requirements and Samples of Program Modifications
- 2-10 Course Schedule Based on Student Needs
- 2-11 Hybrid In-Class Schedule
- 2-12 Technology Trainings
- 2-13 Placement Test Information
- 2-14 Math Placement Test Revision
- 2-15 Credit and Semester Requirements
- 2-16 Transfer of Credits Policy
- 2-17 Relationship with UOG & EOU
- 2-18 GE Program Modification
- 2-19 Samples of Internship Course Evaluations
- 2-20 Academic Policy (AP) 1-2019
- 2-21 Program Review Samples
- 2-22 Support Services Information
- 2-23 CTE Information
- 2-24 Library Reference Summary
- 2-25 Library Purchases and Donations
- 2-26 Library Equipment and Software Purchases
- 2-27 Library Evaluation Information
- 2-28 Other Services Information
- 2-29 Mesekiu Newsletter - Library Reward Program
- 2-30 SS Institutional Effectiveness Survey
- 2-31 Yap Nursing Program Closure Letter
- 2-32 Student Services Units Program Reviews
- 2-33 Financial Aid Office - Examples of Assessment Results
- 2-34 Restructuring Request and Approval
- 2-35 New Student Orientation Assessment Results
- 2-36 New Student Orientation Programs
- 2-37 Tutoring Services Information
- 2-38 Financial Aid Information
- 2-39 Admissions and Records Information
- 2-40 Student Retreats Information
- 2-41 Student Involvement
- 2-42 Recreation Activity Schedules
- 2-43 Athletic Tuition Waiver
- 2-44 IEP Samples
- 2-45 Student Progress Report Samples
- 2-46 Professional Development Training Examples
- 2-47 SS100 Course Outline
- 2-48 Math Placement Test Information
- 2-49 Disclosure of Education Records Policy
- 2-50 Authorization to Release Information Form

Standard III: Resources

- | | | |
|--------------------------|---|--|
| Standard III - Co-Chairs | - | Jay Olegeriil
Vice President
Administration and Finance Department |
| | - | Johvanna Yaoch
Associate Professor
Information Technology Program |
| Assisted by | - | R. Derbei Meyar
Associate Professor
Liberal Arts Program |

Standard III.A. Human Resources

- Marie Anderson Nabeyama, Director, Human Resources Division

Standard III.B. Physical Resources

- Clement Kazuma, Director, Physical Plant Division

Standard III.C. Technology Resources

- Bruce Rimirch, Director, Computer Services Division

Standard III.D. Financial Resources

- Uroi Salii, Director, Finance Division

Standard III: Resources

III. A. Human Resources

1. The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.

Actionable Improvement Plan

Palau Community College will continue to employ qualified administrators, faculty and staff to ensure integrity and quality of its programs and services in support of its institutional mission and goals. Palau Community College will also continue to maintain and publish its written criteria, qualifications, and procedures for selection of qualified personnel. The institution is in the process of developing a human resources manual which will contain hiring procedures which include the hiring criteria, qualifications, and selection process.

Response

The College continues to employ qualified administrators, faculty and staff to ensure integrity and quality of its programs and services in support of its institutional mission and goals. Since 2016, the College has filled a number of positions. The Dean of Continuing Education is one position. The administrator holds a Bachelor of Arts degree in Interdisciplinary Studies (Three Departments) with Distinction in Interdisciplinary Studies with four years of experience as a school teacher and seven years of experience as an academic specialist under the Ministry of Education, Republic of Palau. The College has also hired a faculty for the Agricultural Science Program. The faculty holds a Master of Science in Soil Sciences. In addition, the College hired a secretary for Academic Affairs Division. The staff holds an Associate of Arts degree in Liberal Arts from Palau Community College. [\[3-1\]](#)

The College Institutional Hiring Process was compiled into a manual. Selection procedures are outlined in the manual which is available on the College website and College-wide in each department and offices. The hiring process is found on pages 5 to 7 of the manual. [\[3-2\]](#)

The College continues to publish all vacancies thru the college website, College weekly newsletter *Mesekiu's News*, local radio station, and the Palau National Government Division of Labor as well as on the Human Resources Division (HRD) bulletin board on campus. [\[3-3\]](#)

2. Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning. (ER 14)

Actionable Improvement Plan

Palau Community College will continue to consider factors of qualification when hiring qualified faculty members who are knowledgeable in their subject matter and possess required skills in their respective

disciplines. Faculty job descriptions will continue to include development and review of curriculum as well as assessment of learning.

Response

Palau Community College's twenty-one degree programs and eight departments employ faculty who hold appropriate credentials in specific or related fields. In the Information Technology (IT) program, School of Business, a faculty/chair of the program holds a bachelor's degree in Computer Science and Multimedia Studies, a master's degree in Software Engineering, and is currently a doctoral candidate pursuing a doctorate degree in education with an emphasis in Educational Technology. The IT faculty has fourteen years of teaching experience. In the Nursing Program, School of Arts and Sciences, a faculty/chair of the program holds a Bachelor of Science degree in Nursing and maintains annual certification as a registered nurse in the Republic of Palau as well as the state of California. The nursing faculty has more than twenty years of teaching experience. In the School of Technical Education, a faculty/chair of the Automotive Mechanics Technology holds a bachelor's degree in Automotive Technology and has more than eleven years of teaching experience in higher education. In the General Education program, Math Department, a faculty holds a master's of arts degree in Teaching in Mathematics with more than twenty years of teaching experience in higher education. The College will continue to consider factors of qualification when hiring qualified faculty members who are knowledgeable in their subject matter and possess required skills in their respective disciplines. [3-4]

Faculty job descriptions continue to include development and review of curriculum as well as assessment of learning. College faculty are required to assess student learning at the course level, program level, and institutional level through course assessment at the end of each semester. The student learning is also assessed every three years through program review. Program/Department faculty are required to systematically evaluate their programs/department curriculum to ensure currency and relevancy. This is also done on a three-year cycle. [3-5]

3. Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.

Actionable Improvement Plan

Palau Community College will continue to ensure that administrators and other employees who are responsible for the college's educational programs and services will continue to have the necessary qualifications to carry out duties required to sustain institutional effectiveness and academic quality. The college will continue to provide necessary professional development for its qualified personnel to ensure institutional effectiveness and academic quality.

Response

Palau Community College continues to ensure that administrators and other employees who are responsible for the College's educational programs and services will continue to have the necessary qualifications to carry out duties required to sustain institutional effectiveness and academic quality. The Dean of Continuing Education holds a Bachelor of Arts degree in Liberal Arts and Sciences, Interdisciplinary Studies (Three Departments) with Distinction in: Interdisciplinary Studies with four years of experience as a school teacher and seven years of experience as an Academic Specialist under the Ministry of Education, Republic of Palau. The Dean of Academic Affairs holds a Master of Arts degree in Business Administration with eight years in the current position as well as eleven years of teaching experience. The Dean of Students holds a Master of Arts degree in Education with nine years in the

current position, as well as eighteen years of experience as Associate Dean of Technical Education. Other employees responsible for educational programs and services include the Associate Dean of Academic Affairs who holds a Master of Arts degree in Education with nine years in the current position as well as twenty-seven years teaching experience. [\[3-6\]](#)

The College continues to provide necessary professional development for its personnel to ensure institutional effectiveness and academic quality. The College continues to provide professional development for administrators, faculty, and classified staff through participation in professional trainings and conferences including Federal Student Aid, Pacific Islands Association of Libraries and Archives (PIALA), and Association for Career and Technical Education (ACTE). [\[3-7\]](#)

4. Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

Actionable Improvement Plan

Palau Community College will continue to ensure that its faculty, administrators and other employees hold credentials from U.S. accredited institutions. The College will continue to ensure that faculty, administrators and other employees holding credentials from foreign institutions or U.S. non-accredited institutions receive credentials of U.S. equivalency by the World Education Services. The College will continue to comply with its hiring procedures to ensure that qualified employee is hired.

Response

Palau Community College continues to ensure that its faculty, administrators and other employees hold credentials from U.S. accredited institutions. The College president and administrators which comprises of two vice presidents and three deans hold credentials from U.S. accredited institutions.

The College continues to ensure that faculty, administrators and other employees holding credentials from foreign institutions or U.S. non-accredited institutions receive credentials of U.S. equivalency by the World Education Services (WES). Since 2009, the credentials of employees from foreign institutions require evaluation by WES. To date, all College faculty and professional staff holding credentials from foreign institutions have had their credentials evaluated thru WES. [\[3-8\]](#)

5. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

Actionable Improvement Plan

Palau Community College will continue to evaluate all its personnel systematically and at stated intervals. The College will continue to use its written evaluation criteria to assess the effectiveness of its personnel and to encourage improvements. The College will continue to review the evaluation instruments and make the necessary revisions when needed.

Response

Palau Community College is maintaining its evaluation process which is aimed at improving employee job performance. The College employees are evaluated through merit evaluation every year. Faculty evaluation consists of the Annual Faculty Merit Evaluation Instrument and student evaluation of faculty. The Faculty Merit Evaluation was created in 2013 to specifically focus on faculty duties and responsibilities. The College continues to use its evaluation tools to assess the effectiveness of its personnel and uses the evaluation results to encourage improvements. Copies of the evaluation report are disseminated to all parties involved. The College continues to review the evaluation instruments and make necessary revisions when needed. [\[3-9\]](#)

6. See Standard revisions 2017

7. The institution maintains a sufficient number of qualified faculty, which includes full time faculty and may include part time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes. (ER 14)

Actionable Improvement Plan

Palau Community College will continue to maintain an adequate number of qualified faculty members to ensure that the institution continues to provide quality educational programs and services and that it meets its institutional mission and purposes.

Response

Palau Community College is a small institution with an average enrollment of five hundred students per semester. The College has twenty-one degree programs and eight departments. Every program and department has at least one full-time faculty to oversee the program. In the event a vacancy occurs, the Dean of Academic Affairs appoints a temporary chair to oversee the program while the College recruits and hires a full time faculty. At an average, the College employs 35 full time faculty each school year. Part-time and adjunct faculty are hired on an as needed basis to provide adequate number of faculty to ensure student learning and success. [\[3-10\]](#)

8. An institution with part time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.

Actionable Improvement Plan

Palau Community College will continue to follow its policies and practices for orientation, oversight, evaluation, and professional development of its part-time and adjunct faculty.

Response

The hiring of part-time/adjunct faculty is for temporary positions to teach a specified course or courses for one academic semester/term. Part-time/adjunct faculty are hired based on College needs and on the basis of teaching qualifications. Human Resources Division maintains a pool of applications from interested individuals. Part-time and adjunct faculty follows the same hiring process of the College. [\[3-11\]](#)

Institutional employment policies and practices apply to all college employees including faculty, both full-time and part-time/adjunct. Attached to a part-time and adjunct faculty contract are duties and responsibilities to be performed by the individual. Teaching assignment of any given semester is spelled out in the semester course schedule identifying class days, meeting times, and room assignments. Course required concepts, assignments, different methods of teaching and evaluation are specified in the course outline assigned to each part time and adjunct faculty. Part-time and adjunct faculty orientation is scheduled and conducted by the Academic Affairs Division. Course assessment training is provided by Institutional Research and Evaluation Office. Part-time and adjunct faculty are made aware of and invited to attend professional development trainings offered to full-time faculty. Part-time/adjunct faculty are regularly evaluated using the part-time faculty performance evaluation tool by the Academic Affairs Division as well as through student evaluation of instructors. [\[3-12\]](#)

9. The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. (ER 8)

Actionable Improvement Plan

Palau Community College will continue to effectively support the educational, technological, physical, and administrative operations of the institution by hiring and maintaining a sufficient number of qualified employees.

Response

The College continues to hire and maintain a sufficient number of qualified employees to support programs and services. The College has a sufficient number of staff with qualifications to support institutional effectiveness. For example, in 2018 the College employed 156 employees. Of the 156 employees, there was one Chief Executive Officer, 37 faculty (teaching and non-teaching), five administrators, 14 middle leaders (directors and managers), and 99 classified staff providing support services to ensure effective educational, technological, physical, and administrative operations of the institutional. [\[3-13\]](#)

In 2018, the College hired an Agronomist who holds a Masters in Agriculture Science (Horticulture) and a doctorate in Biological Production Science. The agronomist works at the College's Cooperative Research and Extension department to support research and training programs and activities. Also, in 2018, the College hired an Instructional Media Specialist. The staff holds a Bachelor of Science in Information Technology. Also, in 2018, the College hired a Maintenance Worker to assist in the Physical Plant Division. The employee holds an Associate of Applied Science in Air-condition & Refrigeration Technology at Palau Community College. The College continues to effectively support the educational, technological, physical, and administrative operations of the institution by hiring and maintaining a sufficient number of qualified employees. [\[3-14\]](#)

10. The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution's mission and purposes. (ER 8)

Actionable Improvement Plan

Palau Community College will continue to provide effective administrative leadership and services by hiring and maintaining qualified administrators that work to support the institution's mission and purposes.

Response

The College continues to provide effective administrative leadership and services by hiring and maintaining qualified administrators that work to support the institution's mission and purpose. The current College president was hired in 1999 and today he has served the College for 21 years. The College president holds a Doctorate Degree in Education – Education Leadership. The current Vice President for the college Administration and Finance has served the College for the past 30 years, and has served in the current position for the past 16 years. The current Dean of Students has served the College for the past 33 years, and has served in his current position for the past nine years. [3-15]

11. The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.

Actionable Improvement Plan

Palau Community College will continue to review and revise and publish its personnel policies and procedures. The College will continue to review every four years to ensure currency and relevancy in meeting institutional needs. Copies of the Manual will be made available to all employees. The Human Resources Division will continue to ensure that the College is administering its policies and procedures consistently and equitably.

Response

The College continues to review and revise and publish its personnel policies and procedures as stipulated in its Personnel Rules and Regulations Manual (PRRM). Copies of the PRRM have been disseminated college-wide. It is also available on the College Website, pcc.palau.edu/wp-content/uploads/2019/03/PRRM-October-2005.pdf. Furthermore, individual copies are available at the Human Resources Division.

The College continues to review its personnel rules and regulations on a regular basis of every four years to ensure currency and relevancy in meeting institutional needs. In any event where necessary changes must be made, approved amendments/addendums will be incorporated to the PRRM and copies will be disseminated to all offices and employees. The College continues to ensure that its policies and procedures are fair and equitably and consistently administered.

12. Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

Actionable Improvement Plan

Palau Community College will continue to institute and maintain programs, practices, and services that support its diverse personnel. Palau Community College is not mandated to employ people of different nationalities; however, the College will continue to ensure having diverse personnel to meet the needs of its student population and support its institutional mission as the College continues to strive to provide quality and excellence.

Response

The College continues to institute and maintain programs, practices, and services that support its diverse personnel. The College also continues to ensure an enhanced student experience through continued employment of its diverse personnel. The College personnel are given professional development opportunities through Palau Community College associate degrees and San Diego State University distance education bachelor's and master's degree programs. In 2017, four of the College personnel graduated with a Master's Degree in Education with an emphasis in Public Administration and seven are currently attending the San Diego State University Bachelor's Program and will be graduating in spring 2021. Additionally, several employees continue to pursue their associate degrees at the College. [3-16]

The Republic of Palau Public Law No. 2-26 mandates participation in the government retirement plan, the Pension Plan Program, to all government employees who are citizens of the Freely Associated States (Republic of Palau, the Federated States of Micronesia, and the Republic of the Marshall Islands). The College follows this mandate to provide retirement benefits to its eligible employees. In 2009, the College created an optional in-house retirement program for non-Freely Associated State citizens. All college employees participate in the social security and national health insurance mandated by law. The College also provides other benefits such as private health and life insurance to interested employees. [3-17]

13. The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.

Actionable Improvement Plan

Palau Community College will continue to uphold professional ethics (unifying principles) for all its personnel. The College will continue to foster these unifying principles as well as enforce the consequences for violation in accordance to its personnel rules and regulations.

Response

The College upholds its General Code of Conduct for All Employees outlined in its Personnel Rules and Regulations Manual (PRRM). The PRRM outlines expected employee behavior and conduct as well as consequences for violations. In addition, the Unifying Principles of the College are the institution's highly valued statements or beliefs that set the basis for policy setting, planning, decision making and how the College community members should interact with one another. The College PRRM is available on the College's website at pcc.palau.edu/wp-content/uploads/2019/03/PRRM-October-2005.pdf.

14. The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

Actionable Improvement Plan

Palau Community College will continue to provide all its personnel with appropriate opportunities within its financial means for continued professional development consistent with its institutional mission and based on evolving pedagogy, technology, and learning needs. Palau Community College will continue to provide professional development opportunities relevant to individual, division/department, and institutional needs.

To ensure professional development opportunities are systematically evaluated and that the college uses the results of such evaluations as the basis for improvement, there is a need to revise the current professional development Post-Training Evaluation Form to reflect all aspects of the FAMED process (institutional assessment process). This revision should include a process that includes completion of the Post-Training Evaluation form, development of plans on how the training information will be shared, implementation of those plans, evaluation of how information was shared, and an overall report of result to the institution. This information will be included and available under the Human Resources Division – Administration and Finance Department phase of TracDat by the end of 2016.

Response

The College continues to provide all its personnel with appropriate opportunities within its financial means for continued professional development consistent with its institutional mission and based on evolving pedagogy, technology, and learning needs. The College continues to provide professional development opportunities relevant to individual, division/department, and institutional needs. The College provides its employees opportunities to further enhance their knowledge and skills through the College's associate degree programs. Library staff have obtained associate degrees in Library and Information Services while employed at the College. The College also provides employees opportunities to further enhance their technology skills. Since 2016, the College employees attended an Annual Nuventive Users Conference; a Campus Network Design Workshop; and an in-house College Website Training. Furthermore, the College provided employees with different professional development to support learning needs; such training includes National Center for Construction Education and Research (NCCER) and English for Speakers of Other Languages (ESOL).

To ensure professional development opportunities are systematically evaluated, the college requires all trainees to complete a post-evaluation at the end of trainings. The College uses the results of such evaluations to further identify and support additional trainings. Prior to 2016, completion of the Post Training Evaluation was only required for off-island trainings and workshops. During the review to revise the Post Training Evaluation Form, the Human Resources Division determined that the current Post Training Evaluation Form was sufficient; however, all trainings regardless of location must be evaluated through this process. Since 2018 the College is now requiring Post-Training Evaluations for both on-island and off-island trainings. [\[3-18\]](#)

15. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

Actionable Improvement Plan

Palau Community College will continue to adhere to security and confidentiality of employees records by keeping them in a secure location and to insure access to employee files are limited to only those who are permitted access to them.

Response

The College policy requires the College to maintain security and confidentiality of its personnel records. The policy allows employees access to specific requested documents within their personnel file at any time at the Human Resources Division, as outlined in the [Personnel Rules and Regulations Manual](#). Personnel records at the Human Resources Division are maintained with confidentiality and integrity.

III. B. PHYSICAL RESOURCES

1. The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

Actionable Improvement Plans

Palau Community College continues to ensure safe and sufficient physical resources at all locations where it offers courses, programs and learning support services. It will continue to construct and maintain accessible, safe and secure facilities and campuses to promote a healthful learning and working environment. The Campus Emergency Preparedness Task Force will submit its plan to the College President for review, approval and implementation by the end of March 2016.

Response

To date, the existing physical resources of the College are sufficient to support the offering of its courses, programs and learning support services both on the main campus and at the extension campus. The College continues to ensure that its physical resources are sufficient and adequate to support the continuity of its programs and services. The College continues to maintain its physical resources. Since 2016, various physical plant activities of the College have been accomplished to ensure sufficient physical resources. The various physical resources improvement projects are available through the College Annual Report [2016](#) page 28, Annual Report [2017](#) page 27, and Annual Report [2018](#) page 27.

The College through its Physical Plant Division continues to maintain the campus grounds, paint touchups, water blast, and install classroom equipment prior to the beginning of new semesters. Besides the major projects around campus, the Division continues to support requests from different offices and service areas in terms of minor maintenance, such as replacement of light bulbs and door knobs and cleaning gutters. The Division's daily activities help to ensure sufficient physical resources of the College. In the event that a major activity requires additional manpower, the College hires outside contractors to assist the Physical Plant Division. [[3-19](#)]

In fall 2018, the College Emergency Procedures Manual was revised and implemented to ensure the safety and security of the College constituents and its properties. The College Campus Emergency Preparedness Taskforce has the responsibility to educate, schedule emergency drills, and carry out any emergency operations of the College. In December 2018, the College Campus Emergency Preparedness Taskforce conducted a campus wide education in regards to the College Emergency Operations Plan (EOP), formerly the Emergency Procedures Manual. The College EOP was disseminated college-wide. The College Emergency Operations Plan September 2018 is the current guidelines of the College emergency procedures, pcc.palau.edu/wp-content/uploads/2019/08/Emergency-Operational-Plan.pdf. In fall 2018, the College held an emergency drill on the lower campus at the student residential areas and in spring 2019, a second drill was conducted at the upper campus and participated by the entire college community. Both drills were announced drills. The College will be conducting additional drills in the future, both announced and unannounced. The College will continue to conduct emergency preparedness drills to prepare the College for effective response for emergencies. [[3-20](#)]

2. The institution plans, acquires or build, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.

Actionable Improvement Plans

Palau Community College will continue to plan and acquire or build, maintain, upgrade or replace its physical resources to support the institution mission. Through evaluations, program reviews, and its 15-Year Institutional Master Plan, the college will continue to provide facilities and equipment to ensure an environment that is conducive to learning and working.

Response

The College continues to plan, acquire, build, maintain, upgrade, and replace its physical resources to meet its needs. The College through its Physical Plant Division provides adequate physical resources support based on program review results. The Physical Resources improvement efforts and activities are detailed in the Annual Reports of 2016, 2017 and 2018. [\[3-21\]](#)

3. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

Actionable Improvement Plan

Palau Community College will continue to plan and evaluate its physical resources through different means of assessments and use the result to support its programs and services. Palau Community College will continue to assure the feasibility and effectiveness of its physical resources through regular evaluations of its facilities and equipment. With the academic and non-academic programs and services assessments slated to be incorporated into the TracDat management system by 2016, the College will be able to better identify institutional physical resources needs, and therefore, be able to improve planning, resource allocation and implementation to meet those needs and to ensure institutional effectiveness.

Response

The College continues to plan and evaluate its physical resources through different means of assessments and uses the results to support its programs and services. The College conducts a campus walk-through on a regular basis to assess the feasibility of its resources and ensure its effectiveness. On a regular basis, the College conducts the campus walk-through with the President of the College, Vice President for Administration and Finance, and the Director of Physical Plant, and occasionally with selected department heads to assess the resources needs of the College. As a result of the walk-through, a To-Do list is compiled and resources are allocated to identify physical resources activities/projects. The next walk-through is to assess their progress as well as identified new improvement initiatives. [\[3-22\]](#)

Other means of evaluations used by the College include program reviews, internal work orders, equipment inventories, and the Institutional Effectiveness Survey which identify College needs where planning, resource allocation and implementation takes place to ensure institutional effectiveness. [\[3-23\]](#)

4. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

Actionable Improvement Plan

The College will continue to make sure that its long-range capital projects supports institutional improvement goals, reflecting projections of the total costs of ownership of new facilities and equipment.

The College will continue to build its infrastructure fund as well as identify other possible funding sources for its long-range capital project.

Response

The College's effort to continue ensuring its long-range capital project and institutional improvement goals are supported resulted in the establishment of its Infrastructure Fund in 2012. The College continues to build this fund by allocating \$2000 on a monthly basis. As of December 31, 2019, the Infrastructure Fund amounts to \$304,865.12. The College also continues to explore other possible funding sources to support its long-range capital projects. When acquiring, constructing, and renovating any facility and equipment of the College, thorough planning, resource allocation, and implementation are taken into consideration to ensure the long-range feasibility and effectiveness of its physical resources. In 2018, the College replaced the Cafeteria roofing and installed three additional air conditioning units, one of which is a one-ton cooling system for the main Cafeteria area. [\[3-24\]](#)

III. C. TECHNOLOGY RESOURCES

1. Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.

Actionable Improvement Plans

Palau Community College will continue to ensure that technology services, technology professional support, facilities, hardware, and software remain appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services. The college will continue to provide appropriate and adequate hardware, software, professional support staff, facilities, and other technology support services through its 5-Year Technology Plan. Through contractual agreements with external agencies and through procurement, the college will continue to make technology resources available to support institutional effectiveness. To continue providing adequate and appropriate technology support, there is a need to identify a larger office space for relocation of all three computer service personnel along with all necessary equipment as required to ensure a more organized technology services campus wide.

Response

The College continues to ensure that technology services, technology professional support, facilities, hardware, and software remain appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services. The Computer Services Division provides various technology services, including management, maintenance and troubleshooting of computer technology. Other technology services are outsourced with outside vendors who provide maintenance and troubleshooting services. In 2017, the telecommunications infrastructure of the Republic of Palau improved significantly from international satellite to international submarine fiber optic cable. To take advantage of the improved connection, in 2018, the College physical connection to its Internet service provider changed from copper to fiber cable. Improved speed enables the College to outsource systems needed to support management and operational functions, and support services. Outsourcing can have a long term benefit which helps the College to reduce and control its operating costs, gain access to world-class capabilities, access free Internet resources for instructional purposes, and maximize the use of external resources as well as reduce risk of cyberattacks. Improved Internet connection enables the college community to join online virtual conferences, meetings and trainings and

enables instructors to utilize online resources like TED Talks and YouTube to support teaching and learning. [3-25]

The College continues to provide appropriate and adequate hardware, software, professional support staff, facilities, and other technology support services through its 5-Year Technology Plan. The College 5-Year Technology Plan includes regular evaluations to identify technology needs. Computer and other technology needs are also identified through program reviews and requests presented to the college Technology Resources Committee. A requisition by department/division is also a means of identifying technology needs. Identification and procurement of technology needs based on the specific requests of the service area or program ensures the needs are being met effectively. Through contractual agreements with external agencies, the College continues to make technology resources available to support institutional effectiveness. [3-26]

In 2018, the College established the Center for Teaching Excellence to provide professional supports to faculty to ensure student learning and success. The Center for Teaching Excellence is a function under the Academic Affairs Division of the College. After establishing this center, the College hired an Instructional Media Specialist to provide technology support to faculty. [3-27]

In 2016, an additional office space located at the center of campus was allocated to the Computer Services Division to improve college-wide technology support. The new location now provides adequate space for all computer services staff and college-wide technology equipment and allows for a centralized office for technology support services.

2. The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.

Actionable Improvement Plan

The college will continue to plan for, update, and replace technology to promote student learning and institutional effectiveness according to its technology plan. It will continue to implement its 5-Year Technology Plan, and continue to monitor, review, and revise the plan for relevancy and currency.

Response

The College continues to plan for, update, and replace technology to promote student learning and institutional effectiveness according to its technology plan. The College Technology Resources Committee continues to implement, monitor, review, and revise its 5-Year Technology Plan for relevancy and currency. The Plan outlines specific goals and tasks needed to plan for, update and replace computer related equipment throughout the college. The plan also ensures that needed software is acquired, updated, and maintained to support programs and services. The plan is in its third cycle and undergoes continuous revision and updates throughout the five year timeframe. The review and update of the plan goals are permanent agenda items for all Technology Resources Committee meetings to meet the College's technology needs. Refer to Technology Plan, see evidence 3-26.

Prior to the December 2017 launching of Palau's international submarine cable connection, the College through its Technology Resources Committee equipped its campus with necessary technology upgrades. These upgrades included the installation of high capacity switches and cables, and the expansion of the College network campus-wide. With the availability of faster Internet access and to support college services, the College established a Cyber Security Policy to ensure its technology safety and security.

With the Cyber Security Policy established, the Technology Resources Committee revised the Technology Resources Acceptable Use Policy for all students and college employees.

In fall 2018, the College began assigning palau.edu emails to all students, and employees without palau.edu emails. The College network connection allowed these employees to receive college-wide communications. The College continues to support its mission, operations, programs and services through its 5-Year Technology Plan.

3. The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.

Actionable Improvement Plan

Palau Community College will continue to ensure the accessibility, safety, and security of its technology resources to support its programs and services. The college will ensure that its technology plan and the college technical support staff as well as contractual agreements will continue to help plan, implement, manage, maintain and operate its technology infrastructure and equipment. Appropriate personnel will continue to follow reliable backup management and maintenance practices to ensure safety and security of its technology resources and critical data.

Response

The College will continue to ensure the accessibility, safety, and security of its technology resources to support its programs and services. The College assures that technology resources at all locations where it offers courses, programs and services are implemented and maintained to assure safety and security. In 2018, the Cyber Security Policy was established to outline processes and practices to protect the technology and information assets of the College. The Technology Resources Use Agreement was also revised to align with the Cyber Security Policy. The College will continue to ensure its technology resources' safety and security to support its programs and services. [3-28]

In October 2017, before the launching of Palau's international submarine cable connection, the College, through its Technology Resources Committee, upgraded its technological infrastructure and expanded its network campus-wide. This ensures network accessibility from all areas on the main campus. The access to palau.edu email addresses provides college-wide communication in the event of emergencies and for dissemination of different reports and bulletins. Access to palau.edu email addresses also allows access to educational resources and discounted services such as those from Cengage, Amazon, Pearson, and Microsoft. There are employees of the College whose duties and responsibilities do not require access to the College computer technology; however, to ensure that all college employees can access their assigned palau.edu email addresses, their personal devices were connected to the College network. The 5-Year Technology Plan outlines a systematic replacement cycle to support instructional activities. [3-29]

The College and all personnel will continue to follow reliable backup management and maintenance practices to ensure safety and security of the College technology resources and information. The Computer Services Division has the responsibility to provide and secure adequate technology support and for management of all college servers, information backup, Internet connection, and email support. In an effort to ensure that the college website maintains its accuracy and relevancy, representatives from different service areas were trained in fall 2018 to update their service area information on the college website. Divisions and departments have the responsibility to maintain and update their respective web pages on the College website. [3-30]

4. The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.

Actionable Improvement Plan

Palau Community College will continue to provide appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations. The college will continue to evaluate technology trainings, both formally and informally and use the results to ensure that the trainings and technical support are appropriate and effective.

Response

The College continues to provide appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations. The College also takes advantage of information technology related trainings on and off island for faculty and staff. With the improved Internet access, online webinars, conferences and video trainings are now widely accessible to faculty, staff, and students. In June 2016 and 2017, college representatives participated in the Nuventive Users Conference in Pittsburgh, PA to gain more skills in the use of the TracDat/IMPROVE system for data assessment and also to learn features of the new version of the system. In September 2018, ten college staff representing divisions and departments of the College went through training in updating and maintaining their services area web pages and information on the College website. Integrating Technology into Instructional Lessons Training provided by the Instructional Media Specialist was held in summer 2018 for new instructors as well as assistant instructors. All 21 academic degree programs require the CS100 course, *Computer Literacy*. This course is another means of providing technology training to all students. The Division continues to provide daily technical support to students and employees. [\[3-31\]](#)

The results of the 5-Year Technology Plan, program/service area program reviews, and the results of Institutional Effectiveness Survey are used to ensure that the trainings and technical support are appropriate and effective. The results also help the College with its decision making in support of its technology needs. In April 2016, the College procured three desktops, fifteen laptops, and four printers for the Continuing Education Division to support educational trainings. In July 2016, forty-one laptop and five desktop computers were purchased for faculty members to support instructional activities. In February 2017, accounting software was installed in the desktops in a computer laboratory classroom to support Business Accounting courses. [\[3-32\]](#)

5. The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.

Actionable Improvement Plan

The Palau Community College 5-Year Technology Plan will continue to guide the institution in the appropriate use of its technology resources as well as with its decisions and distribution of its technology resources, with instructional learning and teaching needs as the institution's priority.

Response

The College 5-Year Technology Plan continues to guide the institution in the decisions and distributions of its technology resources, with priority to support instructional activities. Such priorities ensure that the College continues to provide adequate and sufficient technology resources to uphold its Mission and

institutional goals. In 2018, the College Cyber Security Policy was developed and implemented to ensure that college students, faculty, staff, contractors, and other technology authorized users are aware of their obligatory requirements in protecting the technology and information assets of the College as well as in compliance with Consumer Information Disclosures.

III. D. FINANCIAL RESOURCES

PLANNING

1. Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. (ER 18)

Actionable Improvement Plan

The College continues to work with the Republic of Palau for the annual appropriations, search and apply for grants to support its programs and services. The college continues to raise funds to support its endowment program for the future of the college. The College will continue to maintain at least 5% of its overall budget to ensure financial stability.

Response

PCC continues to receive annual appropriations from the Palau National Government, search and apply for grants to support programs and services, and raise funds to build the PCC endowment fund. The Palau National Government continues to appropriate \$2,411,000 to the College on an annual basis. In fiscal year 2016, the College received a one-time funding of \$87,500.00 from the National Government to administer the Palauan Skilled Workforce Incentive Program. The College also received \$50,000.00 for the College's endowment fund. In fiscal year 2019, National Government also appropriated \$75,000.00 toward the institution's endowment fund in support of the College's fund raising efforts. [[3-33](#)]

The College continues to search and apply for new grants to support its programs and services. The institution currently has eight (8) continuing grants. The continuing grants during 2016 to 2018 are the following: Asian American and Native American Pacific Islander Serving Institutions grant, National Science Foundation-Advanced Technological Education grant, National Institute of Food and Agriculture Resident Instruction Grant, National Institute of Food and Agriculture Distance Education Grant, Islands of Opportunity Alliance-Louis Stokes Alliance for Minority Participation grant, Federal TRiO Upward Bound Grant, Federal TRiO Talent Search Grant and Maintenance Assistance Program grant. In 2018 the institution applied for a National Institute of Food and Agriculture Distance Education Grant and was awarded the amount of \$149,500.00 for two years. The goals of this grant are to strengthen curricula for Agriculture Science's associate of science (AS) and associate of applied science (AAS) degree programs at Palau Community College, enhance quality of instructional delivery methods through various forms of distance education to broaden the students' learning experiences, and ultimately increase retention and graduation rates. [[3-34](#)]

The College continues to raise funds to support its endowment program for the future of the College. Every year the institution holds a Thanksgiving Endowment Fundraiser in addition to the bi-weekly allotment of individual donors to help ensure the future financial stability of the College. In 2016, the College raised in total \$260,502.38, in 2017 the College raised \$219,087.13, in 2018 the College raised \$280,094.22, and in 2019 the College raised \$184,495.37. The amount raised includes 10% of sales from

the College Bookstore and cafeteria; proceeds from sales of the College Piggery and Dorm laundromat continue to be earmarked for the endowment, as well as national appropriations. As of December 2019, the value of the PCC endowment fund is \$5,994,335.34. [3-35]

The College continues to maintain a reserve of at least 5% of its overall annual budget to ensure financial stability of the institution and ensures compliance with accreditation standards. The current value of the College's Reserve Fund is \$502,622.00, which meets accreditation standards. [3-36]

To further note, in 2016, the College's Asian American and Native American Pacific Islander Serving Institutions grant (AANAPISI) ended and a no cost extension was granted to the College for two years which ended in 2018. The College will be applying for the AANAPISI grant in the next grant cycle. Refer to evidence 3-34.

2. The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.

Actionable Improvement Plans

The mission and goals of the college will continue to be the foundation for its financial planning integrated with its 15-Year Institutional Master Plan, institutional outcomes and institutional-set standards. The college policies and procedures will be adhered to, to ensure sound financial practices and financial stability. The college will continue to disseminate appropriate financial information to its governing board and institutional leaders.

Response

The College mission and goals are the foundation for the institution's 15-Year Institutional Master Plan, institutional outcomes, and institutional-set standards, which in turn guide financial planning and implementation. Institutional financial planning and implementation is based on the institution's evaluation results.

The College Board of Trustees is required under Republic of Palau Public Law 4-2 to create and enforce policies to ensure sound financial practices and financial stability. In line with this, the Board of Trustees reviews the Financial Status Report on a regular basis. During the review, all inquiries are addressed by the College administration before the Board officially approves the Report. The Report contains the current status of the College's financial operations against its approved budget. The Financial Status Report is also disseminated to the College departments and divisions. The College's financial procedures outlined in the Administrative Procedures Manual are the College's guidelines to ensure sound financial practices. All College financial transactions adhere to guidelines set forth in the Administrative Procedures Manual, pcc.palau.edu/wp-content/uploads/2019/03/Administrative-Procedures-Manual-Revised-Dec-2015.pdf. [3-37]

3. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budget.

Actionable Improvement Plan

The college will continue to adhere to its defined guidelines and processes in the formulation of its financial planning and budget formulation. The institution will also continue to ensure the involvement of all appropriate college constituencies in its financial planning and budget development.

Response

The College continues to adhere to its guidelines and processes in the formulation of its financial planning and budget formulation outlined in the Administrative Procedures Manual. The specific guidelines and processes for budget planning and development are found under Part IV Section A, Budget Formulation, page 6-7 pcc.palau.edu/wp-content/uploads/2019/03/Administrative-Procedures-Manual-Revised-Dec-2015.pdf.

The College financial planning and budget formulation involves all components of the College. In December 2018, the Finance Division of the College conducted a training for the Executive Committee members and key personnel to ensure the guidelines and processes are understood and followed. [3-38]

FISCAL RESPONSIBILITY AND STABILITY

4. Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

Actionable Improvement Plan

Palau Community College will continue to involve all divisions and departments using accurate and relevant financial information in its institutional planning. Institutional planning will continue to focus on student learning and student achievement aligned with program reviews and the 15-Year Institutional Master Plan.

Response

The College financial planning accurately reflects available financial resources. Such resources include Palau National Government annual appropriations, tuition and fees, grants, auxiliary services, and others.

The College continues to involve all divisions and departments using accurate and relevant financial information in its institutional planning. The institutional budget is planned by each department comprising of different divisions, units, and offices based on student learning outcome and service area outcome assessments which depict an accurate reflection of institutional spending. The institutional budget planning outlined in the Administrative Procedures Manual ensures institution-wide financial planning involvement.

Institutional planning includes evaluation results of student learning outcomes and student achievement as well as assessment results of the 15-Year Institutional Master Plan. The College's institutional planning also reflects a realistic assessment of its expenditure requirements called for under annual appropriations from the Palau National Government that are expended by the college in accordance to the annual budget act. Financial resources such as grants like the Asian American and Native American Pacific Islander Serving Institutions, National Science Foundation-Advanced Technological Education, National Institute of Food and Agriculture Resident Grant, National Institute of Food and Agriculture Distance Education Grant, and Islands of Opportunity Alliance-Louis Stokes Alliance for Minority Participation are

administered in accordance with their respective goals and objectives, as reflected in the College's [2016](#), [2017](#), and [2018](#) audit reports.

5. To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.

Actionable Improvement Plans

The institution will continue to assure its financial integrity and responsibly use its financial resources guided by its internal control mechanisms. Through the Financial Status Reports and the external audit reports, the college will continue to widely disseminate dependable and timely information for sound financial decision making.

Regular evaluations will continue through the college's program reviews to continue to ensure that financial resources support student learning programs and services. The institution will regularly evaluate its financial management's practices and use the results to improve internal control systems.

Upon the approval of the revised administrative procedures by the College Board of Trustees, implementation of such procedures will take place to guarantee financial integrity and the responsible use of financial resources.

Response

The College undergoes a comprehensive financial audit conducted by an independent certified public accounting firm, Burger, Comer and Magliari, LLC, on an annual basis. The audit examines issues of compliance and internal controls and identifies areas where the College may need to make improvements. This practice ensures that the College is prudent in administering its funds in its efforts to assure its financial integrity. To date, the College continues to have unmodified audit reports. The institution continues to assure its financial integrity and responsibly use its financial resources guided by its internal control mechanisms. The Administrative Procedures Manual is the official College document that guides all financial transactions conducted by the College. It serves to ensure proper administration and control of financial resources.

The College continues to adhere to its guidelines and processes in the administration of its financial resources outlined in the Administrative Procedures Manual. The specific guidelines and processes are found under Part IV Section C. Through the monthly Financial Status Reports the college continues to widely disseminate accurate and relevant financial information to all departments and divisions to assist in sound financial decision making.

The Administrative Procedure Manual is revisited every five years by a committee that is appointed by the President to ensure that it is updated to follow any updated policies aligned with the National Government policies, Federal Regulations and Generally Accepted Accounting Principles. The Manual's review began in 2019 with adoption and implementation for spring 2020.

6. Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.

Actionable Improvement Plans

The institution's financial documents, including the budget, will continue to have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.

Response

As stated in the Administrative Procedures Manual, "the College's first budget priority is providing funds to support instruction..." (Administrative Procedures Manual, page 8). The institutional budget is a compilation of budget submissions from College departments and divisions based on evaluations of student learning outcomes, service area outcomes and program reviews. The ultimate goal of the College's daily financial operations is to support student learning programs and services.

7. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

Actionable Improvement Plans

Palau Community College will continue to communicate its audit reports to appropriate constituents. Should the college receive any audit findings; the college President will communicate the audit findings to all college constituents to immediately address the audit findings.

Response

To date, the College has not received any findings on its Comprehensive Annual Financial Reports. The College will communicate external audit findings, if any, through its Comprehensive Annual Financial Report to appropriate constituents, such as the Republic of Palau National Government, PCC Board of Trustees, USDE, ACCJC, grantor agencies, US Federal Audit Clearinghouse, and college-wide through the College website and the College email. [\[3-39\]](#)

8. The institution's financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.

Actionable Improvement Plans

The college will continue to evaluate and assess its financial and internal control systems for validity and effectiveness, using the results for improvement of student learning and institutional effectiveness.

Response

The College evaluation and assessment of its financial and internal control systems for validity and effectiveness is conducted every year through an external comprehensive audit of the College by a licensed certified public accounting firm. To date, Palau Community College has received an unmodified audit. Another means of an internal control system for the institution is the Administrative Procedures Manual (APM). The APM has a five year review cycle to assess its validity and effectiveness. A review of the Manual began in 2019 which included all addendums that were incorporated during the last cycle.

9. The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.

Actionable Improvement Plans

The college will continue to ensure that sufficient cash flow and reserves are available in the event of financial emergencies and unforeseen occurrences as well as support strategies for appropriate risk management.

Response

The College continues to ensure that sufficient cash flow and reserves are available in the event of financial emergencies and unforeseen occurrences as well as support strategies for appropriate risk management. The College continues to maintain at least \$500,000.00 in its reserve funds which is an estimated 5% of the annual budget. In the event of an emergency where the institution needs additional funding, supplemental appropriations can be allocated to the College from the Palau National Government in accordance with RPPL 4-2, section 5 on page 21.

Furthermore, the institution's Endowment Fund Investment Policy Statement states that in the event of an emergency, the College is able to withdraw from its endowment fund to support its operations at a level deemed adequate and appropriate, and if approved by three fourths of the Board.

Palau Community College continues to have sufficient support strategies for appropriate risk management. The College has purchased insurance policies for its properties and vehicles. The College has set up an Infrastructure Fund to support the College's physical resources needs. To date, the account has a balance of \$304,865.12. [\[3-40\]](#)

10. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

Actionable Improvement Plans

Palau Community College will continue to practice effective oversight of its finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations and institutional investments and assets through its established policies, guidelines and procedures and in accordance with established policies and Generally Accepted Accounting Principles. The College Board of Trustees will continue to make sound financial decisions for effective oversight of the college's finances.

Response

As an eligible institution receiving Title IV funds, grants and other externally funded programs, the College is required to comply with the Office of Management and Budget (OMB) Super Circular accounting standards, Educational Department General Administrative Regulations and Generally Accepted Accounting Principles. In addition, the College administers financial aid, grants, externally funded programs, contractual relationships and other grants in accordance and in compliance with contractual terms and conditions. The College's APM is also adhered to in ensuring that sound financial decisions for effective oversight of the College's finances are met.

The College continues to practice effective oversight of its investments and assets through regular monitoring of market activities and through the hiring of Raymond James & Associates, Inc., a financial and banking investment services provider, to administer the PCC Endowment Fund in accordance with the board-approved Investment Policy Statement. The Investment Policy Statement provides guidelines

on how the College manages its endowment fund. The College's investments and assets are under the fiduciary responsibility of the Board of Trustees.

LIABILITIES

11. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.

Actionable Improvement Plans

Palau Community College financial planning will continue to consider both short-range and long-range priorities with clearly identified plans, which allocate resources for payments of its liabilities, future obligations, and ensures financial solvency and stability. The college will continue to build on the separate fund accounts for procurement of the management information system and construction of future facilities called for by the 15-Year Institutional Master Plan. The college will also continue to build its endowment fund to support the college's future financial stability and solvency.

Response

The College financial planning is based on the existing programs and services as well as for new programs and services called for in the 15-year Institutional Master Plan. The College's level of financial resources provides reasonable expectation for both short-term and long-term financial solvency. During the planning of the annual budget, the college takes into consideration its liabilities and obligations, including debt, health benefits, insurance costs, other post-employment benefits, building repair and maintenance costs among other liabilities and obligations.

When making short-term financial plans, the College considers its long-term financial priorities to assure financial stability. The Republic of Palau Higher Education Act of 1993 (RPPL 4-2) mandates the Palau National Government to appropriate funds on an annual basis to the College for its operations. The appropriation contributes to the financial solvency of the College. The College continues to grow its two separate funds, Infrastructure Fund and the Management Information System. As of December 2019, the Infrastructure Fund is at \$304,865.12 and the Management Information System fund is at \$1,005,942.53. The Infrastructure Fund is in line with the College's long-term plans such as to put in place a new academic facility to further support student learning services and programs. The College continues to allot monthly payments of \$2,000.00 into the Infrastructure Fund and \$17,000.00 to the Management Information System fund.

In FY2016, the Palau National Government appropriated \$50,000.00 towards the endowment fund and in FY 2019, an additional \$75,000.00 was appropriated. As of December 31, 2019, the College endowment fund was worth \$5,994,335.34. The College continues its effort on an annual basis to raise funds through its endowment fundraiser. The College Endowment Fund Investment Policy Statement specifies that when funds reach \$10 million, the College will then be able to use a percentage of its interest earnings for the College operations, including, but not limited, for payments of liabilities and future obligations. [\[3-41\]](#)

12. The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.

Actionable Improvement Plan

Palau Community College will continue to plan for and allocate appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The institution will continue to comply with the Palau National Government's actuarial plan and remain current with all its contribution obligations

Response

The College continues to plan for and allocate appropriate resources for the payment of liabilities and future obligations, including other post-employment benefits (OPEB), compensated absences, and other employee related obligations. The Republic of Palau law requires an employer share for the Social Security and the Palau Civil Service Pension Plan benefits. The Social Security obligation of the College is 7% of the bi-weekly salaries for all of its employees. The Palau Civil Service Pension Plan obligation of the College is 6% of the bi-weekly salaries for all eligible employees. The College also provides an in-house retirement program for employees who are non-Freely Associated States citizens. The College continues to be current with its contributions for its employees. [\[3-42\]](#)

13. On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.

Actionable Improvement Plan

The College will continue to assess and allocate resources, and continue to ensure that all its financial obligations are carried out in a timely manner.

Response

Following the Generally Accepted Accounting Procedures, the College makes regular payments for all its financial obligations; therefore, it does not incur any annual debt. Any college liabilities are paid upon vendors' billing statements.

14. All financial resources, including short-term and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.

Actionable Improvement Plan

The College will continue to use its financial resources with integrity and in a manner consistent with its intended purpose.

Response

The College financial resources include appropriations from the Palau National Government, tuition and fees, grants, auxiliary services, and others. The Palau National Government appropriations as well as tuition and fees help support the College's daily operations; grants support grant goals and objectives to further support student learning. In addition, 10% of the College Auxiliary services help support the Endowment Fund. Financial resources are used with integrity as reflected in the College's [2016](#), [2017](#), and [2018](#) audit reports. [\[3-43\]](#)

15. The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.

Actionable Improvement Plan

Palau Community College is not eligible for student loans under the Title IV funds. Therefore, Palau Community College does not monitor or manage student loan default rates, revenue streams or assets to ensure compliance with federal requirements.

Response

Palau Community College does not participate in National Direct Student Loans.

CONTRACTUAL AGREEMENTS

16. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations.

Actionable Improvement Plan

Palau Community College will continue to execute contracts with external entities that are consistent with the missions and goals of the institution. The contracts will continue to be governed by institutional policies and maintain the integrity and quality of the programs, services and operations. The college will continue to have appropriate control over these contracts and changes or termination of contracts will take place when required standards are not met.

Response

The College has contractual agreements with external entities for delivery of its educational programs and services. The College ensures that the contractual agreements are consistent with the mission and goals of the institution, governed by institutional policies, and have proper requirements to maintain the integrity of the institution's programs and services. The College has control over these contract deliverables and terminates them, as necessary, in the event that required standards are not met. For example, the College is in a contractual agreement with Nuventive, LLC which provides a data assessment system, IMPROVE and a contractual agreement with Abila Inc., which provides fund accounting and financial management software for the College. [\[3-44\]](#)

Standard III - List of Evidence

- 3-1 List of Hires and Contracts
- 3-2 Institutional Hiring Process Manual
- 3-3 Vacancy Announcement Samples
- 3-4 IT, NU, AM and MA Faculty Contracts and Credentials
- 3-5 Fulltime and Adjunct Faculty Job Descriptions
- 3-6 Deans Contracts and Credentials
- 3-7 Trip Reports, CJ Semester Report and SDSU BA and MA Degrees
- 3-8 WES Evaluation Reports
- 3-9 Different Merit Evaluations
- 3-10 2016-2019 Faculty Information
- 3-11 Hiring Process
- 3-12 Adjunct Faculty Actions and Responsibilities
- 3-13 2018 Personnel Listing
- 3-14 Different Types of Contracts
- 3-15 CEO and Administrators Credentials
- 3-16 Continuing Professional Development Programs
- 3-17 Non-FAS Retirement Benefit Information
- 3-18 Professional Development Evaluations
- 3-19 Outside Contractor Services Requisitions and Payments
- 3-20 Emergency Operations Plan and Drill Announcements
- 3-21 Physical Plant Division 2015-2017 Program Review
- 3-22 Walk-through notes, TO DO lists and Monthly Reports
- 3-23 Physical Plant Division Evaluations
- 3-24 Long-Range Capital Project Information
- 3-25 Technology Support Example
- 3-26 5-Year Technology Plan
- 3-27 Distance Education Training Information
- 3-28 Cybersecurity Policy Information
- 3-39 palau.edu Email Accessibility
- 3-30 Website Training and Evaluations
- 3-31 Technology Staff Development Information
- 3-32 Technology Evaluations and Effective Use
- 3-33 Republic of Palau Budget Acts
- 3-34 List of Active Grants
- 3-35 Annual College Endowment
- 3-36 Five Percent Reserve Fund Statement
- 3-37 RPPL 4-2 and 2019 Financial Information
- 3-38 Budget Call Processes
- 3-39 External Audit Appropriate Communications
- 3-40 Financial Emergency Support Strategies
- 3-41 Management Information System Statement and Endowment Fund Statement
- 3-42 Actuarial Reports and Non-FAS Retirement Benefit Agreement
- 3-43 Palau Budget Acts
- 3-44 Contractual Agreements

Standard IV: Leadership and Governance

Standard IV Chair - Todd Ngiramengior
Executive Assistant to the President

[illegible]

Standard IV.A. Decision-Making Roles and Processes

- Frutoso Tellei, President, Faculty Senate Association (A.Y. 2017-18 & 2018-19)
- Todd Ngiramengior, Executive Assistant to the President

Standard IV.B. Chief Executive Officer

- Lesley Adachi, Director, Admissions and Records

Standard IV.C. Governing Board

- Jefferson Thomas, Dean, Continuing Education Division

Standard IV.D. Multi-College Districts or Systems

- Todd Ngiramengior, Executive Assistant to the President

Standard IV: Leadership and Governance

The Institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and are designed to facilitate decision that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. The multi-college district or system has policies for allocation of resources to adequately support and sustain the college.

The Republic of Palau Public Law 4-2 (RPPL4-2), commonly referred to as the Higher Education Act of 1993 established the college as a public non-profit corporation which shall assume the role of a postsecondary educational agency for the purpose of making high quality postsecondary education available to citizens of Palau and the neighboring island nations. The roles and responsibilities of the governing board and the administrator clearly delineated in the statute are designed to promote student success, sustain academic quality, and ensure integrity, fiscal stability and continuous improvement of the college. For example, the statute states that “The purpose of the college are to make high quality, postsecondary education available to the citizens of the Republic of Palau, the Republic of the Marshall Islands, and the Federated States of Micronesia and such other students as may be recruited by the College”. It also mandates that the college “Maintain accreditation by the Western Association of Schools and Colleges”. With respect to governance roles, the statute mandates that the college has a representative structure to ensure institutional integrity, autonomy, and academic freedom, has principles of equity, and insulation from political interference in order to best serve the public interest and meet minimum accreditation requirements. The statute further states that the governing board approve mission and goals of the college, annually review and approve long range plans for the development of the college, approve new degree programs, ensure institutional integrity and autonomy of the college, ensure that educational programs and physical facility plans are of high quality and consistent with purposes of the college, and ensure the well-being of the faculty, students and staff through the approval of appropriate policies and procedures. [\[4-1\]](#)

The statute mandates a representative governing board, Board of Trustees which has the general policy management and control over the affairs of the college and whose responsibility include appointment of the President of the College who serves as the chief executive officer of the college and has the full charge and control of the administration and business affairs of the college.

A. Decision-Making Roles and Processes

1. Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.

Actionable Improvement Plans

Palau Community College will continue its current practices to encourage innovation toward institutional excellence. The governing board will continue to support its personnel, regardless of their titles, in their efforts to continue to improve the practices, services and programs of the college. College wide participation will continue to ensure institutional effectiveness.

Response

The leadership of the college believes in and encourages innovations leading to continuous improvement toward institutional excellence. The governing board supports its personnel and students by taking initiatives that lead to improvement of the institution's programs and services. For example, at the governing board level, it was through the initiative of the board members and the President of the College that the college's enabling legislation was amended through the enactment of RPPL 4-45 to include a student-elected student trustee who is a full-fledged member of the board and represents the interests of the students. The student trustee chairs the Student Affairs Committee of the board. [\[4-2\]](#)

At the institution level, the college traditionally involves college staff and students in various decision-making bodies and working committees and groups in order to initiate dialog and discussions that may result in improvement of practices, programs and services. The latest example of this is, in spring 2019, a Mission & Vision Task Force was appointed to review both the mission and vision statements. The membership included representatives of various functions of the college as well as representatives of the faculty, students and classified staff. Through a survey, the task force involved the college community in the review of the college's mission and vision statements. [\[4-3\]](#)

2. The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.

Actionable Improvement Plans

Palau Community College will continue its current practices to ensure that policies and procedures authorizing college personnel's participation in decision-making are established and implemented. It will continue to ensure participation of staff and students in matters affecting them.

Response

The College continues its practice of utilizing its administrators, faculty, staff and students in decision-making processes through committees. A recent example of such decision-making process is the creation of the Emergency Preparedness Task Force (EPTF) in which membership include representatives of departments and offices ensuring college-wide participation. Based on its recommendation, the President of the College recommended to the Board and the Board approved the Emergency Management Policy, Board Policy 18-01, which formed the basis for the college's Emergency Operations Plan (EOP). [\[4-4\]](#)

3. Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.

Actionable Improvement Plans

The college will continue to ensure that through policies and procedures, the roles of the administrators and faculty are clearly defined with respect to institutional policies, planning and budget.

Response

Administrators and faculty are represented in the governance structures, including the standing committees of the Board, the Executive Committee, Committee on Programs & Curricula (CPC) and other college committees. Administrators and faculty have a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.

At the governance level, administrators and faculty members have a substantive voice in institutional policies through their membership in the Board standing committees, namely the Academic Programs Committee, Student Affairs Committee, Personnel/Finance Committee and Facilities Committee. While they serve on ad-hoc capacity and do not vote, they contribute to the development of college policies.

Institutional planning and budget development involves administrators and faculty. Budget development begins at the program/unit level where it is integrated into the division level/department level. The division/department level budget plan is then integrated into the overall institutional planning. The college established policies and procedures describe the roles for each group in governance as well encourages college wide participation in institutional planning.

The Program Review, while done at the unit/program level, culminates at the Executive Committee of the institutional level where resources are allocated and consolidated in the college's spending plan, the budget.

Through policies and procedures, administrators and faculty have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibilities and expertise.

4. Faculty and academic administrators, through policy and procedures, and through well-defined structure, have responsibility for recommendations about curriculum and student learning programs and services.

Actionable Improvement Plans

The college will continue to have policies and procedures that enable the faculty and academic administrators to be responsible for development and recommendations regarding curriculum and student learning programs and services.

Response

Faculty members and academic administrators, through established decision-making structures are involved in the development and improvements of curriculum and student learning programs and services. At the governing board level, the Dean of Academic Affairs, Committee on Programs and Curricula (CPC) chair, President of Faculty Senate Association (FSA), and Dean of Continuing Education are members of the Academic Program Committee as well as on other board standing committees. At the institutional level, faculty and academic administrators serve on the governance structures that oversee the development and improvement of curriculum and student learning programs and services, such as CPC, the Retention Committee, the Committee on Student Financial Aid and Institutional-set Standards for Student Achievement. For example, at present two new programs, the General Maintenance and General Mechanics programs are being considered by the governing board for discussion. Faculty and academic leaders, through their membership in the Board's Academic

Programs Committee, are involved in such decision-making. The two new programs', including the first four year degree program, development is ongoing. Once the College receives approval of the programs by the College Board of Trustees, the College will submit proposals to ACCJC for review and approval. Implementation of the programs will begin once the College receives Substantive Change approval. [4-5]

Through established policies and procedures, the faculty and academic administrators of the college have responsibility for development and recommendations about curriculum and student learning programs and services.

5. Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.

Actionable Improvement Plans

The college will continue to employ a board and institutional governance system that ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.

Response

The college's system of board and institutional governance ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations. It is the practice of the college to appoint college personnel and students by virtue of their expertise and responsibilities to standing and ad-hoc committees to consider and decide major college initiatives and considerations. At the top level, the Executive Committee has representatives of major functions of the College as well as representatives of the students, faculty and classified staff. [4-6]

6. The process for decision-making and the resulting decisions are documented and widely communicated across the institution.

Actionable Improvement Plans

The college will continue to ensure that the decision-making process and the resulting decisions are documented and communicated across the institution.

Response

The operating structure organization of the college which guides the institution's communication and decision-making process is duly adopted by the Board of Trustees and reviewed and updated by the college on a regular basis. It is published in every major publication of the college, including the General Catalog, the Personnel Rules and Regulations Manual, Annual Reports, the Fact Books and Accreditation Reports to the Commission. Based on this structure and the expertise of college personnel, the President of the College appoints members of the college's decision-making bodies among which are the Executive Committee, the Retention Committee, CPC and the Policy Review Committee. All committees are required to maintain records of the meetings, including the reports

containing recommendations to the President of the college. Once decisions are made by the President or the governing board, the results are shared with affected areas and college wide when appropriate. The major administrative and policy decisions are made known across the institution through memorandums, meetings and the college website, pcc.palau.edu/about/campus-policies. The members of these decision-making bodies, including the Executive Committee, are representatives of their areas and are also responsible to communicate the resulting decisions to those within their areas. On a regular basis, the President of the College holds radio and television talk shows to inform the college community and the public of the state of the college including new programs, policies and its accreditation matters.

In fall 2019, the College revised its organizational structure based on recommendations from departments, approval from the President, and adoption by the College Board of Trustees. The new structure which includes placement of Computer Services directly under Administration and Finance and placement of the Center for Teaching Excellence, Career & Technical Education Lab School, and Academic Tutoring Center under Academic Affairs was adopted on October 9, 2019 and has been communicated throughout the College. [4-7]

The College continues to ensure that the decision-making process and the resulting decisions are documented and communicated across the institution.

7. Leadership roles and the institution's governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

Actionable Improvement Plans

The college will continue to regularly evaluate its leadership roles and decision-making policies, procedures, and processes to assure their integrity and effectiveness. With the assistance and expertise of the Institutional Research and Evaluation Office, the college will continue to compile, analyze and communicate the results of these evaluations and use them as the basis for improvement.

Response

For continuous improvement, the College evaluates its governance, decision-making policies, procedures and processes by reviewing them for their relevancy and currency to ensure their integrity and effectiveness. The College's review includes: 1. Vision and Mission statements, 2. Operating structure, 3. Personnel policies and regulations, and 4. Administrative policies and procedures.

The mission and vision statements of the College are reviewed on a five-year cycle. In spring 2019, a task force was created to review both statements. The membership of the task force is representative of college departments, programs and governance structures, such as the Faculty Senate Association and the Classified Staff Organization. The task force recommends changes, if necessary, to the President and the Board of Trustees. This cycle's review resulted in revision to the mission statement which now reads "Palau Community College is an accessible comprehensive 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." Refer to Mission and Vision statements information referenced under 4-3 evidence.

The latest review of the organizational structure which resulted in placement of the Computer Services directly under Administration and Finance and placement of the Center for Teaching Excellence, Career

& Technical Education Lab School, and Academic Tutoring Center under Academic Affairs, is expected to improve the college's operation and decision-making and communication.

The college continues to regularly evaluate its leadership roles and decision-making policies, procedures, and processes to assure their integrity and effectiveness. The College continues to compile, analyze and communicate the results of these evaluations and use them as basis for improvement.

B. Chief Executive Officer

1. The institutional chief executive officer CEO has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

Actionable Improvement Plans

The President of the college will continue to have the primary responsibility for the quality of the institution. With the assistance of the Executive Committee members, the President will continue to provide effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness, and to use the results of the evaluations towards improvement.

Response

The President of the College, as mandated by the governing board, has the primary responsibility for the quality of the institution. As such, and with the assistance of the Executive Committee and other governance structures, the President continues to provide effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness and using the results of the evaluations towards improvement. To further improve the College's effectiveness, in 2013, the President of the College proposed and the Board created the Institutional Research and Evaluation Office (IREO) to spearhead the College's assessment efforts. IREO reports directly to the President as reflected in the 2014 version of the Organizational Structure. [\[4-8\]](#)

2. The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.

Actionable Improvement Plans

The college will ensure strict compliance with its administrative regulations and processes. The regular assessment of the college's policies and process will include the assessment of the college's compliance with established policies and processes.

Response

The President of the College plans, oversees, and evaluates an administrative structure organized and staffed to reflect the college's purpose, size, and complexity. The administrative structure of the college is led by the President of the College supported by departments, divisions and programs consistent with the purpose, size and complexity of the college. When necessary, the President of the College recommends modifications reflective of changes of the direction and focus of the College to the governing board for its action. The President ensures that the administrative structure is organized and staffed to meet its purpose. For example, in 2019, at the recommendation of the CEO, the Board reviewed and approved revisions to the organizational structure which included placement of Computer

Services directly under Administration and Finance, and placement of Center for Teaching Excellence, Career & Technical Education Lab School, and Academic Tutoring Center under Academic Affairs. Refer to Organizational Chart 2019 information referenced under 4-7 evidence.

The College's enabling legislation mandates that the College serve the Micronesian region. As such, the College makes all attempts to recruit and hire from other Micronesian regions to support student diversity. As of fall 2019, PCC employs 20 citizens of the other Micronesian entities which represents close to 12 percent of the employees, proportionate to student population. Student and employee ethnic groups are available through the College annual fact book. The fact book is available on the college-website at link pcc.palau.edu/wp-content/uploads/2019/09/2017-2018-Factbook.pdf.

3. Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by:

- **establishing a collegial process that sets values, goals, and priorities;**
- **ensuring the college sets institutional performance standards for student achievement;**
- **ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions;**
- **ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning;**
- **ensuring that the allocation of resources supports and improve learning and achievement; and**
- **establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.**

Actionable Improvement Plans

Through established policies and procedures, the President of the college will continue to guide institutional improvement of the teaching and learning environment.

Response

The College President guides the institutional improvement of teaching and learning. The President of the College led the development of the college's current 15-Year Institutional Master Plan 2009 - 2024. The plan is in support of and consistent with the college's vision and mission statements. The master plan strategic directions are appropriately organized with Student Success as the first direction followed by Institutional Culture, Resources, and Culture of Evidence. The President of the college and the Executive Committee review and monitor the implementation of the master plan through the 15-Year Institutional Master Plan Report Card, pcc.palau.edu/wp-content/uploads/2019/08/15-Year-Institutional-Master-Plan-Report-Card-August-2019.pdf. [4-9]

In November 2013, a committee appointed by the President was tasked with the development and implementation of institutional-set standards. In March 2015, the President of the College through a memorandum approved the Institutional-Set Standards for Student Achievement (ISSA) to be implemented at the beginning of the academic year 2015-2016. The ISSA have been published on the college's website, pcc.palau.edu/wp-content/uploads/2019/08/ISSA-2018-2019-Final-Report.pdf. ISSA continues to be a standard agenda item of the Executive Committee through which the College ensures assessment, planning and resource allocation.

To ensure integrated institutional evaluation, planning and resource allocation, the College President

appointed the Institutional Assessment Committee (IAC) in March 2011. IAC is a subcommittee of the Executive Committee with the following functions: to oversee institutional assessment process to ensure that it is systematic and follows established time frame, monitor the quality of assessment to ensure findings are valid and actionable, make recommendations to improve the institutional assessment process, make recommendations regarding publication of assessment results, monitor the implementation of assessment/program review recommendations, and report the results to the Executive Committee. The results of the evaluation and program review are used in the planning and resource allocation to support student achievement and learning. [\[4-10\]](#)

4. The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.

Actionable Improvement Plans

The President of the college will continue to have the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, ACCJC Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution will also continue to have responsibility for assuring compliance with accreditation requirements.

Response

The President of the college has the primary role for accreditation and ensures that the institution meets or exceeds accreditation requirements by actively participating in the accreditation process and establishing policies and processes that support the College's accreditation efforts. In August 2011, the college established the Accreditation Office managed by the Accreditation Liaison Officer who reports directly to the President of the College. The President also appointed the Accreditation Steering Committee led by the Accreditation Liaison Officer to ensure that the College complies with the accreditation requirements. The President ensured that all college personnel and leadership, including the members of the governing board, are familiar with the accreditation process by providing relevant training opportunities. The College continues to require its employees to complete the Accreditation Basics online course. [\[4-11\]](#)

Through the President's leadership, the College secured resources that allowed college personnel to attend various accreditation trainings, including the Community College Leadership Development Institutes, Strengthening Student Success Conferences, Academic Resources Conferences, Bi-ennial ACCJC trainings, Annual Pacific region meetings, and Pacific Postsecondary Education Council meetings. In addition, in-house accreditation workshops, meetings, trainings, and communications, such as PCC's Journey on the Self-Evaluation Process, are regularly conducted by or through the Accreditation Office. The President was able to secure funding from College of Micronesia Land Grant and Pacific Postsecondary Educational Council to support accreditation training for college personnel and members of the governing board.

In addition to Accreditation Liaison Officer serving on the Executive Committee, the Accreditation Steering Committee, a sub-committee of the Executive Committee, is a standard agenda item report in the Executive Committee meetings.

5. The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.

Actionable Improvement Plans

The President of the college will continue to assure the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.

Response

The statute that established the College mandates that the President of the college has full charge and control over the administration and business affairs of the college. The statute also gives the President the authority to establish and implement rules and regulations consistent with the institution's mission and policies. The President of the College attends all meetings of the board in order to ensure that the governing board has full awareness of the policy needs of the College and to effectively implement board policies. The President also serves on all standing committees of the Board where policy needs of the College are discussed and addressed.

The President of the College works with the board and its committees to establish fiscal policies that enable the College to meet its mission. On an annual basis, the President approves the College's budget request and works with the board and the National Congress to establish the College's spending plan, the annual budget. Once approved by the board, the President works with departments to implement the budget in accordance with fiscal control measures issued by the board and the regulations and procedures outlined in the Administrative Procedures Manual.

Under the leadership of the President, the College has never failed to earn "unmodified status" from Annual Independent Audits.

The President of the College continues to assure the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.

6. The CEO works and communicates effectively with the communities served by the institution.

Actionable Improvement Plans

The President of the college will continue to work and communicate effectively with the communities served by the institution, both locally and regionally.

Response

The College President works and communicates effectively with the communities served by the institution. The President communicates to the communities through the College weekly newsletters that are disseminated locally and abroad, in print and online. On an annual basis, the College publishes a Fact Book for the College and community of Palau and for the Pacific Postsecondary Education Council institutions. The President communicates the College's annual report and annual fiscal report to the Republic of Palau President and elected leaders, ACCJC, and the U.S. Department of Education. Through radio talk shows and television programs, the College president reports to the stakeholders of the College's current state-of-affairs.

The President serves on various regional boards and commissions, such as Chuuk Education Reform Council, Regional Educational Laboratories (REL) Pacific, Asia Pacific Association of Fiduciary

Studies, PREL Board of Directors, and Pacific Comprehensive Center Advisory Board. The President also serves on local boards, such as the Palau Chamber of Commerce, Belau Family School Community Alliance, Civic Action Coordinating Committee, Belau Educator and Employers Alliance and National Emergency Committee. His membership in these bodies provide for opportunity to share College information with the College's constituents.

The President of the College continues to work and communicate effectively with the communities served by the institution, both locally and regionally.

C. Governing Board

1. The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution.

Actionable Improvement Plans

The institution will continue to have a mandated governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The College Board of Trustees will continue to involve the President of the college and other institutional leaders in the decision making process.

Response

In March 1993, the Republic of Palau Public Law 4-2 (RPPL 4-2), commonly known as the Palau Higher Education Act of 1993, was enacted creating Palau Community College Board of Trustees with responsibilities that include approval of mission and goals of the College, approval of long range plans, approve programs, to ensure institutional integrity and autonomy of the college, to act as liaison between the College and the community, to ensure financial soundness and proper fiscal management, to ensure that educational programs and facilities are of high quality and consistent with the purpose of the College and to ensure the well-being of faculty, students and staff. [\[4-12\]](#)

The institution continues to have a mandated governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The President of the College and other institutional leaders continue to participate in the decision-making through their membership in the Board Standing Committees.

2. The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.

Actionable Improvement Plans

The College's governing board will continue to act as a collective entity. It will continue its current practice of fully supporting a board's decision once adopted by majority of the members. Only the chairperson of the Board or a designee will continue to speak on behalf of the Board.

Response

The Board Bylaws in the Board Protocol Manual clearly states that once the Board reaches a decision,

it is considered a “board decision”. The Board acts as a whole and only the chairperson of the Board or a designee may speak on behalf of the Board. The Board adheres to its policy that only the full Board can act on behalf of the institution.

The College’s governing Board continues to acts as a collective entity and continues its practice of fully supporting a board’s decision once adopted by majority of the members. To date there has been no instance of non-compliance with standards in the Board Services Commitment Pledge, one of which is “To support in a positive manner all actions taken by the Board even when I am in a minority position on such actions”. [\[4-13\]](#)

3. The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.

Actionable Improvement Plans

The governing board of the college will continue to follow a clearly defined policy for evaluating the CEO of the college. It will revise the Protocol Manual to include a clearly defined policy for selecting the CEO.

Response

The governing board’s protocol manual contains a clearly defined search and selection process for the president of the college. The Board will follow this process when need arises.

The governing Board follows a defined policy found in the Board of Trustees Protocol Manual regarding annual evaluations. It covers overall Board Performance, Individual Trustee Performance and the evaluation of the President. [\[4-14\]](#)

4. The governing board is an independent, policy-making body that reflects the public interest in the institution’s educational quality. It advocates for and defends the institution and protects it from undue influence and political pressure. ER7

Actionable Improvement Plans

The college’s governing board will continue to be an independent, policy-making body that reflects the public interest in the institution’s educational quality. It will continue to advocate for and defend the institution and protect it from undue influence and political pressure.

Response

The College’s enabling legislation mandates that among the Board members are representatives of the industrial and business sector and the general public. The representative governance structure is to ensure institutional integrity, autonomy, academic freedom, principles of equity, and insulation from political interference in order to best serve the public interest and to meet the mandates of the College’s enabling legislation as well as the accreditation standards.

The Board Protocol Manual contains a Code of Ethics which the board members agree to conform to the enumerated standards of conduct. Board members are required to read and sign the Board Services Commitment Pledge contained in the Board Protocol Manual following new board member orientation. One of the codes of conduct in pledge is “to defend and protect the college from undue influence and political interference”. At the initiative of the board and the President of the College, board members

are no longer expected or asked to submit their courtesy resignation when a new government is installed.

The College's governing Board continues to be an independent policy-making body that reflects the public interest in the institution's educational quality. The fact that the members of the College's governing Board are exempt from turning in their courtesy resignations when a new administration is installed attests to the board's independence. It will continue to advocate for and defend the institution and protect it from undue influence and political pressure.

5. The governing board establishes policies that are consistent with the college/district/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for education quality, legal matters, and financial integrity and stability.

Actionable Improvement Plans

The college's governing board will continue to establish policies that are consistent with the college mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. It will remain in compliance with the college's enabling statute which mandates the governing board to have ultimate responsibility for education quality, legal matters, and financial integrity and stability.

Response

RPPL 4-2 gives the Board general policy management and control over the affairs of the College, including educational quality, legal matters, and financial integrity. The Board of Trustees reviewed and adopted both the vision and mission statements of the College, which adheres to the mandates of the College's enabling legislation. The governing Board reviews and adopts the annual budget of the College. On a regular basis, the Board reviews and takes action on the Monthly Financial Status Report of the College.

6. The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.

Actionable Improvement Plans

The college and its governing board will continue to publish its bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures as delineated in the college's enabling statute. The college will continue to work with the National Congress to address the advisory vacancies of the Board of Trustees.

Response

The Board has a published Protocol Manual which contains the Code of Ethics, the by-laws, statutory and fiduciary responsibilities as well as meeting and evaluation procedures. The Manual provides a framework for the conduct of the Board and serves as a foundation on which the Board carries out its responsibilities. The Board's size and composition is mandated by the enabling legislation. The governing board has six voting members, five of whom are appointed by the President of the Republic of Palau and confirmed by the National Congress, Olbiil Era Kelulau (OEK). Through amendments to the enabling statute, a Student Trustee who is also a voting member is elected by the students every school year. Refer to student trustee information referenced under evidence 4-2. The statute allows

appointment of two non-voting advisory members who are noted in the Pacific region in the field of education or economic development.

7. The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.

Actionable Improvement Plans

The governing board will continue to act in a manner consistent with its policies and bylaws. The board will continue to review its policies and processes on a regular basis in accordance with its policy review process.

Response

The Board adheres to the policies contained in the Protocol Manual. The manual contains by-laws and operating policies and procedures. The Board assesses and evaluates the relevance of its policies and practices and revises them when necessary. In the fall 2015, the board began reviewing its policies beginning with Governance Process policies. As a result of the review, the following were added to the revised Protocol Manual: Institutional Learning Outcomes, New Board Member Orientation and Policy Review. The Board continues its policy review with Ends Policies. [\[4-15\]](#)

8. To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.

Actionable Improvement Plans

The governing board will continue to ensure the institution is accomplishing its goals for student success. The governing board will continue to regularly review key indicators of student learning and achievement and institutional plans for improving academic quality.

Response

The Board of Trustees reviewed and adopted both the vision and mission statements of the College, which adheres to the mandates of the College's enabling legislation. The Board also reviewed and adopted the College's master plan which is the institutional plan for improvement. The President's Report is a standard agenda item of regular board meetings. The President's Reports include student learning programs and services and student enrollment. During the August 2019 regular meeting of the Board, the President reported the changes to Institutional-Set Standards for Student Achievement resulting from the ISSA Committee review. He led the Board in the review of the seven ISSA. The Monthly Financial Status Report is also a standard agenda item of the board meeting and enables the Board members to better understand the budget and expenditures and how they impact student learning.

The Board annually reviews the Fact Book which contains student learning, performance and achievement data, such as enrollment and graduation information. In addition, the Board reviews the Annual Report which is the college's annual performance report.

Through its four standing committees, the Board establishes policies which are consistent with the mission of the College and which contribute to the quality and effectiveness of student learning programs

and services. The Board approves new programs and the deletions of or substantive changes to existing programs. For example, the College is considering the addition of two new programs, General Mechanics and General Maintenance programs. When ready, they will be recommended to the Board of Trustees where they will be referred to its Academic Program Committee. The Committee which includes the College President, Dean of Academic Affairs, Dean of Continuing Education, Chair of the Committee of Programs and Curricula and the Faculty Senate Association President will review the new program proposals and make recommendations to the full Board that will make the final determination.

The governing Board continues to ensure the institution is accomplishing its goals for student success. The governing Board continues to regularly review key indicators of student learning and achievement and institutional plans for improving academic quality. Student learning and achievement outcome data results are available through the college website via link pcc.palau.edu/wp-content/uploads/2019/08/ISSA-2018-2019-Final-Report.pdf and pcc.palau.edu/wp-content/uploads/2019/09/2017-2018-Factbook.pdf. Institutional plans for improving academic quality data results are available through the college website via link pcc.palau.edu/wp-content/uploads/2019/08/15-Year-Institutional-Master-Plan-Report-Card-August-2019.pdf.

9. The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

Actionable Improvement Plans

The governing board of the college will continue to participate in training programs for board development. The governing board will continue to have staggered membership.

Response

The Board Protocol Manual, along with other major College policies and administrative manuals, serves as a basis for new member orientation. Incoming trustees undergo the New Trustee Orientation in which a significant amount of crucial information is reviewed, including the College's enabling legislation and subsequent amendments, institutional self-study reports and other accreditation requirements, the 15-year Institutional Master Plan, policy manuals, the General Catalog, Fact Book, audit reports and other financial reports, Board policies, agenda and minutes of meetings, and Board committee reports, the Board Protocol Manual and the annual evaluation. The orientations also include a session with the College President on parliamentary procedures. At the end of the orientation, new trustees review and sign the Board Commitment Pledge and complete their evaluations of the orientation. [4-16]

As members of the Association of Community College Trustees (ACCT), Board members attend ACCT professional development programs, such as the ACCT Annual Leadership Congress and regional trainings/workshops. The Board members and the President have also attended and participated in Commission-sanctioned workshops, such as Regional Boardmanship Workshops sponsored by the Pacific Postsecondary Educational Council. They also attend on an annual basis investment conferences which include Fundamentals of Investing Seminar and Fiduciary Essentials Training. [4-17]

To ensure continuity of membership, the initial appointments were staggered while the subsequent appointments are for four years. The student trustee is elected by the students at the beginning of each school year. When a vacancy occurs, the Board works with the appointing authority to expedite the appointment of new members.

10. Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board's effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.

Actionable Improvement Plans

The college will continue to assess its effectiveness using established evaluation process. It will continue to use the evaluation results to improve its effectiveness, academic quality and institutional effectiveness.

Response

On an annual basis, the Board conducts its performance evaluations which examine individual contributions to the Board as well as the overall effectiveness of the Board. The first part of the evaluation assesses the individual member's contribution to the effectiveness of the Board. The second part assesses the overall performance of the entire Board. The Board's performance evaluation focuses on the following areas: External Relations, Board Organization, Management and Planning, Academic Planning, and Policy and Institutional Mission. The Board uses the results of the evaluation to improve the performance of its members and the Board as a whole. For example, based on the evaluation results, the Board decides which members are to attend a specific training or workshop. Board meeting evaluations are also conducted at the end of each meeting. The Board's Performance Evaluation results are available on the College website, pcc.palau.edu/about/accreditation.

11. The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution.

Actionable Improvement Plans

The governing board of the college will continue to uphold a code of ethics and conflict of interest policy, and individual board members adhere to the code. The governing board will exercise its power to discipline its members who fail to adhere to its code of ethics and conflict of interest.

Response

The Code of Ethics contained in the Protocol Manual clearly defines policies for governing Board members' conduct in the performance of their duties. Sanctions for violators are also described in the manual. Board members are also required to comply with the requirements of the National Ethics Commission which has its own code of conducts establish by law.

The Standards of Conduct for the trustees contained in the Board Protocol Manual say "Each trustee shall not participate in any action involving a possible conflict of interest ..." Another standard also states "He/She shall inform the entire board or the board chair when a matter under consideration might involve or appear to involve such a conflict". Additionally, members are required to sign a Board

Service Commitment Pledge indicating their understanding and commitment to full adherence to the ethics code. The Board Services Commitment Pledge, signed by all trustees, includes a pledge for a Board member to resign as a member/officer of the Board if he/she violates any of the standards of conducts for trustees. A trustee who is determined to be in violation of any of the Board's standards of conduct may be removed by majority of the voting members.

12. The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.

Actionable Improvement Plans

The governing board will continue to delegate full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the college.

Response

The Board hires, supports, evaluates the performance, and terminates the services of the President of the College. The Board also delegates full responsibility to the President to implement and administer Board policies. The President of the College's employment contract and the college's enabling legislation, as well as the Board Protocol Manual, clearly delegate administrative authority to the President of the College.

Members of the Board conduct an annual formal evaluation of the President in executive sessions of the Board meetings.

The President of the College is the sole employee of the Board and he is responsible for the College's administration and business affairs on behalf of the Board. The President is fully accountable to the Board only and the Board has the power to hire and terminate the President of the College.

The governing Board of the college does delegate full responsibility and authority to the CEO to implement and administer Board policies without Board interference and holds the CEO accountable for the operation of the College. To keep Board members reminded of their responsibilities and those of the President, the Board Protocol Manual contains exercises designed to help them distinguish policy and management responsibilities.

13. The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college's accreditation status, and supports through policy the college's efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.

Actionable Improvement Plans

The governing board of the college is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college's accredited status, and supports through policy the college's efforts to improve and excel. It participates in evaluation of governing board roles and functions in the accreditation process.

Response

The President of the College and the Accreditation Liaison Officer keep the Board informed of the Board's role in the accreditation process, the accreditation standards, and other accreditation requirements, including the Eligibility Requirements.

The College's enabling legislation mandates that the college maintains its accreditation status. As such, the members of the governing board are aware of the importance of maintaining the college's accreditation. The board is provided with regular updates of the institutional self-evaluation progress, including participation in the campus-wide briefing through assemblies and group meetings. The final report is reviewed and adopted by the governing board. All the plans of the college, including the institutional self-evaluation action plans undergo board review and approval.

The governing Board of the College is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the College's accredited status and supports through policy the College's efforts to improve and excel. It participates in the evaluation of governing Board roles and functions in the accreditation process. [\[4-18\]](#)

D. Multi-College District or Systems Evidence of Meeting the Standards

The college's enabling statute established the college as a separate institution of higher learning with its own governing board.

Standard IV - List of Evidence

- 4-1 RPPL 4-2
- 4-2 RPPL 4-45 and College Board Standing Committee
- 4-3 Vision & Mission Information
- 4-4 Board Policy 18-01
- 4-5 Institutional Governance Information
- 4-6 Standing and Ad-hoc Committee Samples
- 4-7 Organizational Chart
- 4-8 College IREO
- 4-9 EXCOM Agenda -15 YIMP
- 4-10 ISSA and IAC Information
- 4-11 Accreditation Basics Online Course Report
- 4-12 Governing Board Discussion and Decision Making
- 4-13 Governing Board Commitment Pledge
- 4-14 Governing Board Selection and Evaluation
- 4-15 Governing Board Policy Review Results
- 4-16 Governing Board Orientation Evaluation and Pledge
- 4-17 Governing Board Professional Development
- 4-18 Governing Board Accreditation Updates

Institutional Reporting on Quality Improvements

A. Response to Team Recommendations for Improvement

Recommendations to Meet the Standards

Recommendation 2: In order to meet the Standards, the team recommends the College complete its planned schedule of assessment for the institution-set standards and publish the results. (I.B.3, ER11)

College Response:

The College developed its institutional-set standards in March of 2015 and they went into implementation during the fall of 2015. As to date of this report, the institutional-set standards have been in implementation for four consecutive school years, S.Y. 2015-16; 2016-17; 2017-18; and 2018-19. The results of the four consecutive school years have been shared college-wide through the College Executive Committee meetings; Institutional Effectiveness trainings for administrators, faculty, staff and students; and fall convocations; and are available on the college website at pcc.palau.edu/institutional-set-standards/.

On January 26, 2018, ACCJC President, Dr. Richard Winn informed the College through a letter to College President, Dr. Patrick U. Tellei, that the Commission has reviewed the College Follow-Up Report and related evidentiary materials to determine whether the College has appropriately responded to the issues identified by the peer review team which visited the College in spring of 2016. ACCJC President Richard Winn further informed the College through the said letter that the Commission acted to find the College in compliance and reaffirm the College accreditation status for the remainder of the 7-year cycle.

Recommendation 4: In order to meet the Standards, the team recommends the College provide opportunity for third party comments prior to site visits in accordance with the Commission's policy on Rights and Responsibility of Commission and Member Institutions. (I.C.12)

College Response:

The College has continued to provide opportunity for third party comments prior to site visits in accordance with the Commission's policy on Rights and Responsibility of Commission and Member Institutions through its General Catalog 2016-2020, page 12. The College will also continue to provide the opportunity for third party comments prior to the next site visit in 2023 through its General Catalog 2020-2024 that will be available in the fall of 2020. This information also remains available on the college website at pcc.palau.edu/third-party-comment. The College will also inform the public through its college newsletter six months prior to the next campus visit in 2023.

On January 26, 2018, ACCJC President, Dr. Richard Winn informed the College through a letter to College President, Dr. Patrick U. Tellei that the Commission has reviewed the College Follow-Up Report and related evidentiary materials to determine whether the College has appropriately responded to the issues identified by the peer review team which visited the College in spring of 2016. ACCJC President Richard Winn further informed the College through the said letter that the Commission acted to find the College in compliance and reaffirm the College accreditation status for the remainder of the 7-year cycle.

Recommendation 5: In order to meet the Standard, the team recommends that the Governing Board implement a mechanism to make public the results of its performance evaluation. (IV.C.10)

College Response:

The College Board of Trustees will continue to use the college website to publish its performance evaluation results. The results are available at pcc.palau.edu/about/accreditation. The results of the performance evaluations are also available upon request at the College Administration office.

On January 26, 2018, ACCJC President, Dr. Richard Winn informed the College through a letter to College President, Dr. Patrick U. Tellei that the Commission has reviewed the College Follow-Up Report and related evidentiary materials to determine whether the College has appropriately responded to the issues identified by the peer review team which visited the College in spring of 2016. ACCJC President Richard Winn further informed the College through the said letter that the Commission acted to find the College in compliance and reaffirm the College accreditation status for the remainder of the 7-year cycle.

Recommendations to Improve Quality

Recommendation 3: In order to meet the Standards, the team recommends the College disaggregate and analyze learning outcomes and student achievement data for subpopulations of its students and implement strategies to mitigate any performance gaps that may be identified. (I.B.2, I.B.4, I.B.6, ER11)

College Response:

Through the institutional-set standards, the College disaggregates student achievement. Since the implementation of the institutional-set standards in fall of 2015, the College has met its expected benchmarks for student persistent rate, completion rate and graduation rate. The College has continued to provide support to ensure student success and accomplishments. Student support includes but is not limited to SS100 course – Introduction to College which is a required General Education course by all degree programs, Academic Counseling and Advising, Tuesday Night Program, Male and Female Retreats, Peer Tutoring, Professional Tutoring, Study Marathon, MLA Workshop, and semester meetings with the College President. These services continue every semester to provide support to promote student learning as well as ensure institutional effectiveness.

Recommendation 6: In order to increase effectiveness, the team recommends the College complete its scheduled assessment of recently developed and implemented service area outcomes. (I.B.2, I.B.5, ER11)

College Response:

In May and August 2016, the College Human Resources Division, Development Office and the College Bookstore completed their Program Reviews assessing their recently developed and implemented service area outcomes. The three service areas went through the following Program Review cycle in 2018 assessing the same implemented service area outcomes. The College Bookstore Program Review indicated a need to hire an additional clerk in order for the service area to meet its expected service area outcomes. The College hired an additional clerk giving the College Bookstore adequate man power to provide the required services and complete required reports on a timely manner. The hiring of additional clerk has improved the College Bookstore services to its clients. The College Development Office continues to meet its expected service area outcomes. One specific outcome is to provide support and assistance to the College in raising at least \$50,000.00 annually towards the College Endowment Fund.

During this Program Review cycle, the College Development Office helped the College raise more than \$50,000.00 each year. With the Human Resources Division, a need to develop an on island training evaluation was a requirement to support one of the service area outcomes. In 2017, the Division created and implemented an on island training evaluation.

All College programs and services areas are scheduled for Program Reviews every three years following the Institutional Program Review Calendar 2014-2024. All College program and service area Program Review reports are also available on the college website at pcc.palau.edu/about/institutional-effectiveness.

On January 26, 2018, ACCJC President, Dr. Richard Winn, informed the College through a letter to College President, Dr. Patrick U. Tellei that the Commission has reviewed the College Follow-Up Report and related evidentiary materials to determine whether the College has appropriately responded to the issues identified by the peer review team which visited the College in spring of 2016. ACCJC President Richard Winn further informed the College through the said letter that the Commission acted to find the College in compliance and reaffirm the College accreditation status for the remainder of the 7-year cycle.

Recommendation 7: In order to increase effectiveness, the team recommends the College improve its use of data to better determine how effectively it is achieving its mission. Further, the team recommends the College ensure the broad distribution of this data. (I.A.2, I.A.3)

College Response:

The College uses data results from different evaluations to better determine how effectively it is achieving its mission. The different evaluations include Program Reviews, course assessments, institutional effectiveness surveys, institutional-set standards, student achievements and the 15-Institutional Master Plan Report Card. For example, the Student Life Unit Program Review indicated a need to hire an additional counselor to help provide academic advising and counseling services to students to ensure student success. The College hired an additional counselor in fall 2019 to ensure student success. Through the institutional effectiveness survey data, a need to renovate the roof of the Btaches building was indicated to ensure students' safety, to ensure equipment security and to provide a conducive environment for learning. During the summer of 2019, the re-roofing of the Btaches building that houses classrooms and computer labs was completed as a result of evaluation.

Results of the different evaluations are shared college-wide, as well as to college constituents through the college website and also to the Republic of Palau government leaders through the College Annual Reports. Within the College, data distribution is at the Executive Committee level where members of the Committee are required to share the information with their department and division members. The broad distribution is also accomplished during institutional effectiveness trainings and fall convocations. The College continues to effectively achieve its mission using data and continues to ensure a broad distribution of this data through different means of communication.

On January 26, 2018, ACCJC President, Dr. Richard Winn informed the College through a letter to College President, Dr. Patrick U. Tellei, that the Commission has reviewed the College Follow-Up Report and related evidentiary materials to determine whether the College has appropriately responded to the issues identified by the peer review team which visited the College in spring of 2016. ACCJC President Richard Winn further informed the College through the said letter that the Commission acted to find the College in compliance and reaffirm the College accreditation status for the remainder of the 7-year cycle.

Recommendation 8: In order to increase its effectiveness, the team recommends the College develop and publish a Guide to Assessment that defines and communicate its assessment schedule, policies, and processes; details with whom data should be shared; and explains the role of data in planning and decision-making. (I.B.2)

College Response:

The Institutional Assessment Guide that was developed in fall 2016 and implemented in spring 2017 is available on the college website at pcc.palau.edu/wp-content/uploads/2013/07/Institutional-Assessment-Guide.pdf with copies that were made available to all offices of the College. The Guide was revised in 2019 to reflect changes of assessment templates, schedules, policies and processes.

On January 26, 2018, ACCJC President, Dr. Richard Winn, informed the College through a letter to College President, Dr. Patrick U. Tellei, that the Commission has reviewed the College Follow-Up Report and related evidentiary materials to determine whether the College has appropriately responded to the issues identified by the peer review team which visited the College in spring of 2016. ACCJC President Richard Winn further informed the College through the said letter that the Commission acted to find the College in compliance and reaffirm the College accreditation status for the remainder of the 7-year cycle.

Recommendation 9: In order to improve effectiveness, the team recommends the College assure its infrastructure provides sufficient transfer counseling and support services to students. (II.C.6, ER16)

College Response:

Currently, the College has three academic advisors/counselors at the Student Life Unit. The three counselors continue to provide support services including transfer counseling to all enrolled students. The Learning Resource Center continues to provide transfer counseling as well to all registered students. The College Admissions & Records Office and the Office of Financial Aid have counselors that also continue to provide support services to all students. The current number of counselors employed at the College is a sufficient number to provide student support services to the entire student population this school year.

On January 26, 2018, ACCJC President, Dr. Richard Winn, informed the College through a letter to College President, Dr. Patrick U. Tellei, that the Commission has reviewed the College Follow-Up Report and related evidentiary materials to determine whether the College has appropriately responded to the issues identified by the peer review team which visited the College in spring of 2016. ACCJC President Richard Winn further informed the College through the said letter that the Commission acted to find the College in compliance and reaffirm the College accreditation status for the remainder of the 7-year cycle.

Recommendation 10: In order to increase effectiveness, the team recommends the College formally define and implement a Part-Time faculty performance evaluation process and cycle. (III.A.5, III.A.6, III.A.8)

College Response:

In the spring of 2016, the College developed and implemented the Part-Time faculty performance evaluation. The evaluation of Part-Time faculty has continued since the implementation and the College uses the results of the evaluation in its decision whether to retain or not to retain individual part time faculty.

On January 26, 2018, ACCJC President, Dr. Richard Winn, informed the College through a letter to College President, Dr. Patrick U. Tellei, that the Commission has reviewed the College Follow-Up Report and related evidentiary materials to determine whether the College has appropriately responded to the issues identified by the peer review team which visited the College in spring of 2016. ACCJC President Richard Winn further informed the College through the said letter that the Commission acted to find the College in compliance and reaffirm the College accreditation status for the remainder of the 7-year cycle.

Recommendation 11: In order to increase effectiveness, the team recommends the College ensure responsible use of technology by publishing the electronic resource use agreement in the student planner as well as other campus publications. (III.C.5)

College Response:

The College has continued to publicize the responsible use of technology through its website and also through different publications of the College. Examples of College publications include but are not limited to Semester Course Offering Schedule booklet every semester and the Student Handbook and Student Planner every school year. The Student Wi-Fi remains to provide technology use information and policies to all its users.

On January 26, 2018, ACCJC President, Dr. Richard Winn, informed the College through a letter to College President, Dr. Patrick U. Tellei, that the Commission has reviewed the College Follow-Up Report and related evidentiary materials to determine whether the College has appropriately responded to the issues identified by the peer review team which visited the College in spring of 2016. ACCJC President Richard Winn further informed the College through the said letter that the Commission acted to find the College in compliance and reaffirm the College accreditation status for the remainder of the 7-year cycle.

Recommendation 12: In order to increase effectiveness, the team recommends the Distance Education Committee publish a comprehensive Best Practices Manual for online faculty training and campus-wide reference. (III.A.14 and Commission Policy on Distance Education on Correspondence Education)

College Response:

The College Distance Education Manual became available on the college website at pcc.palau.edu/wp-content/uploads/2020/02/DE-manual-11-23-18.pdf, as well as distributed college-wide in spring 2016. In addition to the manual, the Distance Education Committee conducted training in the spring of 2019 to all faculty. The purpose of the training was to introduce the Distance Education (DE) delivery method as other delivery method approaches that faculty may use to deliver instructional teaching and activities. During the same training, faculty who have used the DE delivery method were present to share experiences and ideas and to ease the uneasiness and fears of those faculty who are highly recommended to conduct at least one course through the Distance Education approach.

On January 26, 2018, ACCJC President, Dr. Richard Winn, informed the College through a letter to College President, Dr. Patrick U. Tellei, that the Commission has reviewed the College Follow-Up Report and related evidentiary materials to determine whether the College has appropriately responded to the issues identified by the peer review team which visited the College in spring of 2016. ACCJC President Richard Winn further informed the College through the said letter that the Commission acted to find the College in compliance and reaffirm the College accreditation status for the remainder of the 7-year cycle.

B. Data Trend Analysis

ACCJC Midterm Report Data Reporting Form (for reports due through Spring 2020)

ANNUAL REPORT DATA INSTITUTION-SET STANDARDS

STUDENT COURSE COMPLETION

(Definition: The course completion rate is calculated based on the number of student completions with a grade of C or better divided by the number of student enrollments.)

Category	Reporting Years since Comprehensive Review		
	SY16-17	SY17-18	SY18-19
Institutional Set Standard	60%	60%	60%
Stretch Goal			
Actual Performance	75%	76%	75%
Difference between Standard and Performance	+15	+16	+15
Difference between Goal and Performance			

Analysis of the data:

Institutional-set Standard: At least 60% of registered students will complete enrolled courses in any given semester; the three years data showed the College meeting above and beyond its benchmark of 60% for the last three school years. The data provided reflects grades of C or better.

DEGREE COMPLETION

(Students who received one or more degrees may only be counted once.)

Category	Reporting Years since Comprehensive Review		
	SY16-17	SY17-18	SY18-19
Institutional Set Standard	20%	20%	20%
Stretch Goal			
Actual Performance	20%	30%	35%
Difference between Standard and Performance	-	+10	+15
Difference between Goal and Performance			

*all degree completion data are unduplicated head count

Analysis of the data:

Institutional-set Standard: At least 10% of students enrolled will complete (graduate) in 2 - 2½ years; at least 20% of students enrolled will complete (graduate) in 3 - 3½ years. Palau CC is using percentage to evaluate different cohorts; the number showing for Actual Performance is the actual number of students completing degree programs in the school year rather than percentage of cohorts graduating after 2 - 2½

years and 3 - 3½ years. Data showed that there was no difference between the Standard and Actual Performance in Year 1; there was an increase of 10% during Year 2; and an increase of 15% in Year 3. For more information on graduation rate, visit pcc.palau.edu/about/institutional-effectiveness. Year 1 (SY16-17) – Fall Cohort of 2014; Year 2 (SY17-18) – Fall Cohort of 2015; and Year 3 (SY18-19) – Fall Cohort of 2016.

CERTIFICATE COMPLETION

(Students who received one or more certificate may only be counted once.)

Category	Reporting Years since Comprehensive Review		
	SY16-17	SY17-18	SY18-19
Institutional Set Standard	20%	20%	20%
Stretch Goal			
Actual Performance	No enrollment	No enrollment	No enrollment
Difference between Standard and Performance			
Difference between Goal and Performance			

Analysis of the data:

Institutional-set Standard: At least 10% of students enrolled will complete (graduate) in 2 - 2½ years; at least 20% of students enrolled will complete (graduate) in 3 - 3½ years. There was no enrollment in any of the certificate programs for the three reporting school years.

TRANSFER

Category	Reporting Years since Comprehensive Review		
	SY16-17	SY17-18	SY18-19
Institutional Set Standard	20%	20%	20%
Stretch Goal			
Actual Performance	22%	19%	6%
Difference between Standard and Performance	+2	-1	-14
Difference between Goal and Performance			

Analysis of the data:

Institutional-set Standard: At least 20% of students who completed degree programs will transfer to 4-year colleges/universities. The College met above the benchmark at 22% in Year 1; missed the benchmark by 1% in Year 2; and did not meet its benchmark by 14% in Year 3. The percentage showing for Year 3 is based on those students who graduated and transfer to another institution of higher education the following fall semester of 2019. The number may increase to show those students who took a semester break (fall 2019) and transfer during spring 2020.

STUDENT LEARNING OUTCOMES ASSESSMENT

Category	Reporting Years since Comprehensive Review		
	SY16-17	SY17-18	SY18-19
Number of Courses	289	288	278
Number of Courses Assessed	289	288	278
Number of Programs	33	33	33
Number of Programs Assessed	6		13
Number of Institutional Outcomes	6	6	6
Number of Institutional Outcomes Assessed	6	6	6

Analysis of the data:

There were 289 courses offered during School Year 2016-2017; 288 courses offered during School Year 2017-2018; and 278 courses offered during School Year 2018-2019. All the courses student learning outcomes were scheduled for assessments and were all completed. The College offers 21 degree programs and 12 certificate programs with a total of 33 programs. During spring 2017, six degree programs were scheduled for program assessments and all six were completed. During School Year 2017-2018, no programs were scheduled for assessments, and therefore there was no program assessment during that school year. In spring 2019, 13 degree programs were scheduled for assessment and all were completed. Two degree programs are scheduled for program assessments in spring 2020. The 12 certificate programs were scheduled for program assessment in spring 2019; however, the program assessments did not take place because all 12 certificate programs remained without enrollment.

LICENSURES PASS RATE

(Definition: The rate is determined by the number of students who passed the licensure examination divided by the number of students who took the examination.)

Program Name	Institution Set Standard	Actual Performance			Difference			Stretch Goal	Difference		
		Y1	Y2	Y3	Y1	Y2	Y3		Y1	Y2	Y3
The Republic of Palau government and private sectors does not require any licensure for employment; based on this, the College does not have a licensure pass rate.											

JOB PLACEMENT RATE

(Definition: The placement rate is determined by the number of students employed in the year following graduation divided by the number of students who completed the program.)

Program Name	Institution Set Standard	Actual Performance			Difference			Stretch Goal	Difference		
		Y1	Y2	Y3	Y1	Y2	Y3		Y1	Y2	Y3
Air Conditioning & Refrigeration (AC)	See below		2/3 67%	0/1	--	+17	--	N/A			
Agricultural Science (AG)	See below	2/9 22%	14/18 78%	2/8 25%	-28	+28	-25	N/A			
Auto Mechanics Technology (AM)	See below	5/8 63%	10/12 83%	0/5	+13	+33	--	N/A			
Business Accounting (BA)	See below	2/6 33%	2/5 40%	1/1 100%	-17	-10	+50	N/A			
Business Administration (BU)	See below	1/3 33%	4/12 33%	2/6 33%	-17	-17	-17	N/A			
Criminal Justice (CJ)	See below	8/9 89%	1/3 33%	2/5 40%	+39	-17	-10	N/A			
Community & Public Health (CPH)	See below	8/8 100%	7/7 100%	3/3 100%	+50	+50	+50	N/A			
Construction Technology (CT)	See below	2/3 67%	2/3 67%	0/2	+17	+17	--	N/A			
Education (ED)	See below	22/22 100%	5/5 100%	10/10 100%	+50	+50	+50	N/A			
Environmental & Marine Science (ES)	See below	1/2 50%	0/4	0/3	0	--	--	N/A			
Electrical Technology (ET)	See below	1/5 20%	2/5 40%	0/2	-30	-10	--	N/A			
General Electronics Technology (GE)	See below	2/5 40%	3/5 60%	0/3	-10	+10	--	N/A			
Information Technology (IT)	See below	1/5 20%	3/8 38%		-30	-12	--	N/A			
Liberal Arts (LA)	See below	1/4 25%	4/6 67%	2/10 20%	-25	+17	-30	N/A			
Library Information Services (LS)	See below	1/1 100%		0/1	+50	--	--	N/A			
Nursing (NU)	See below	6/7 86%	9/9 100%	8/8 100%	+36	+50	+50	N/A			
Office Administration (OA)	See below	3/6 50%	3/7 43%	2/4 50%	0	-7	0	N/A			
Palauan Studies (PW)	See below				--	--	--	N/A			
Small Engine & Outboard Marine Technology (SE)	See below	1/5 20%	1/2 50%	1/4 25%	-30	0	-25	N/A			
STEM	See below	0/2	0/1		--	--	--	N/A			
Tourism & Hospitality (TH)	See below	5/9 56%	2/4 50%	6/11 55%	+6	0	+5	N/A			

Grant Total	See below	72/119 61%	74/119 62%	39/87 45%	+11	+12	-5	N/A			
<p>Institutional-set Standard: At least 50% of students who completed degree/certificate programs will enter the work force (job placement). At Palau Community College, the number to focus on for job placement rate is the grand total of graduates each school year. In Year 1 (SY16-17), 72 of the 119 graduates went to the work force which is 61% of graduates. In Year 2 (SY17-18), 74 of the 119 graduates went to the work force which is 62% of graduates and in Year 3 (SY18-19), 39 of the 87 graduates went to the work force which is 45% of graduates. The College provided data for each of the 21 degree programs' actual performance and the differences for the three school years; however, the focus is the grand total of graduating students. As a small institution with low number of students enrolled in each of the degree program, the College focuses on the overall graduating number instead of individual degree programs. With the grand total of graduates entering the work force, the College met its benchmark for Year I and Year 2, and did not meet the benchmark by 5% in Year 3. The report above showed that several degree programs have no graduating students during the reported three school years and also showed that several degree programs with graduating students did not enter the workforce for reasons that students transferred to a four-year colleges/universities or may have enter the US Military Armed Forces.</p>											

ANNUAL FISCAL REPORT DATA

General Fund Performance

Category	Reporting Years since Comprehensive Review		
	FY2016	FY2017	FY2018
Revenue	8,111,906.00	8,133,652.00	7,844,389.00
Expenditures	3,296,873.00	4,025,432.00	3,729,521.00
Expenditures for Salaries and Benefits	4,115,807.00	3,370,194.00	3,488,979.00
Surplus/Deficit	699,226.00	738,026.00	625,889.00
Surplus/Deficit as % Revenues (Net Operating Revenue Ratio)	9%	9%	8%
Reserve (Primary Reserve Ratio)	500,664.00	501,266.00	501,868.00

Analysis of the data:

The above figures showed the total operating expenses of \$7.4 million in fiscal year 2017. Total operating expenses in fiscal year 2017 decreased by \$17,054.00 or .2% from fiscal year 2016. The following expenses by function comprised the significant portions of this total net increase: Instructional function decreased by \$298,133.00 or 15% attributed to decrease in book and instructional supplies procured for the year and Administrative expenses decreased by \$102,190.00 or 5% over prior year due to the level-funding from the Republic of Palau (ROP) appropriations and therefore, administrative expenses tightened to fit funding level. Also, the figures showed the total operating expenses of \$7.2 million in fiscal year 2018. Total operating expenses in fiscal year 2018 decreased by \$177,126.00 or 2% from fiscal year 2017. Instructional function decreased by \$53,603.00 or 3% attributed to decrease in book and instructional supplies procured for the year. Administrative expenses decreased by \$209,982.00 or 11% over prior year due to the level-funding from ROP appropriations and therefore, administrative expenses tightened to fit funding level.

Other Post-Employment Benefits

	FY2016	FY2017	FY2018
Actuarial Accrued Liability (AAL) for OPEB	N/A	N/A	N/A
Funded Ratio (Actuarial Value of Plan Assets/AAL)	N/A	N/A	N/A
Annual Required Contribution (ARC)	N/A	N/A	N/A
Amount of Contribution to ARC	N/A	N/A	N/A

Analysis of the data:

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Enrollment

	2016	2017	2018
Actual Full-Time Equivalent Enrollment (FTES)	587	532	497

Analysis of the data:

The College has experience the decline of students' admissions and enrollment for the past three school years. There are several factors to be considered when students do not return to complete their degrees or do not seek enrollment at a local institution of higher learning. One factor is that when the nation's economy is at its peak, more community people are employed earning salaries; when the economy is low, more people enrolled in higher education programs. This is believed to be happening in Palau with its growing economy. Other factors that contribute to the low enrollment of the College include the different scholarship opportunities for Palauan citizens to study abroad that are made possible by the Government of Japan and the Republic of China (Taiwan), more young people joins the US Military Armed Forces right after high school graduation, and more high school graduates seeks admissions and enrollment in four-year colleges/universities after high school graduations instead of doing their first two years at Palau Community College.

Financial Aid

	Year 1	Year 2	Year 3
USED Official Cohort Student Loan Default Rate (FSLD - 3 year rate)	N/A	N/A	N/A

Analysis of the data:

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C. Report on the o utcomes of the Quality Focus Projects

1. Institutional-Set Standards

To date, the College Institutional-Set Standards have been in implementation for four academic years covering S.Y. 2015-16; 2016-17; 2017-18; and 2018-19. Results of the four academic years are available on the college website at pcc.palau.edu/about/institutional-effectiveness.

In the fall of 2018, the College-appointed committee responsible for the development and implementation of the institutional-set standards met to review the three year results and made recommendations to the College President for approval and implementation. Included in the recommendations were the removal of institutional-set standards #1 – PCC recruits graduating seniors from all high schools in Palau; #2 – PCC accepts 100% of graduating seniors who applied for and met admissions requirements; and #3 – PCC enrolls at least 65% of graduating seniors who applied for and met admissions requirements, and consideration of assigning them to the College Student Services Division as Recruitment Plan goals. The committee also recommended to the College President the removal of institutional-set standard #6 – At least 55% of students will complete enrolled developmental courses in any given semester as the College dismantled its developmental courses after summer 2016. The committee's recommendations were approved in June 2019 from eleven set standards to seven set standards with implementation in fall 2019. More information is available on the college website at pcc.palau.edu/wp-content/uploads/2019/08/ISSA-July-2019-1.pdf.

Results of the College institutional-set standards are widely communicated every semester and every school year through Executive Committee regular meetings, Institutional Effectiveness Training every fall semester, annual convocations and the college website.

2. Academic Building and Student Center

An Academic Building that would accommodate the Nursing Program, Computer/Information Technology Classrooms and additional classrooms has been designed with cost estimation. To date, the College is seeking financial support from the National Government in order to issue a request for bid proposals.

While the Student Center was a mentioned project in 2015, the project has been put on hold for the moment to accommodate other urgent needs of the College. The College no longer has the access to use the Palau National Gymnasium across the main campus for its athletic team's practices. With this, the College has an urgent need to provide a covered facility where the College Teams will practice, as well as to hold College intramural competitions. Once a roofed activity facility is complete, the College will integrate the Student Center within the premises.

The College continues to set aside funding for the academic building and the student center and would need an infusion from the Palau National Congress in order to move forward quickly. Without a cash infusion, it would take the College another three (3) years from 2019 in order to begin the bidding process.

3. 4-Year Degree Program

To date, the College hasn't completed the development of its first four-year degree program. The work began in 2015 developing the first Bachelor of Science in Liberal Studies. However, the different community interests communicated to the College has shifted the College developmental work towards a Bachelor of Science in Natural Sciences. The development of the Natural Sciences, 4-year degree

program is slowly ongoing at the moment. Several courses have been identified, course outlines are being developed and reviewed by the experts in the campus, and more courses are yet to be developed by specific experts of the said field. As the College moves forward on this project, the College needs to have a field expert to help complete the development of the four-year degree program. Palau Community College will continue to rely on the expertise of Palauans in the field of Natural Sciences who are in the Republic of Palau employed by the Palau International Coral Reef Center (PICRC) and Palau Conservation Society (PCS) to help assist the College in this four-year degree program development. The College hopes to complete its first four-year degree program and begins implementation before the College next visit by ACCJC in 2023.