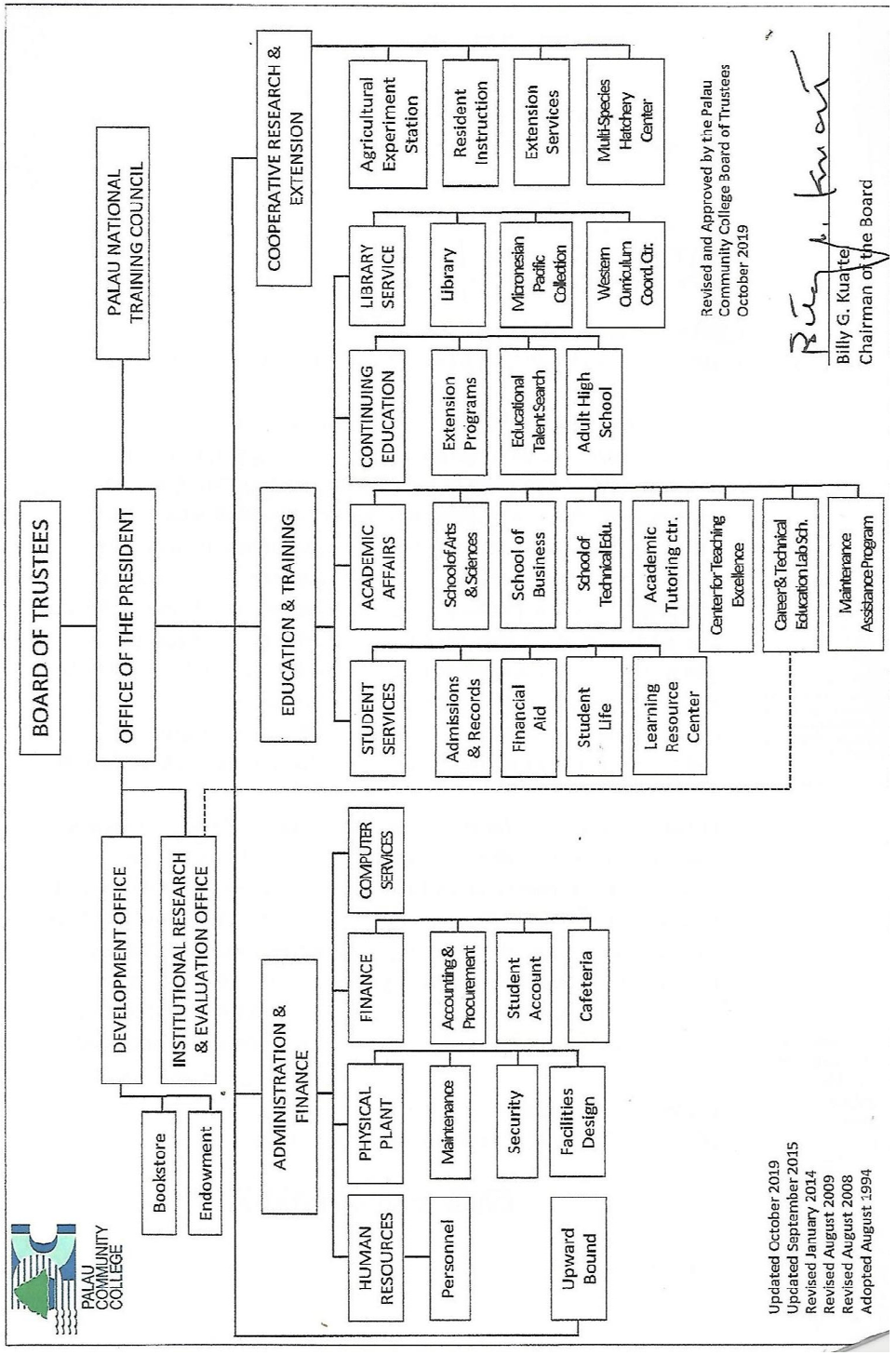
FACT BOOK 2019-2020

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

PALAU COMMUNITY COLLEGE

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.



PALAU COMMUNITY COLLEGE

2019—2020 FACT BOOK

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Disclaimer

HISTORY

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

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

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

GEOGRAPHIC LOCATION

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

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

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

VISION STATEMENT *Where We Want To Be*

"We strive to guarantee quality and excellence."

MISSION STATEMENT *Who We Are and What We Do*

Palau Community College is an accessible 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.

UNIFYING PRINCIPLES *How We Behave*

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

Palau Community College believes in:

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

The Institutional Master Plan provides the direction of the College to enhance and provide more programs and services as well as the structural improvement of facilities for student

PCC 15-YEAR INSTITUTIONAL MASTER PLAN 2009-2024

access and success. The Plan also clarifies the visioned directions of integrated planning and decision-making as the College leadership and all College entities work together to achieve college-wide improvements and build endowment capacity.

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

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

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

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

INSTITUTIONAL LEARNING OUTCOMES

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

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

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

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

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

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

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

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

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

ACCREDITATION

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

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

INSTITUTIONAL-SET STANDARDS FOR STUDENT ACHIEVEMENT (ISSA)

Required under

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

01 ISSA

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

02 ISSA

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

03 ISSA

At least 70% of registered students will complete enrolled general education courses in any given semester.

04 ISSA

At least 10% of students enrolled will graduate in 2 - 2.5 years.

05 ISSA

At least 20% of students enrolled will graduate in 3 - 3.5 years.

06 ISSA

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

07 ISSA

At least 50% of students who completed degree/certificate programs will enter the work force (job placement).

BOARD OF TRUSTEES

Rev. Billy G. Kuartei	Chairperson
Romana Wong	Vice Chairperson
Masa-Aki N. Emesiochl	Secretary/Treasurer
Kobe Moses	Student Trustee

EXECUTIVE COMMITTEE MEMBERS

Patrick U. Tellei, EdD	President
Jay Olegeriil, MA	Vice President, Administration & Finance
Jefferson Thomas, BA	Dean, Continuing Education
Deikola Olikong, BA	Acting Dean, Academic Affairs Accreditation Liaison Officer , Director, Institutional Research and Evaluation Office
Hilda Reklai, BA	Interim Dean, Student Services
Tchuzie Tadao, MA	Director, Development
Kuye Belelai, MS	Project Director, Upward Bound
Maile Andreas, MA	Project Director, Adult High School/Talent Search
Uroi N. Salii, MBA	Director, Finance
Marie Anderson, BA	Director, Human Resource
Clement Kazuma, AS	Director, Physical Plant
Bruce Rimirch, BA	Director, Computer Systems
Dahlia M. Katosang, MA	Director, Financial Aid
Lesley Adachi, MA	Director, Admissions & Records
Pioria Asito, BA	Interim Director, Library Services
Todd Ngiramengior, BS	Executive Assistant to the President
Ligaya Sara, BS	Institutional Researcher
Johvanna Yaoch, MS	President, Faculty Senate Association (FSA)
Lyndon Masami, AS	President, Classified Staff Organization (CSO)
Minelli-Rain Olkeriil	President, Associated Students of Palau Community College (ASPCC)

FACULTY SENATE ASSOCIATION (FSA)

Johvanna Yaoch, MS	President
Suzette Hinojales, BS	Vice President
Rennetta Derbei Meyar, MA	Secretary
Frederick Mascardo, MS	Treasurer

CLASSIFIED STAFF ORGANIZATION (CSO)

Lyndon Masami, AS	President
Debbie Ngiraibai, AS	Vice President
Dilubch Samil, AA	Secretary
Tessmarie Kodep, MA	Treasurer

MOC/PCC DIRECTORS AND PRESIDENTS

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

ASSOCIATED STUDENTS OF PALAU COMMUNITY COLLEGE (ASPCC)

Minelli-Rain Olkeriil ..... President
Mesiich Ngiramolau ..... President-Elect
Mederang Takeo ..... Secretary
Ally M. Tadao ..... Treasurer
Juanito Mailur Jr. ..... Yap State Leader
Midner Hainrich ..... Pohnpei State Leader
Paul Palik ..... Kosrae State Leader
Jose T. Thomas ..... Palau National Leader
Randy Kiluwe Jr. ..... RMI National Leader
O'Keef Rengiil Kokichi ..... Freshmen Representative
Chriiktoi Sade Tru Taima ..... Freshmen Representative
Kaitlin Ordiil Isalias ..... Sophomore Representative
Ladrick Ngedebuu ..... Sophomore Representative

ARTICULATION AGREEMENTS WITH:

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

PHI THETA KAPPA INTERNATIONAL HONOR SOCIETY

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

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

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

FEDERAL TRIO PROGRAMS

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

Upward Bound Program (UB)

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

Educational Talent Search Program (ETS)

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

SPECIAL PROGRAMS

San Diego State University (SDSU) Programs

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

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

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

Maintenance Assistance Program (MAP)

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

Penn Foster Career School (former Thomson Education Direct)

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

National Occupational Competency Testing Institute (NOCTI)

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

Pacific Islands University (PIU)

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

CONTINUING EDUCATION PROGRAM

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

1. CE serves the community by offering non-credit programs such as pre-service training for those who are looking for jobs, in-service training for those who are employed and need to enhance and upgrade their skills; workshops, seminars, conferences, conducting community surveys, or apprentice training for persons regardless of their age or previous education, and who are not concerned with earning academic credits but wish to enrich their lives and improve their personal efficiency.
2. CE provides one-on-one advising, counseling and guidance for people interested in acquiring entry-level skills or for employees who need to upgrade themselves.
3. CE offers summer programs such as keyboarding, computer applications, mathematics, English reading and writing, music, art, camping, marine science, and Internet exploration for school-age children.

Enrichment or Non-Credit Programs

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

Apprentice Training Program

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

Adult High School

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

COOPERATIVE RESEARCH AND EXTENSION (CRE)

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

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

1. AGRICULTURE DIVISION
   - Agriculture Science
   - Integrated Pest Management
   - Tissue Culture
   - Sustainable Agriculture
   - Germplasm conservation
   - Cultural Management
2. NATURAL RESOURCES AND ENVIRONMENTAL EDUCATION DIVISION (NRED)
   - Marine & Environmental Education
   - Water Quality Program
   - Aquaculture
3. FAMILY and CONSUMER EDUCATION DIVISION (FaCE)
   - Food Technology Training
   - Food Security
   - Root crops and sea food processing
4. EXPANDED FOOD AND NUTRITION EDUCATION PROGRAM (EFNEP)
   - Youth & Adult EFNEP
   - Food Safety and Nutrition

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

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

PROGRAMS OFFERED

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

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

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

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

DEGREE PROGRAM REQUIREMENT

ENTRANCE REQUIREMENTS FOR DEGREES				
MAJORS	Degree Offered	HS GPA Requirement	Cummulative GPA Requirement	Total Credits Required to Graduate
School of Arts & Sciences				
Agricultural Science (AG)	AAS & AS	AAS 2.0, AS 2.5	2.0	62
Community and Public Health				
- Community and Public Health (CPH)	AS	2.5	2.0	62
- Emergency Health Management (EHM)	AS	2.5	2.0	61
Criminal Justice (CJ)	AS	2.5	2.0	62
Education (ED)				
- Early Childhood (EDEC)	AS	2.5	2.0	60
- Elementary Education (EDEE)	AS	2.5	2.0	64
- Secondary Education (EDSE)	AS	2.5	2.0	63
- Special Education (EDSP)	AS	2.5	2.0	60
Environmental/Marine Science (ES)	AS	2.5	2.0	64
Liberal Arts (LA)	AA	2.5	2.5	65
Library & Information Services (LS)	AAS & AS	AAS 2.0, AS 2.5	2.0	AAS=60; AS=63
Palauan Studies (PW)	AAS	2.0	2.0	61
Nursing (NU)	AAS & AS	AAS 2.0, AS 2.5	2.0	AAS=61; AS=76
STEM Disciplines (SD)	AA	2.5	2.0	64
School of Business				
Business Accounting (BA)	AS	2.5	2.0	66
Business Administration (BU)	AS	2.5	2.0	65
Information Technology (IT)	AS	2.5	2.0	68
Office Administration (OA)	AAS	2.0	2.0	65
Tourism & Hospitality (TH)				
- Food & Beverages (THFB)	AAS	2.0	2.0	64
- Hospitality Management (THHM)	AS	2.5	2.0	64
- Hotel Operations (THHO)	AAS	2.0	2.0	64
- Tour Services (THTS)	AAS & AS	AAS 2.0, AS 2.5	2.0	AAS=65; AS=65
School of Technical Education				
Air Conditioning and Refrigeration Technology (AC)	AAS	2.0	2.0	61
Automotive Technology (AT)	AAS	2.0	2.0	64
Construction Technology (CT)	AAS	2.0	2.0	61
Electrical Technology (ET)	AAS	2.0	2.0	60
General Electronics Technology (GE)	AAS & AS	AAS 2.0, AS 2.5	2.0	AAS=62; AS=65
Small Engine and Outboard Marine Technology (SE)	AAS	2.0	2.0	62

1. **Associate of Applied Science (AAS) Degree:** Awarded to students who successfully complete at least 60 semester credits of occupational and related general education courses.
2. **Associate of Science (AS) Degree:** Awarded to students who successfully complete at least 60 semester credits of occupational and related general educational courses.
3. **Associate of Arts (AA) Degree:** Awarded to students wishing to complete the first two years of general college work prior to transferring to a four-year college or university, or for students desiring two years of general education beyond high school.
4. **Associate of Technical Studies (ATS) Degree:** Awarded to students who successfully complete at least 60 semester credits. This degree provides students with skills and knowledge for gainful employment or to pursue a degree at four-year colleges/universities. Courses for this degree must be customized by a student and an advisor following the AA degree curriculum format.

CERTIFICATE PROGRAMS

The College offers certificate programs in a variety of different programs. These certificates differ in the number and type of courses required for completion and in the minimum length of time required to fulfill all courses.

Certificate of Completion
Certificate of Completion (CC) is a college credential awarded to students who have successfully completed designated technical, credit sequences that provide them with entry-level skills or job upgrading. These course sequences (no general education course requirements) shall be at least 16 credit hours, but may not exceed 24 credit hours. Students must earn a GPA of 2.0 (C) or better for all courses required for the certificate.

Certificate Offerings

AGRICULTURAL SCIENCE
- General Agriculture (21 credits)
- Horticulture (21 credits)

AUTOMOTIVE MECHANICS TECHNOLOGY
- Automotive Air-Conditioning Servicing (16 credits)
- Engine Servicing (16 credits)
- Power Train Servicing (17 credits)
- Under Chassis Servicing (19 credits)

CONSTRUCTION TECHNOLOGY
- Carpentry (20 credits)

LAW ENFORCEMENT
- Law Enforcement (16 credits)

ELECTRICAL TECHNOLOGY
- Commercial/Industrial Wiring (18 credits)
- Motor/ Motor Control (19 credits)

GENERAL ELECTRONICS TECHNOLOGY
- Consumer Electronics Technology (24 credits)
- Industrial Control Technology (24 credits)

PALAUAN WORKFORCE INVESTMENT ACT

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

Certificate of Competence

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

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

Certificate of Completion

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

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

Certificate of Mastery for Technology Programs

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

TUITION, FEES, AND OTHER CHARGES

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

Initial Payment

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

Charges

Resident Tuition:
Fall Semester 2020 ..... $120.00 per credit
Spring Semester 2021 ..... $130.00 per credit

Non Resident Tuition:
Fall Semester 2020 ..... 130.00 per credit
Spring Semester 2021 ..... $140.00 per credit

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

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

Room & Board:

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

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

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

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

Definition:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Enrollment Status and Gender, Fall 2019

Enrollment Status	Male	Female	Total	%
Full Time	137	122	259	58%
Part Time	66	119	185	42%
Total	**203**	**241**	**444**	

Enrollment Status and Gender, Spring 2020

Enrollment Status	Male	Female	Total	%
Full Time	110	117	227	*52%*
Part Time	85	127	212	*48%*
Total	**195**	**244**	**439**	

Enrollment Status and Gender, Summer 2020

Enrollment Status	Male	Female	Total	%
Full Time	21	63	84	*29%*
Part Time	84	119	203	*71%*
Total	**105**	**182**	**287**	

Enrollment Status and Gender, All Students, Fall 2020				
Enrollment Status	**Male**	**Female**	**Total**	**%**
Full Time	97	176	273	*49%*
Part Time	138	142	280	*51%*
Total	**235**	**318**	**553**	

Country/State/Region and Gender, All Students, Fall 2020				
Country/State/ Region	**Male**	**Female**	**Total**	**%**
Palau	200	295	495	*89.5%*
Kosrae	3	1	4	*0.7%*
Pohnpei	1	0	1	*0.2%*
RMI	4	5	9	*1.6%*
Yap	18	12	30	*5.4%*
Nigeria	1	0	1	*0.2%*
Philippines	7	4	11	*2.0%*
ROC	1	0	1	*0.2%*
Solomon Islands	0	1	1	*0.2%*
Total	**235**	**318**	**553**	

Registration Status and Gender, All Students, Fall 2020				
Registration Status	**Male**	**Female**	**Total**	**%**
Continuing	155	218	373	*67%*
First-Time	55	50	105	*19%*
Re-admitted	7	4	8	*1%*
Returning	19	42	61	*11%*
Transfer	2	4	6	*1%*
Total	**235**	**318**	**553**	

All Students Headcount Enrollment		FA 2010 694	FA 2011 742	FA 2012 680	FA 2013 644	FA 2014 604	FA 2015 627	FALL 2016 587	FALL 2017 532	FALL 2018 497	FALL 2019 444	FALL 2020 553
Enr Status	Full-Time	465	508	423	415	368	347	226	364	267	259	280
	Part-time	229	234	257	229	236	280	361	168	230	185	273
Gender	Male	290	315	297	303	286	287	268	238	189	203	235
	Female	404	427	383	341	318	340	319	294	308	241	318
Country/ State / Region	Palau	540	591	540	516	471	479	448	409	429	380	495
	Chuuk	21	35	33	30	24	17	11	8	4	1	0
	Kosrae	6	5	15	18	16	15	11	14	4	10	4
	Pohnpei	18	12	12	12	19	31	36	28	6	3	1
	RMI	12	3	9	12	14	22	19	13	11	6	9
	Yap	88	87	63	52	57	59	58	51	32	31	30
	USA	0	2	1	0	0	0	1	1	2	1	0
	Others	9	7	7	4	3	4	3	8	9	12	14
Class Level	Freshmen	524	526	424	438	473	373	398	354	317	271	368
	Sophomore	111	142	151	108	59	130	124	130	106	92	154
	Unclassified	8	10	4	7	2	7	9	3	22	9	1
	Enrichment	4	0	2	2	0	1	2	0	0	1	0
	Undeclared	47	56	98	89	70	116	54	44	48	69	30
	Dual	0	8	1	0	0	0	0	1	4	2	0
Registration Status	Continuing	510	536	462	388	363	370	405	342	310	273	358
	First-Time	115	119	149	170	140	184	127	141	99	104	105
	Re-admitted	7	5	8	6	9	4	3	6	1	5	8
	Returning	50	70	55	73	88	66	50	37	63	49	61
	Transfer	12	4	5	7	4	3	2	2	3	5	6
	Dual	0	8	1	0	0	0	0	1	4	2	0
	CTE-LAB										6	15

ENROLLMENT TREND

	ALL STUDENTS	FA 11	FA 12	FA 13	FA 14	FA 15	FA 16	FA 17	FA 18	FA 19	FA 20
Associates Degree Programs	**School of Arts and Sciences**	**258**	**223**	**225**	**223**	**215**	**263**	**245**	**268**	**228**	**299**
	Agricultural Sciences (AG)	39	40	37	33	45	48	43	17	15	21
	Criminal Justice (CJ)	8	4	10	17	19	25	18	17	19	28
	Community & Public Health (CPH)	-	-	19	21	18	14	11	6	8	10
	Education (ED)	71	61	51	41	36	54	30	62	48	51
	Environmental/Marine Science (ES)	8	10	13	10	8	11	16	15	8	11
	Liberal Arts (LA)	70	64	50	59	52	71	91	107	104	130
	Library & Information Services (LS)	33	22	9	12	5	5	0	7	1	3
	Palauan Studies (PW)							3	0	0	0
	Nursing (NU)	29	20	32	26	27	29	35	31	16	31
	STEM Disciplines		2	4	4	5	6	8	6	9	14
	School of Business	**258**	**212**	**183**	**178**	**153**	**147**	**135**	**103**	**85**	**135**
	Business Accounting (BA)	8	13	17	11	8	21	19	16	8	17
	Business Administration (BU)	10	7	8	13	14	22	35	25	24	34
	Information Technology (IT)	9	13	10	7	12	23	26	15	17	27
	Office Administration (OA)	144	100	90	88	69	42	32	14	9	18
	Tourism & Hospitality (TH)	87	79	58	59	50	39	23	33	27	39
	School of Technical Education	**152**	**140**	**138**	**131**	**135**	**109**	**94**	**52**	**50**	**87**
	Air Conditioning and Refrigeration Technology (AC)	6	4	6	6	11	9	7	4	1	2
	Automotive Technology (AT)	43	30	35	39	49	33	28	13	11	24
	Construction Technology (CT)	31	38	33	18	15	18	13	9	17	32
	Electrical Technology (ET)	24	20	16	25	21	17	11	3	2	6
	General Electronics Technology (GE)	34	27	21	17	20	16	19	9	9	11
	Small Engine and Outboard Marine Technology (SE)	14	21	27	26	19	16	16	14	10	12
	UNDECLARED (UND)	**56**	**98**	**89**	**70**	**116**	**57**	**44**	**48**	**69**	**31**
	TOTAL (Degree-Seeking)	**724**	**673**	**635**	**602**	**619**	**574**	**528**	**471**	**426**	**552**
Non-Degree Programs	CTE Lab School								17		
	Dual	8	1	0	0	0	0	1	4	2	0
	UNCLASSIFIED (UNC)	10	4	7	2	7	9	3	5	9	1
	ENRICHMENT (ENR)	0	2	2	0	1	2	0	0	1	0
	TOTAL (Non-Degree)	**18**	**7**	**9**	**2**	**8**	**11**	**4**	**26**	**18**	**1**
GRAND TOTAL		**742**	**680**	**644**	**604**	**627**	**587**	**532**	**497**	**444**	**553**

ENROLLMENT

ENROLLMENT TREND BY PROGRAM OF FIRST TIME STUDENTS

	FIRST TIME STUDENTS	FA 11	FA 12	FA 13	FA 14	FA 15	FA 16	FA 17	FA 18	FA 19	FA 20
Associates Degree Programs	**School of Arts and Sciences**	**7**	**8**	**10**	**20**	**14**	**31**	**51**	**23**	**15**	**37**
	Agricultural Sciences (AG)	5	2	4	14	6	0	4	2	1	6
	Criminal Justice (CJ)	0	0	2	3	0	7	6	3	3	6
	Community & Public Health (CPH)	0	0	1	2	0	1	1	0	1	3
	Education (ED)	1	1	0	0	0	1	2	1	0	0
	Environmental/Marine Science (ES)	1	1	0	0	1	5	6	7	0	3
	Liberal Arts (LA)	0	4	2	1	3	11	19	7	9	10
	Library & Information Services (LS)	0	0	0	0	0	0	0	0	0	
	Nursing (NU)	0	0	0	0	3	6	9	2	0	4
	STEM Disciplines			1	0	1	0	4	1	1	5
	School of Business	**29**	**13**	**25**	**15**	**23**	**13**	**22**	**14**	**11**	**21**
	Business Accounting (BA)	0	0	3	0	3	4	7	1	0	6
	Business Administration (BU)	0	1	0	1	2	2	3	4	3	2
	Information Technology (IT)	2	2	0	0	5	1	6	3	3	9
	Office Administration (OA)	14	0	13	8	5	3	2	0	1	2
	Tourism & Hospitality (TH)	13	10	9	6	8	3	4	6	4	2
	School of Technical Education	**32**	**38**	**40**	**35**	**29**	**18**	**24**	**10**	**7**	**19**
	Air Conditioning and Refrigeration Technology (AC)	0	0	1	1	1	0	0	2	0	0
	Automotive Technology (AT)	14	8	10	12	10	6	4	2	1	11
	Construction Technology (CT)	6	9	13	7	6	3	3	5	4	5
	Electrical Technology (ET)	5	6	6	2	1	2	3	0	0	0
	General Electronics Technology (GE)	4	10	2	6	6	4	6	1	2	1
	Small Engine and Outboard Marine Technology (SE)	3	5	8	7	5	3	8	0	0	2
	UNDECLARED (UND)	**48**	**88**	**87**	**70**	**114**	**57**	**43**	**48**	**69**	**28**
	TOTAL (Degree-Seeking)	**116**	**147**	**162**	**140**	**180**	**119**	**140**	**95**	**102**	
Non-Degree Programs	Dual	0	0	0	0	0	0	0	0	0	0
	UNCLASSIFIED (UNC)	3	1	7	0	4	7	1	4	1	0
	ENRICHMENT (ENR)	0	1	1	0	0	1	0	0	1	0
	TOTAL (Non-Degree)	**3**	**2**	**8**	**0**	**4**	**8**	**1**	**4**	**2**	**0**
GRAND TOTAL		**119**	**149**	**170**	**140**	**184**	**127**	**141**	**99**	**104**	**105**

DEGREES AWARDED

DEGREES CONFERRED TREND

Degrees Awarded from July 1 thru June 30 of next year

Degrees Awarded By Program	2010 - 2011	2011 - 2012	2012- 2013	2013- 2014	2014- 2015	2015- 2016	2016- 2017	2017- 2018	2018- 2019	2019- 2020
Total Degrees Awarded	**74**	**85**	**99**	**88**	**86**	**63**	**102**	**114**	**105**	**84**
Associate of Arts (AA) Degree	**3**	**12**	**11**	**7**	**11**	**4**	**5**	**8**	**11**	**6**
Liberal Arts (LA)	3	12	11	7	11	4	4	6	10	5
STEM Disciplines (SD)							1	2	1	1
Associate of Applied Science (AAS)	**48**	**48**	**70**	**56**	**52**	**33**	**33**	**54**	**39**	**23**
Agricultural Sciences (AG)	5	4	10	6	5	7	3	10	6	2
Air Conditioning and Refrigeration Technology (AC)	3	3	0	1	1	0	0	0	3	1
Automotive Technology (AT)	6	3	6	4	4	3	3	13	8	5
Construction Technology (CT)	5	7	2	7	4	1	3	1	4	0
Electrical Technology (ET)	5	2	7	3	2	3	4	6	5	2
General Electronics Technology (GE)	3	1	5	5	4	1	2	4	3	3
Library & Information Services (LS)	1	1	12	4	4	0	0	0	0	0
Nursing (NU)	1	1	1	0	3	2	2	2	2	1
Office Administration (OA)	13	12	18	19	10	9	7	8	6	0
Small Engine and Outboard Marine Technology (SE)	3	2	2	2	5	4	2	6	0	5
Tourism & Hospitality (TH)	3	12	7	5	10	3	7	4	2	4
Associate of Science (AS) Degree	**23**	**25**	**18**	**25**	**23**	**26**	**63**	**52**	**55**	**55**
Agricultural Sciences (AG)	0	0	1	1	0	0	1	6	6	6
Business Accounting (BA)	3	2	5	4	3	5	2	8	4	3
Business Administration (BU)	5	5	0	2	2	4	2	4	9	8
Community and Public Health (CPH)							5	6	7	3
Criminal Justice (CJ)	3	2	0	3	0	1	9	3	1	8
Education (ED)	6	3	3	5	4	3	29	6	10	13
Environmental/Marine Science (ES)	2	3	3	2	3	2	4	0	4	3
General Electronics Technology (GE)	1	0	0	0	0	1	0	0	2	0
Information Technology (IT)	1	5	2	1	2	3	3	9	1	2
Library & Information Services (LS)	0	0	0	1	1	0	1	0	1	0
Nursing (NU)	1	0	4	6	6	7	4	8	6	4
Tourism & Hospitality (TH)	1	5	0	0	2	0	1	2	4	5

COMPLETERS

Completers By Gender, State and Age

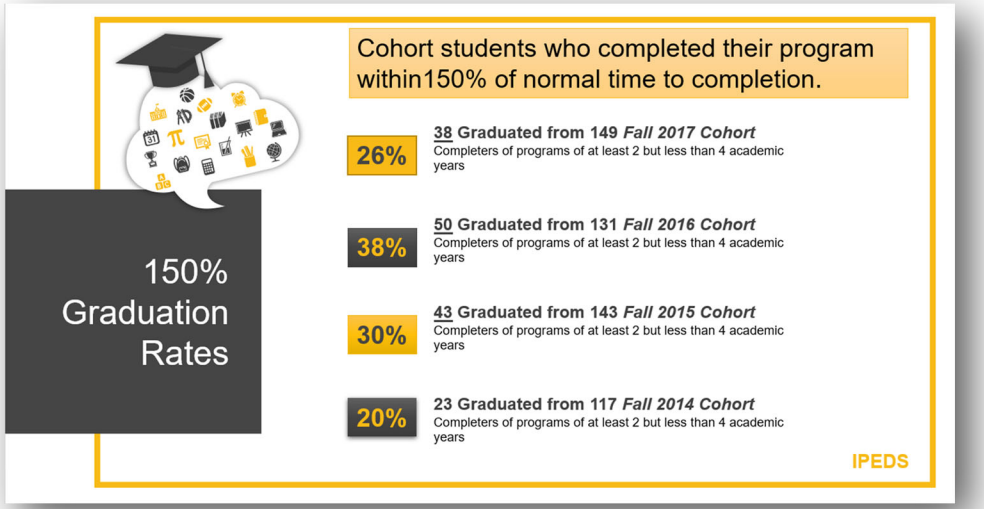
	2011 - 2012	2012- 2013	2013- 2014	2014- 2015	2015- 2016	2016- 2017	2017- 2018	2018- 2019	2019- 2020
Graduates	**85**	**99**	**88**	**86**	**63**	**102**	**114**	**105**	**84**
Gender									
Male	40	46	38	29	26	41	57	44	34
Female	45	53	50	57	37	61	57	61	50
State									
Chuuk	4	1	1	2	3	0	3	2	2
Kosrae	1	2	1	1	1	1	3	1	1
Palau	65	77	69	77	50	87	82	78	70
Pohnpei	4	1	3	0	3	2	4	3	2
RMI	3	1	0	0	0	2	5	2	2
Yap	8	16	14	6	6	10	17	16	6
Other	0	1	0	0	0	0	0	3	1
Age									
18-19	4	1	4	1	0	1	3	1	2
20-21	42	33	35	31	22	21	36	46	34
22-23	15	18	19	23	18	19	29	20	19
24-25	8	12	8	7	6	6	13	4	4
26-27	4	7	4	7	5	3	9	7	3
28-29	4	4	2	4	2	5	1	4	3
30-39	5	13	11	5	4	14	10	9	11
40-49	2	9	4	6	6	23	7	9	7
50-60	1	2	1	2	0	10	6	5	1

GRADUATION RATE

Graduation Rate of First Time-Full Time Degree-Seeking

FIRST TIME FULL TIME STUDENTS	Fall of Entry						
	Fall Cohort 2011	Fall Cohort 2012	Fall Cohort 2013	Fall Cohort 2014	Fall Cohort 2015	Fall Cohort 2016	Fall Cohort 2017
	216	184	180	117	143	131	149
Number of Students Graduated within 3 years	20	36	28	23	43	50	38
150% Graduation Rate	**9%**	**20%**	**16%**	**20%**	**30%**	**38%**	**26%**

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



RETENTION

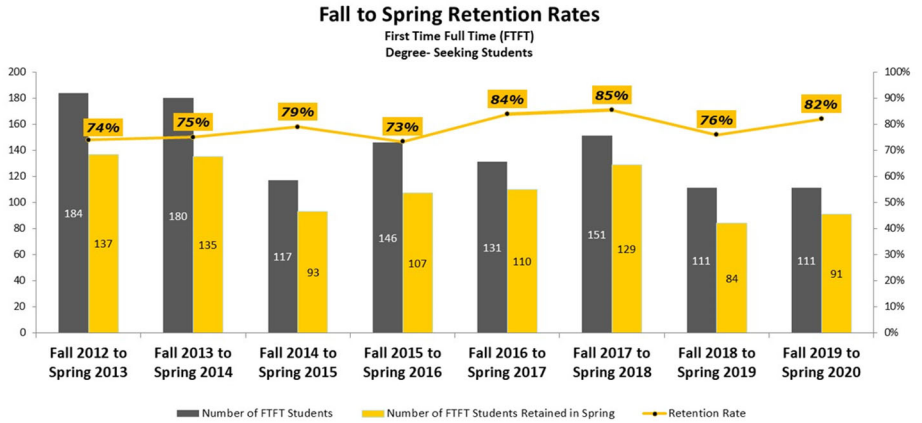
Retention Rate of First Time Students

Fall to Spring

Fall 2019 to Spring 2020	Total Enrolled	Returned in Spring 2020	Retention Rate
All (Full Time and Part time) First time degree-seeking students including Summer start	126	101	80%
By Gender			
Male	70	58	83%
Female	56	43	77%

By Enrollment Status

Fall 2019 to Spring 2020	Total Enrolled	Returned in SP20	Retention Rate
First Time Full Time (FTFT) including Summer Start	111	91	82%
First Time Part Time	15	10	67%



Fall to Spring	Fall 2011 to Spring 2012	Fall 2012 to Spring 2013	Fall 2013 to Spring 2014	Fall 2014 to Spring 2015	Fall 2015 to Spring 2016	Fall 2016 to Spring 2017	Fall 2017 to Spring 2018	Fall 2018 to Spring 2019	Fall 2019 to Spring 2020
Number of FTFT Students	216	184	180	117	146	131	151	111	111
Number of FTFT Students Retained in Spring 2020	169	137	135	93	107	110	129	84	91
Retention Rate	**78%**	**74%**	**75%**	**79%**	**73%**	**84%**	**85%**	**76%**	**82%**

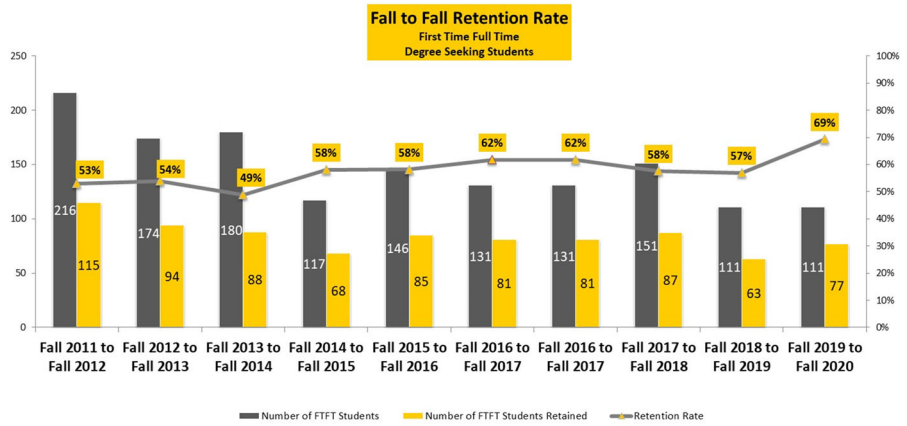
Retention Rate of First Time Students

Fall to Fall (One Year Retention rate)

Fall 2019 to Fall 2020	Total Enrolled	Returned in Fall 2020	Retention Rate
All (Full Time and Part time) First time degree-seeking students including Summer start	126	85	67%
By Gender			
Male	70	50	71%
Female	56	35	63%

By Enrollment Status

Fall 2019 to Fall 2020	Total Enrolled	Returned in FA20	Retention Rate
First Time Full Time (FTFT) including Summer Start (Fall Cohort)	111	77	69%
First Time Part Time	15	8	53%

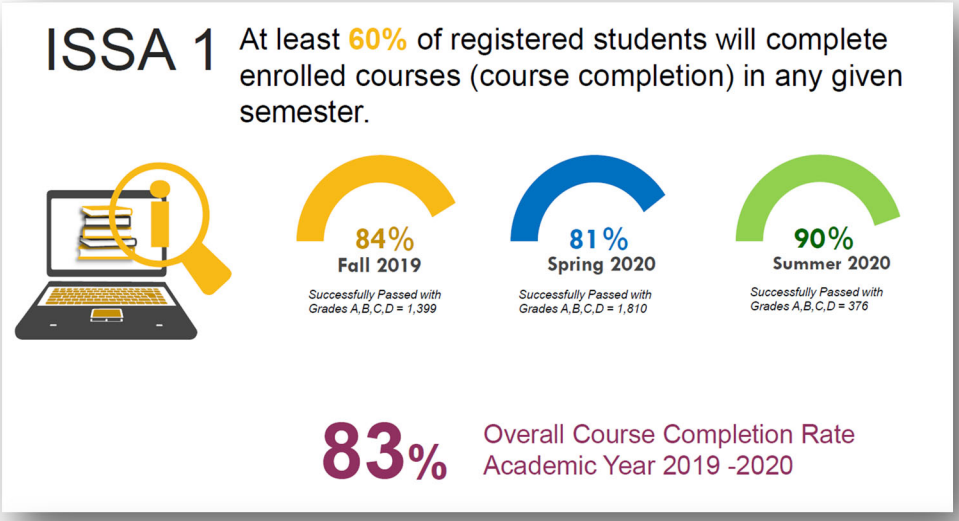


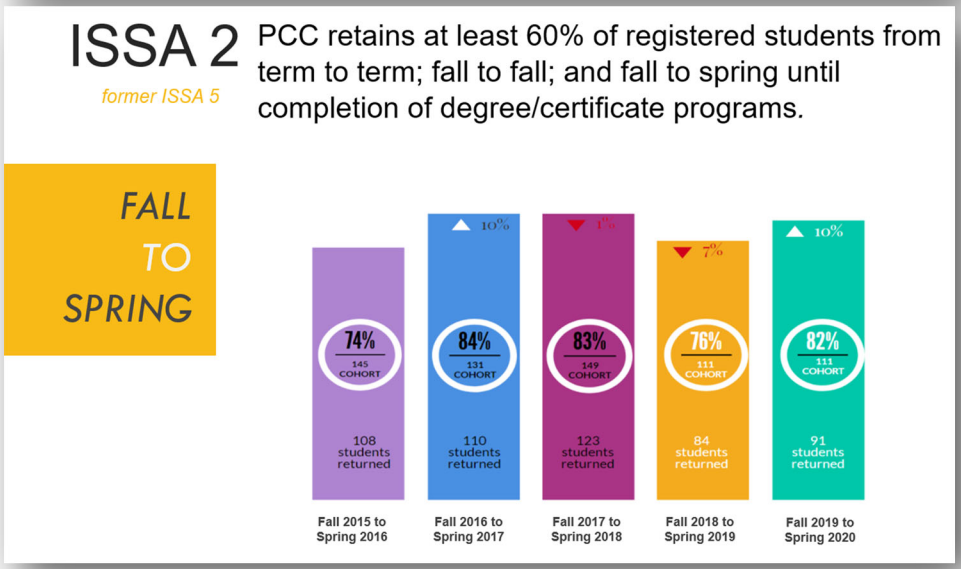
Fall to Fall	Fall 2011 to Fall 2012	Fall 2012 to Fall 2013	Fall 2013 to Fall 2014	Fall 2014 to Fall 2015	Fall 2015 to Fall 2016	Fall 2016 to Fall 2017	Fall 2016 to Fall 2017	Fall 2017 to Fall 2018	Fall 2018 to Fall 2019	Fall 2019 to Fall 2020
Number of FTFT Students	216	174	180	117	146	131	131	151	111	111
Number of FTFT Students Retained in Fall 2020	115	94	88	68	85	81	81	87	63	77
Retention Rate	**53%**	**54%**	**49%**	**58%**	**58%**	**62%**	**62%**	**58%**	**57%**	**69%**

INSTITUTIONAL-SET STANDARDS FOR STUDENT ACHIEVEMENT (ISSA)

Required under

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

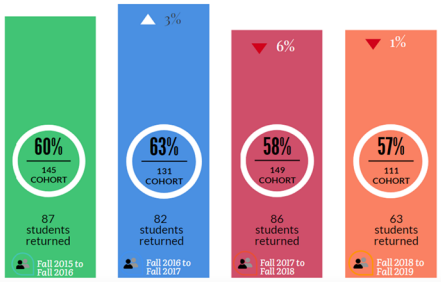




ISSA 2

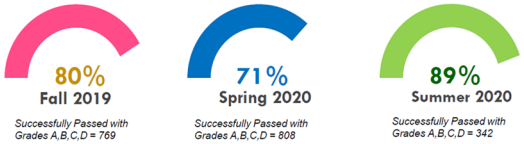
PCC retains at least 60% of registered students from term to term; fall to fall; and fall to spring until completion of degree/certificate programs.

FALL TO FALL



ISSA 3

At least 70% of registered students will complete enrolled general education courses in any given semester.



77% Overall General Education Courses Completion Rate Academic Year 2019 -2020

ISSA 4

At least 10% of students enrolled will graduate in 2 - 2.5 years.

Fall Cohort 2018
111 : Students in Cohort
14 : Students completed program
13%

Fall Cohort 2017
149 : Students in Cohort
19 : Students completed program
13%

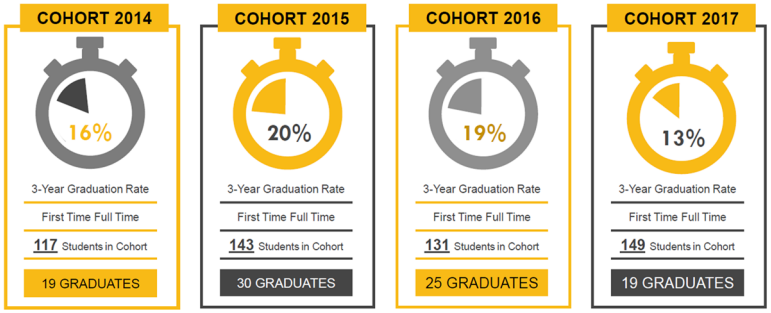
Fall Cohort 2016
131 : Students in Cohort
25 : Students completed program
19%

Fall Cohort 2015
143 : Students in Cohort
13 : Students completed program
9%

Fall Cohort 2014
117 : Students in Cohort
4 : Students completed program
3%

ISSA 5

At least 20% of students enrolled will graduate in 3 - 3.5 years.



ISSA 6

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

Academic Year 2018– 2019
7% 6 of the 87 graduates transferred to University

Academic Year 2017– 2018
16% 19 of the 119 graduates transferred to University

Academic Year 2016– 2017
19% 23 of the 119 graduates transferred to University

Academic Year 2015 – 2016
22% 14 of the 63 graduates transferred to University

ISSA 7

At least 50% of students who completed degree/certificate programs will enter the work force (job placement)

Academic Year 2018– 2019
53% 46 of the 87 graduates transferred to University

Academic Year 2017– 2018
62% 74 of the 119 graduates transferred to University

Academic Year 2016– 2017
57% 68 of the 119 graduates transferred to University

Academic Year 2015 – 2016
41% 23 of the 63 graduates transferred to University

EMPLOYEES

Source: Human Resource Office, November 2020

Full- Time Employees	Male	Female	Total
Regular	45	66	111
Limited Term	26	16	42
Volunteer	0	1	1
Total	71	83	154

Full Time Regular Contracts	Male	Female	Total
Faculty	16	17	33
Administrators & Staff	29	49	78
Total	45	66	111

Full Time Limited Term Contracts	Male	Female	Total
Faculty	3	2	5
Administrators & Staff	23	14	37
Total	26	16	42

All Faculty	Male	Female	Total
Full Time	19	19	38
Adjunct	1	1	2
Volunteers	0	1	1
Total	20	21	41

Ethnicity	Full Time Administrators & Staff	Full Time Faculty	Adjunct
Palauan	92	23	1
Philippines	3	9	0
USA	2	2	1
FSM	17	2	0
Japan	0	1	0
Slovakia	0	1	0
Burmese	1	0	0
China	0	1	0
Total	114	39	2

FINANCIAL

BUDGET - FISCAL YEAR 2019 *Source: PCC Business Office*

INCOME	Amount ($)
Tuition & Fees	$1,804,083.92
Room	$168,896.00
Board	$316,680.00
ROP Contribution	$2,461,000.00
Sales of Service	$70,439.26
US Federal Funds (Grants)	$1,659,350.00
Restricted Appropriations	$125,331.93
Miscellaneous Revenues	$513,593.00
TOTAL INCOME	**$7,119,374.**

EXPENSES	Amount ($)
Furniture & Fixtures	$50,000.00
Equipment	$250,000.00
Insurance	$28,500.00
Instructional Materials	$85,000.00
Books & Library	$126,398.80
Food Supplies	$390,000.00
Consumable Supplies	$70,200.00
Vehicle Registration	$12,000.00
Automobile/POL	$127,000.00
Staff Development	$5,500.00
Advertising	$2,862.50
Printing & Reproduction	$60,000.00

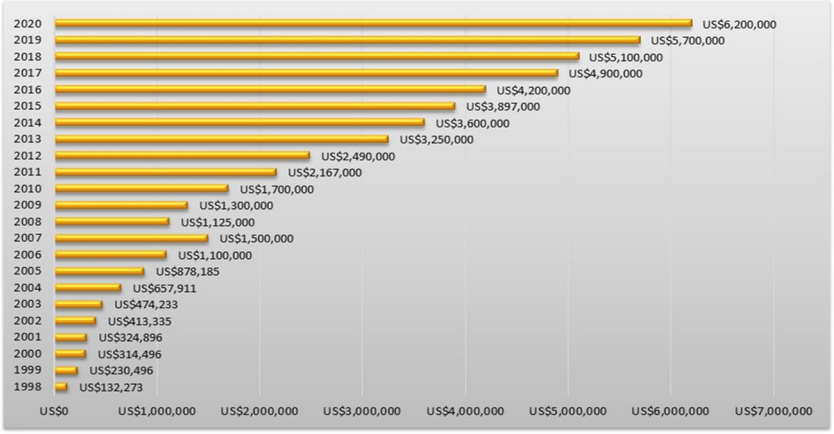
Source: PCC Business Office

BUDGET - FISCAL YEAR 2019

EXPENSES *(cont)*	Amount ($)
Communication	$108,504.21
Utilities	$310,000.00
Leased Housing	$82,219.95
Student Recruitment	$35,000.00
Contractual Services	$145,000.00
Travel (Staff Development)	$133,000.37
Health Insurance	$155,501.13
Life Insurance	$7,769.29
Pension Plan	$170,787.84
Social Security	$215,730.28
Salaries	$3,375,396,.98
Adult High School	$79,863.70
Board of Trustees	$38,000.00
Pension Buy Back	$39,784.90
Accreditation	$82,933.17
Non - FAS Pension	$29,626.20
Palau Health Care Plan	$84,384.92
Management Information System Special Fund	$204,000.00
Infrastructure Maintenance	$126,302.37
Student Wage (FWS, AANAPISI & RIIA)	$230,000.00
Tuition Waiver	$32,020.00
SAT 10	-
Institutional Membership & Fees	$180,000.00
Scholarships (SEOG & Pell Grant)	$46,087.50
TOTAL EXPENSES	**$7,119,374.11**

ENDOWMENT FUND

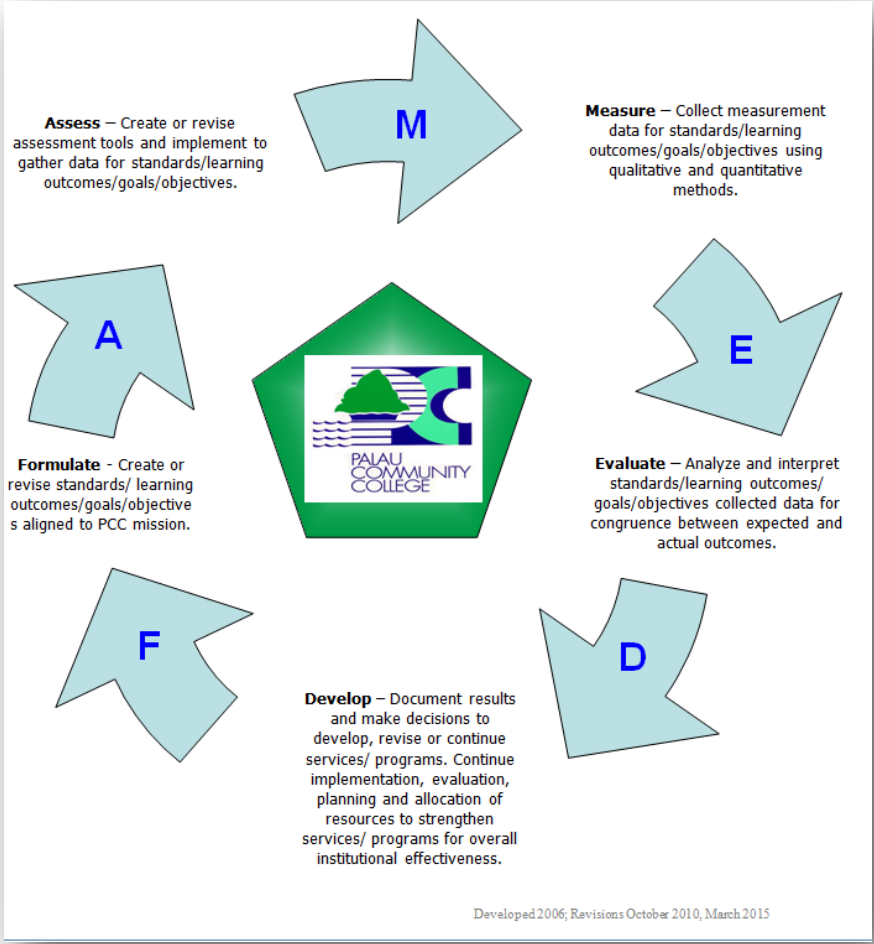
Year	Amount
1998	$132,273 ($100,000 - OEK)
1999	$230,496
2000	$314,496
2001	$324,896
2002	$413,335 ($84,000—OEK)
2003	$474,233
2004	$657,911
2005	$878,185
2006	$1.1 Million
2007	$1.5 Million
2008	$1.125 Million *(result of economic decline)*
2009	$1.3 Million
2010	$1.7 Million
2011	$2.167 Million
2012	$2.490 Million
2013	$3.25 Million
2014	$3.6 Million ($50,000 - OEK)
2015	$3.897 Million
2016	$4.2 Million ($50,000—OEK)
2017	$4.9 Million
2018	$5.1 Million
2019	$5.7 Million
2020	$6.2 Million



INSTITUTIONAL ASSESSMENT PROCESS

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

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



INFORMATION DIRECTORY

SUBJECT	CONTACT	LOCATION	PHONE/ EXTS.
Add/Drop Courses	Director of Admissions & Records	Admissions & Records	265, 269, 248
Admission Application	Director of Financial Aid	Financial Aid Office	273, 270
Academic Advising	Director of Student Life	Student Life	488-3036
Academic Transcript	Director of Admissions & Records	Admissions & Records	265, 269, 248
Books & Supplies	Bookstore Supervisor	Bookstore	255
Cafeteria	Cafeteria Supervisor	Cafeteria	488-2357
Catalog	Student Service	Student Service	234
Change of Major	Advisors	Student Life	488-3036
Change of Name	Director of Admissions & Records	Admissions & Records	265, 269, 248
Class Absences	Instructors	Faculty Offices	245, 246
Closed Classes	Dean of Academic Affairs	Academic Affairs Divison	245
Complete Withdrawal	Director of Admissions & Records	Admissions & Records	265, 269, 248
Computer Labs	Instructors	Online Lab	241
Counseling	Counselors	Student Life	488-3036
Credit by Exam	Instructors	Academic Affairs Office	245
Dormitory	Dorm Manager	Dormitory	488-3074
Endowment	Director of Development	Development Office	251, 252
Evening Classes	Dean of Academic Affairs	Academic Affairs Office	245, 246
Financial Aid	Director of Financial Aid	Financial Aid Office	273, 270
Financial Aid Transcript	Director of Financial Aid	Financial Aid Office	273, 270
Financial Obligations	Student Account Supervisor	Business Office	231
Grades	Instructors	Faculty Offices	240, 246
Grades report	Director of Admissions & Records	Admissions & Records	265, 269, 248
Graduation Application	Director of Admissions & Records	Admissions & Records	265, 269, 248
Graduation Requirements	Director of Admissions & Records	Admissions & Records	265, 269, 248
Housing	Director, Student Life	Student Life	488-3036
Instructors' Office Hours	Instructors	Faculty Offices	246, 240
Internship	Extension Program Coord.	Academic Affairs Office	245
Library:E-mail Accounts	Library Staff	Library	235, 264, 257
Library Cards	Library Staff	Library	235, 264, 257
Renew Library Materials	Library Staff	Library	235, 264, 257
Mesekiu News	Public Relations	Development Office	251
Non-Credit Courses	Dean of CE	Continuing Educ. Office	239, 243
Placement Test Scores	Instructors	Learning Resource Center	488-3073
Refunds/Tuition	Student Account Supervisor	Business Office	231
Scholarship	Director of Financial Aid	Financial Aid Office	249
Security	Director of Physical Plant	Physical Plant Office	268
Short-Term Training	Dean of CE	Continuing Educ. Office	488-6223, 239
Student Activities	Dean of Students	Student Services Office	234
Student Government	ASPCC	ASPCC Office	488-2461
Tuition and Fees	Student Account Supervisor	Business Office	232, 231
Tutoring	Instructors	Learning Resource Center	488-3073
Withdrawal	Director of Admissions & Records	Admissions & Records	235, 264, 257
Work Study Placement	Work Study Coordinator	Work Study Office	273

Acknowledgement is extended to the many offices on campus and individuals that provided the information and data that make this fact book a comprehensive and important resource. Institutional Research and Evaluation Office (IREO) would also like to thank Facilities Design and Development Office for the photos featured in this report.

HIRE PCC GRADUATES!

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