

PEER REVIEW TEAM REPORT

Palau Community College
P.O. Box 009
Koror, Republic of Palau 96940

This report represents the findings of the Peer Review Team that conducted a focused site visit to Palau Community College from March 15 - 17, 2023. The Commission acted on the accredited status of the institution during its June 2023 meeting and this team report must be reviewed in conjunction with the Commission's Action letter.

Ms. Susan Kazama
Team Chair

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Palau Community College

Peer Review Team Roster

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Palau Community College

Peer Review Team Roster

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Summary of Focused Site Visit

INSTITUTION: **Palau Community College**

DATES OF VISIT: March 15-17, 2023

TEAM CHAIR: Susan Kazama

This Peer Review Team Report is based on the formative and summative components of the comprehensive peer review process. In October 2022, the team conducted Team ISER Review (formative component) to identify where the college meets Standards and to identify areas of attention for the Focused Site Visit (summative component) by providing Core Inquiries that the team would pursue to validate compliance, improvement, or areas of excellence. The Core Inquiries are appended to this report.

Dr. Irene Taafaki chaired the team through the planning phases of the visit, however due to unforeseen travel delays, could not attend. Professor Susan Kazama chaired the two-member team Focused Site Visit to Palau Community College from March 15-17, 2023, for the purpose of completing its Peer Review Team Report and for the determination of whether the College continues to meet Accreditation Standards, Eligibility Requirements, Commission Policies, and U.S. Department of Education regulations.

The team chair held a pre-Focused Site Visit meeting with the college President on February 3, 2023, to discuss updates since the Team ISER Review and to plan for the Focused Site Visit. During the Focused Site Visit, team members met with approximately 50 faculty, administrators, classified staff and students in formal meetings, group interviews and individual interviews. The team held an open forum, which was well attended, and provided the College community and others the opportunity to share their thoughts with members of the Focused Site Visit team. The team evaluated how well the College is achieving its stated purposes, providing recommendations for quality assurance and institutional improvement. The team thanks the College staff for coordinating and hosting the Focused Site Visit meetings and interviews and ensuring a smooth and collegial process.

Major Findings and Recommendations of the Peer Review Team Report

Commendations

Commendation 1: The team commends the College and its leadership for its ongoing commitment to institutional effectiveness. Palau Community College's 15-Year Institutional Master Plan (YIMP) sustains not only the college, but the entire state of Palau in areas of conservation and workforce innovation opportunities congruent to its mission. (I.A.2, I.B.9, IV.B.6)

Team Recommendations

Recommendations to Meet Standards: None

Recommendations to Improve Quality: None

Introduction

Palau Community College is located in Koror, the Republic of Palau, situated in the western Pacific Ocean. The country covers an area of approximately 178 sq. miles, comprised of approximately 340 coral and volcanic islands located in the western Pacific Ocean, more than 10,000 miles west of Washington, D.C. With a population below 20,000, Palau is one of the smallest and the most remote members of the U.S. Freely Associated States (COFA) in Micronesia. It is also the most distant member-institution of the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges (ACCJC-WASC).

Until 1977, there were two autonomous post-secondary institutions serving Micronesia: The Micronesian Occupational Center and the Community College of Micronesia (CCM). The Micronesian Occupational College (MOC) grew out of a trade school that had its beginning in 1927 during the Japanese administration prior to World War II. MOC was founded in 1969 as a two-year post-secondary vocational/technical institution.

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 (CCM), which included the 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 three newly independent Republic of the Marshall Islands, the Federated States of Micronesia, and the Republic of Palau regarding the College of Micronesia was executed establishing a complete autonomy of each college in the COM system to local governments. This treaty was terminated on March 31, 1993. Palau Community College was established by Public Law March 19, 1993 as an independent institution with its own Board of Regents and on April 2, 1993 officially became Palau Community College.

The population of Palau, just 7,400 in 1951, has steadily decreased since reaching a peak of 19,907 in 2004. Like other Freely Associated or Compact of Free Association (COFA) States, the population has declined in recent years due to out-migration of families to the U.S., enlistment into the military, attending 4-year colleges/universities and a decreasing birth rate. Despite this trend, the unduplicated headcount and full-time equivalent enrollment from academic years 2016-17 to 2020-21 have shown a steady growth in the last three academic years. With an average enrollment of just over 600, Palau Community College offers 21-degree programs and 12 Gainful Employment certificates in the areas of agricultural science, automotive technology, construction technology, law enforcement, electrical technology, general electronics technology and liberal arts. Its credentials are closely aligned to its clearly articulated focus on workforce development that is prioritized in its mission statement: ***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.

Students can earn AS degrees in Applied Science, Science, Technical Studies, with programs in a wide range of technical subjects, including Agricultural Science, Environmental/Marine Science, Information Technology, Tourism and Hospitality, Nursing and Education; AA degrees in Business Studies, Palauan Studies and Liberal Arts. Courses are clearly described and mapped in the catalog on its website. In addition, the College has forged agreements with Career Schools, Institutes and Universities in order to bring opportunities in specialist programs closer to the people in Palau.

The team was impressed by the college's commitment to serving their students in several areas and notes the following observed effective practices:

- Strong sense of family and community amongst the faculty and staff and a closeness and bond that is unique to PCC as evidenced by their personal commitment to serve students,
- Annual assessment and reporting process and continuous improvement that ensure currency teaching methodologies and meeting student needs,
- Significant physical improvements to the campus such as the building of the new gym and the excellent facilities in the career and technical education areas such as in hospitality, and the maintenance of grounds,
- PCC's response to the COVID pandemic, and the effective transition to new technologies and commitment of training for staff and students
- Robust planning process and 15-year institutional master plan focused on increasing student achievement

Eligibility Requirements

1. Authority

The Institution is authorized by Public Law (RPPL) No. 4-2, Palau Higher Education Act, 1993 to operate as a post-secondary educational institution and to award degrees. The college has been accredited since 1993.

The College meets the ER.

2. Operational Status

The team confirmed that Palau Community College is providing educational services leading to associate degrees and certificates with approximately 640 students enrolling each semester. The institution is operational and has students actively pursuing degrees and certificates, or transfer to a four-year college or university.

The College meets the ER.

3. Degrees

The Institution offers 21 programs leading to student attainment of degrees, and 12 accredited certificate programs. All degree programs are at least two academic years in length and include an appropriate general education component.

The College meets the ER.

4. Chief Executive Officer

The Institution's Chief Executive Officer is a full-time appointee of the Board of Trustees and is the Board's only employee. The College's enabling legislation states that the CEO "shall have full charge and control of the administrative and business affairs of the College". The team confirmed that the CEO does not serve as the chair of the governing board.

The College meets the ER.

5. Financial Accountability

The financial accountability of the institution is assured through external financial audits undertaken by a certified public accountant. There have been no material findings or internal control weaknesses in the past seven years. The audited financial statements demonstrate compliance with federal requirements.

The College meets the ER.

Checklist for Evaluating Compliance with Federal Regulations and Related Commission Policies

The evaluation items detailed in this Checklist are those which fall specifically under federal regulations and related Commission policies, beyond what is articulated in the Accreditation Standards; other evaluation items under ACCJC standards may address the same or similar subject matter. The peer review team evaluated the institution's compliance with Standards as well as the specific Checklist elements from federal regulations and related Commission policies noted here.

Public Notification of a Peer Review Team Visit and Third Party Comment

Evaluation Items:

x	The institution has made an appropriate and timely effort to solicit third party comment in advance of a comprehensive review visit.
x	The institution cooperates with the review team in any necessary follow-up related to the third party comment.
x	The institution demonstrates compliance with the Commission <i>Policy on Rights, Responsibilities, and Good Practice in Relations with Member Institutions</i> as to third party comment.

[Regulation citation: 602.23(b).]

Conclusion Check-Off (mark one):

x	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative: The Commission did not receive any third-party comments.

Standards and Performance with Respect to Student Achievement

Evaluation Items:

X	The institution has defined elements of student achievement performance across the institution, and has identified the expected measure of performance within each defined element. Course completion is included as one of these elements of student achievement. Other elements of student achievement performance for measurement
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	have been determined as appropriate to the institution's mission. (Standard I.B.3 and Section B. Presentation of Student Achievement Data and Institution-set Standards)
X	The institution has defined elements of student achievement performance within each instructional program, and has identified the expected measure of performance within each defined element. The defined elements include, but are not limited to, job placement rates for program completers, and for programs in fields where licensure is required, the licensure examination passage rates for program completers. (Standard I.B.3 and Section B. Presentation of Student Achievement Data and Institution-set Standards)
X	The institution-set standards for programs and across the institution are relevant to guide self-evaluation and institutional improvement; the defined elements and expected performance levels are appropriate within higher education; the results are reported regularly across the campus; and the definition of elements and results are used in program-level and institution-wide planning to evaluate how well the institution fulfills its mission, to determine needed changes, to allocating resources, and to make improvements. (Standard I.B.3, Standard I.B.9)
X	The institution analyzes its performance as to the institution-set standards and as to student achievement and takes appropriate measures in areas where its performance is not at the expected level. (Standard I.B.4)

[Regulation citations: 602.16(a)(1)(i); 602.17(f); 602.19 (a-e).]

Conclusion Check-Off (mark one):

X	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:

Mission-driven Institutional-Set Standards for Student Achievement (ISSA) are developed and the college assesses student achievement regularly.

Credits, Program Length, and Tuition

Evaluation Items:

X	Credit hour assignments and degree program lengths are within the range of good practice in higher education (in policy and procedure). (Standard II.A.9)
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X	The assignment of credit hours and degree program lengths is verified by the institution, and is reliable and accurate across classroom-based courses, laboratory classes, distance education classes, and for courses that involve clinical practice (if applicable to the institution). (Standard II.A.9)
X	Tuition is consistent across degree programs (or there is a rational basis for any program-specific tuition). (Standard I.C.2)
X	Any clock hour conversions to credit hours adhere to the Department of Education's conversion formula, both in policy and procedure, and in practice. (Standard II.A.9)
X	The institution demonstrates compliance with the Commission <i>Policy on Credit Hour, Clock Hour, and Academic Year</i> . (Standard II.A.9)

[Regulation citations: 600.2 (definition of credit hour); 602.16(a)(1)(viii); 602.24(e), (f); 668.2; 668.9.]

Conclusion Check-Off (mark one):

X	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:

The College maintains consistency and compliance with credit hour assignments, program length, and tuition across all programs.

Transfer Policies

Evaluation Items:

X	Transfer policies are appropriately disclosed to students and to the public. (Standard II.A.10)
X	Policies contain information about the criteria the institution uses to accept credits for transfer, and any types of institutions or sources from which the institution will not accept credits. (Standard II.A.10)
X	Transfer of credit policies identify a list of institutions with which it has established an articulation agreement.
X	Transfer of credit policies include written criteria used to evaluate and award credit for prior learning experience including, but not limited to, service in the armed forces, paid or unpaid employment, or other demonstrated competency or learning.
X	The institution complies with the Commission <i>Policy on Transfer of Credit</i> .

[Regulation citations: 602.16(a)(1)(viii); 602.17(a)(3); 602.24(e); 668.43(a)(11).]

Conclusion Check-Off (mark one):

X	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:

The College maintains consistency and compliance with transfer policies.

Distance Education and Correspondence Education

Evaluation Items:

For Distance Education:	
N/A	The institution demonstrates regular and substantive interaction between students and the instructor in at least two of the methods outlined in the <i>Commission Policy on Distance Education and Correspondence Education</i> .
N/A	The institution ensures, through the methods outlined in the <i>Commission Policy on Distance Education and Correspondence Education</i> , regular interaction between a student and an instructor or instructors prior to the student’s completion of a course or competency.
N/A	The institution demonstrates comparable learning support services and student support services for distance education students. (Standards II.B.1, II.C.1)
N/A	The institution verifies that the student who registers in a distance education program is the same person who participates every time and completes the course or program and receives the academic credit.
For Correspondence Education:	
N/A	The institution demonstrates comparable learning support services and student support services for correspondence education students. (Standards II.B.1, II.C.1)
N/A	The institution verifies that the student who registers in a correspondence education program is the same person who participates every time and completes the course or program and receives the academic credit.
Overall:	
X	The technology infrastructure is sufficient to maintain and sustain the distance education and correspondence education offerings. (Standard III.C.1)
X	The institution demonstrates compliance with the <i>Commission Policy on Distance Education and Correspondence Education</i> .

[Regulation citations: 602.16(a)(1)(iv), (vi); 602.17(g); 668.38.]

Conclusion Check-Off (mark one):

X	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.
	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.
	The team has reviewed the elements of this component and found the Institution does not meet the Commission’s requirements.
	The college does not offer Distance Education or Correspondence Education.

Narrative:

The College does not offer correspondence education or distance education programs, although some courses converted to the online modality during the pandemic.

Student Complaints

Evaluation Items:

X	The institution has clear policies and procedures for handling student complaints, and the current policies and procedures are accessible to students in the college catalog and online.
X	The student complaint files for the previous seven years (since the last comprehensive review) are available; the files demonstrate accurate implementation of the complaint policies and procedures.
X	The team analysis of the student complaint files identifies any issues that may be indicative of the institution’s noncompliance with any Accreditation Standards.
X	The institution posts on its website the names of associations, agencies and governmental bodies that accredit, approve, or license the institution and any of its programs, and provides contact information for filing complaints with such entities. (Standard I.C.1)
X	The institution demonstrates compliance with the <i>Commission Policy on Representation of Accredited Status</i> and the <i>Policy on Student and Public Complaints Against Institutions</i> .

[Regulation citations: 602.16(a)(1)(ix); 668.43.]

Conclusion Check-Off (mark one):

X	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.
	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.
	The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.

Narrative: The college has not received any formal complaints for the last seven academic years.

Institutional Disclosure and Advertising and Recruitment Materials

Evaluation Items:

X	The institution provides accurate, timely (current), and appropriately detailed information to students and the public about its programs, locations, and policies. (Standard I.C.2)
X	The institution complies with the Commission <i>Policy on Institutional Advertising, Student Recruitment, and Policy on Representation of Accredited Status</i> .
X	The institution provides required information concerning its accredited status.(Standard I.C.12)

[Regulation citations: 602.16(a)(1))(vii); 668.6.]

Conclusion Check-Off (mark one):

X	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.
	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.
	The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.

Title IV Compliance

Evaluation Items:

X	The institution has presented evidence on the required components of the Title IV Program, including findings from any audits and program or other review activities by the U.S. Department of Education (ED). (Standard III.D.15)
X	If applicable, the institution has addressed any issues raised by ED as to financial responsibility requirements, program record-keeping, etc. If issues were not timely addressed, the institution demonstrates it has the fiscal and administrative capacity to timely address issues in the future and to retain compliance with Title IV program requirements. (Standard III.D.15)
N/A	If applicable, the institution’s student loan default rates are within the acceptable range defined by ED. Remedial efforts have been undertaken when default rates near or meet a level outside the acceptable range. (Standard III.D.15)
X	If applicable, contractual relationships of the institution to offer or receive educational, library, and support services meet the Accreditation Standards and have been approved by the Commission through substantive change if required. (Standard III.D.16)

X	The institution demonstrates compliance with the Commission <i>Policy on Contractual Relationships with Non-Accredited Organizations</i> and the <i>Policy on Institutional Compliance with Title IV</i> .
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[Regulation citations: 602.16(a)(1)(v); 602.16(a)(1)(x); 602.19(b); 668.5; 668.15; 668.16; 668.71 et seq.]

Conclusion Check-Off:

X	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Standard I

Mission, Academic Quality and Institutional Effectiveness

I.A. Mission

General Observations:

The mission for Palau Community College (PCC) is clearly stated in all its major publications and website of the college. The mission is further elaborated upon in the major units that operate in the areas of financial aid, student services, and academic affairs where specificity of student population, degree types, and student learning and success are concentrated. The mission drives institutional planning and decision-making, academic programming, and resource allocation, and a comprehensive set of assessment, planning, and reporting processes are data and mission driven.

Findings and Evidence:

PCC's mission statement describes its broad educational purpose as an accessible comprehensive public institution and intended student population. The college describes the types of degrees it offers and other credentials that include technical, academic, cultural, social, and economic opportunities. PCC's commitment to its intended student population, student learning and achievement are elaborated in the mission of the Office of Financial Aid where comprehensive financial aid programs are designed to meet the immediate and long-term needs of the diverse population of students through federal, state, and local aid. The mission of the Academic Affairs division further shows evidence of the college mission committing to student learning and achievement, and the type of degrees and credentials the college offers to assure high quality instruction in career and 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. (I.A.1)

The institution uses data to determine effectiveness in accomplishing its mission, and the college directs institutional priorities toward meeting the educational needs of the students evident in the findings of its Institutional-Set Standards for Student Achievement (ISSA), and the use of a working document called the 15-Year Institutional Master Plan (15-YIMP). The College shows how it has surpassed the institutional set standards in student course completion, retention, and graduation rates, and falls a little short in transfer to four-year degree programs, and workforce entry. The shortfalls occurred during the year that the Covid pandemic overshadowed transfer and work force possibilities, specifically in 2019-2020. The 15-YIMP details four strategic directions for which the college has set goals and objectives; student success, institutional culture, resources, and culture of evidence. The 15-YIMP Report Card details over 113

objectives toward fulfilling the four major goals, each objective being reported on in detail on its progress, accomplishments and the objective status as either completed or on-going. Of note the fourth goal, culture of evidence, details further how data is collected across all programs and services, and how it is analyzed. Among the highlights are the reporting to the ACCJC, and a layer of direct governmental reporting that must take place. (I.A.2)

All the programs and services listed in the college general catalog are aligned with the mission. All college instructional and non-instructional programs and services are geared toward the technical, academic, cultural, social and economic needs of the students and communities, prioritizing student success. Financial assistance is geared toward servicing the student population as a whole and includes some targeted resources to support several different communities to whom the college serves in Palau, the Federated States of Micronesia, and the Republic of the Marshall Islands. Academic support programs have helped support robust proficiency levels in both courses and programs. Measurement and data on this effectiveness is conducted and collected through the college's FAMED (Formulate, Assess, Measure, Evaluate, and Develop) course assessment process which looks at class lesson plans in relation to course, program and institutional learning outcomes, actual student performance is measured, and then analysis of the outcomes and planning for any changes or adjustments are made. This FAMED process directly links classroom and lesson plan activity outcomes in a feedback loop that affects decision making, planning, resource allocation, goal setting and measuring, all based on supporting student achievement in line with the college mission. (I.A.3)

The College mission statement is widely published in the College General Catalog 2020-2024, College Annual Reports, Student Handbook 2020-2024, Financial Aid Handbook S.Y. 2021-2022, College Fact Books, College newsletters and the College website. The 2019 review of the mission statement included a change adding the term "comprehensive" to reflect more accurately the broad range of educational service the college undertakes including the Adult High School programs, cultural programs, extension programs to outlying states and communities, skilled workforce certification programs, collaboration with other postsecondary institutions to offer bachelor's and master degrees, Ministry of Health programs, the Palau Law Enforcement Academy, and Palau Tourism and Hospitality School of Excellence. (I.A.4)

The College's mission drives its institutional commitment to student learning and achievement. There is ongoing review, updating, and publishing of the mission statement, which forms the basis for institutional decision making, planning, resource allocation and institutional goals.

Conclusions:

The College meets the Standard.

Commendation 1: The team commends the College and its leadership for its ongoing commitment to institutional effectiveness. Palau Community College's 15-Year Institutional Master Plan (YIMP) sustains not only the college, but the entire state of Palau in areas of

conservation and workforce innovation opportunities congruent to its mission. (I.A.2, I.B.9, IV.B.6)

I.B. Assuring Academic Quality and Institutional Effectiveness

General Observations:

Palau's FAMED (Formulate, Assess, Measure, Evaluate, and Develop) process guides the systematic planning and institutional effectiveness of the College. Planning and assessment processes at the College are carried out with intentional procedures. The College has a 15-Year Institutional Master Plan (15-YIMP) which goes through 2024 and currently a new College Master Plan Steering Committee has been developed to work on the 2025-2040 Master Plan. The College disseminates a Report Card of the 15-Year YIMP to constituents regularly that shows accountability for the four goals of the plan and several objectives for each goal. Additionally, an Annual Report is provided to the National Government that highlights the strengths and the improvement needs of the institution.

Each program goes through a program review every three years and a calendar of assessment was revised in 2016 through 2024. Course Student Learning Outcomes (CSLOs) are assessed every semester and data is disaggregated and analyzed through the program review process. Institutional set-standards are reviewed regularly and were revised in 2019 from eleven standards to seven. The Quality Focus Essay (QFE) is focused on a Retention Plan to address standards that are not being met. An institutional effectiveness survey is also completed every semester.

Findings and Evidence:

The institution demonstrates a sustained and substantive collegial dialog on student outcomes, institutional effectiveness and continuous improvement of student learning achievement. Such dialog takes place in several venues, including in the Executive Committee. The Executive Committee is comprised of broad College constituent representation, and regular reports and discussions on learning outcomes, institutional standards, academic quality and institutional effectiveness are presented. Additional dialog also takes place in their Annual Convocations, Retention Committee and Committee on programs and Curricula. (I.B.1)

Palau Community College (PCC) has established student learning outcomes for all its instructional programs, as well as its student support services. Student learning outcomes are assessed through course assessment every time a course is offered. Service area outcomes are assessed through student satisfaction surveys that are conducted every semester. The program review process also assesses student learning outcomes for each department. (I.B.2)

Mission-driven Institutional-Set Standards for Student Achievement (ISSA) were developed in 2015 with expected benchmarks and stretch goals. Similar to student learning outcomes, they are also reviewed and assessed each semester and results are shared through different committees and presentations. The dialog around the standards also resulted in reducing them from eleven to seven. (I.B.3)

PCC connects their ISSA data with their program reviews and assessment of College data is reviewed through the FAMED process. The program review activity cycle demonstrates well-developed institutional processes organized to support student learning and achievement, including the integration of resource allocations. One example of data and improvement processes in practice was seen in the cafeteria program review request for a chiller/cooling system to assure access to food for students. The College has established reasonably appropriate institution set standards and shows evidence of regularly meeting those standards, but in one area where ISSA goals were not met for retention, the Retention Committee is reviewing the data and addressing the gap through creating a retention plan for the institution. (I.B.4, I.B.5)

PCC disaggregates and analyzes learning outcomes through course assessment every time a course is offered. PCC intervenes often and early when a performance gap is identified at weeks four, nine, or thirteen (13) of the course. Students are tracked in a shared communication between Student Services and Academic Affairs to ensure the student success. Counselors reach out to students to discuss services that students can utilize to ensure their success. Disaggregation of student progress at the end of the semester is shown through the Academic Probation report provided to the team through the core inquiry. Courses are assessed every semester and faculty review and identify gaps in learning outcomes between student subgroups and course delivery. An action plan is developed and implemented to improve the proficiency level of students, and evaluated for success when the course is assessed at the next semester. (I.B.6)

The Team confirmed that the College evaluates its policies every four years or as deemed necessary while the Administrative Procedures Manual follows a five-year review cycle. A matrix of all policies, accountable constituents, and a review schedule was provided in response to the team's core inquiry. (I.B.7)

College assessment and finding are communicated broadly to the College community via website and reports presented at different committee meetings and College wide convocations. Website posting of data on the Institutional Effectiveness site demonstrates that the College shares assessments and evaluations and is transparent about both student successes and opportunities to improve. (I.B.8)

The College's 15-YIMP and Mission Statement is the hallmark of the College that guides the planning and direction of the institution. The FAMED process is used to assess systematic planning and institutional effectiveness. Program review processes ensure program effectiveness and resource allocation are tied to the process and monitored through its annual 15-YIMP Report Card. The visiting team commends PCC's commitment to its mission. The College's participative governance is structured to encourage internal and external feedback in the areas of program review, planning, and resource allocation to ensure the achievement of its institutional master plan and ISSA. (I.B.9)

Conclusions:

The College meets the Standard.

See Commendation 1.

I.C. Institutional Integrity

General Observations:

Palau Community College (PCC) demonstrates a continued commitment to acting with institutional integrity in its internal and external policies, communications, and relations. The College provides clear and accessible guidance and policies for employee and student conduct to facilitate a culture of honesty and integrity. The College further demonstrates these behaviors in their relationships with external agencies.

Findings and Evidence:

PCC presents its General Catalog 2020-2024 and several examples of where accreditation information is available to the public and students as evidence. The Catalog is updated consistently on a four-year cycle with addendums as needed within the cycle. Student learning outcomes for courses and programs are clearly presented in the Catalog. The College posts its accredited status on its website and in relevant documents. (I.C.1)

The College makes available an online and print catalog that is available to interested parties on the College's website. The catalog presents accurate and current information and appropriately covers the catalog requirements. (I.C.2)

PCC presents evidence of evaluating and communicating student learning and achievement data through several mechanisms. The College's Executive Committee reviews program review and institutional-set standards for student achievement reports (ISSA); both are rich in assessment data. The ISSA report is also presented annually at convocation. (I.C.3)

The College's General Catalog clearly describes its certificates and degrees. The catalog content includes expected program learning outcomes, and the program descriptions covers the course sequence, credits, and prerequisites. (I.C.4)

The team reviewed the College's schedule of review cycles delineating the type of reviews conducted by Standing and Task Force committees to assure the integrity of information presented to the public about its mission, programs, and services. Policies are reviewed regularly and on a fixed schedule as provided per the team's core inquiry. (I.C.5)

The College provides accurate information to current and prospective students regarding the total cost of education in their General Catalog and on the webpage for Gainful Employment Disclosures. The information details the cost of tuition, fees, and other required expenses. Tuition is consistent for all courses regardless of program. (I.C.6)

PCC presents its Board/College policy on Personnel Rules and Regulations as evidence of the College's assurance of academic integrity. The Personnel Rules and Regulations Manual details the policy for academic freedom and responsibility. The policies detailed in the manual make

clear the institution's commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists. (I.C.7)

The College presents evidence of established and published policies on academic integrity in its Student Handbook and General Catalog. The policies are clear, accessible, and designed to promote student honesty, responsibility and academic integrity. (I.C.8)

The College's Personnel Rules and Regulations Manual presents a clear expectation that faculty distinguish between personal conviction and professionally accepted views and that information is presented fairly and objectively in their professional work. (I.C.9)

Through the College's Personnel Rules and Regulations Manual and the Student Handbooks it communicates the requirements of conformity to codes of conduct for staff, faculty, administrators, and students. The College does not seek to instill specific beliefs or world views. (I.C.10)

This standard is not applicable to Palau Community College. (I.C.11)

The College presents the Republic of Palau Public Law 4-2 as evidence of meeting this standard. Additionally, the accreditation webpage demonstrates that the College complies with eligibility requirements, accreditation standards, commission policies, guidelines, and requirements for public disclosure of institutional reporting, team visits, and prior approval of substantive changes. (I.C.12)

PCC presents the College of Micronesia Land Grant Treaty and the Internship Program packet as evidence of its honesty and integrity in its relations with external agencies. The Internship Program packet provides clear communication to external employers about the expectations and requirements of hosting an intern. The accreditation webpage also demonstrates honesty and integrity in its relations with external agencies. (I.C.13)

The College's mission statement, 15-Year Institutional Master Plan, and annual budget demonstrate a clear commitment to high quality education, student achievement, and student learning. This commitment is clearly paramount to other objectives. (I.C.14)

Conclusions:

The College meets the Standard.

Standard II

Student Learning Programs and Support Services

II.A. Instructional Programs

General Observations:

Palau Community College (PCC) offers instructional programs aligned with its mission. The College's programs are conducted at levels of quality and rigor appropriate for higher education. PCC assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The College defines and incorporates into all its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The College has a systematic review process of one-, three-, or five-year cycles to ensure the appropriateness of all curricula. The College maintains a Catalog that specifies and makes clear various policies related to instructional integrity in alignment with accepted practices within higher education.

Findings and Evidence:

PCC offers 21 academic degree programs and 12 gainful employment certificates that culminate in the attainment of student learning outcomes, are consistent with its mission, and lead toward student completion of degrees, certificates, employment, or transfer to higher education institutions such as Eastern Oregon University. (II.A.1)

All faculty at PCC regularly engage in ensuring that the content and methods of instruction meet generally accepted academic and professional standards and expectations. The Committee on Programs and Curricula (CPC) requires all faculty to conduct a systematic review of their degree programs/academic departments every five years. Comprehensive program/department reviews are done every three years where faculty use the program/department data to justify any changes to the program or courses, such as the addition of the English Reading and Writing course (EN100) to the Small Engine and Marine Outboard Technology program. (II.A.2)

The College identifies, approves, and implements learning outcomes for its 309 active courses and 21-degree programs across seven academic departments. PCC assesses student learning outcomes at the course level and program level as well through program reviews. During the first day of instruction in any given semester, students receive course syllabi that are drawn from the course outline of record, regardless of course means of delivery. The institution identifies and regularly assesses learning outcomes. Any changes that are identified are documented through the curriculum process. (II.A.3)

PCC does not offer pre-collegiate curriculum. It was discontinued in fall 2016. (II.A.4)

PCC degree programs follow practices common to American higher education. They are consistent in appropriate length, breadth, depth, and rigor as evidenced by program and courses degree requirement document. All programs are at least 60 semester credits. Course sequencing and offerings are reviewed every three years to ensure consistency and alignment to the Standard. (II.A.5)

The College schedules courses according to their semester-by-semester course offering, which offers courses in a logical sequence to allow students the opportunity to complete within established expectations in higher education. Prerequisite courses are scheduled in the semester prior to the required course, for example. This allows degree programs to be completed within two to two and a half years. (II.A.6)

The College effectively uses a variety of delivery modes such as traditional face-to-face and online/hybrid models, appropriate teaching methodologies in these modes, and appropriate learning support services such as the Online Lab, Open Computer Lab, and the College Learning Resource Center. Tutoring and library services are also available to students. (II.A.7)

PCC uses English and math placement tests as part of the admissions process along with other forms of evidence to triangulate prior knowledge to afford students opportunity to be placed accordingly within English and math toward their degree program. The College also allows Credit-by-Exam to further expedite students' progress toward completion. The English and math placement tests are reviewed every three years to validate effectiveness. Curriculum for gateway courses in English and math are updated or revised based on changes to other parts of the curriculum, such as when developmental English and math courses were discontinued. The Learning Resource Center administers placement exams. The ongoing review of these instruments ensures that processes are in place to reduce test bias and enhance reliability. (II.A.8)

The College awards course credit, degrees, and certificates on the basis of attainment of student learning outcomes. Units of credit awarded for course completion are consistent with accepted norms in higher education and are explained in the Personnel Rules and Regulations Manual (PRRM). The College Catalog describes the awarding of credit process. All courses follow a 16-week timeframe. (II.A.9)

PCC has clearly stated processes in place to allow for the transfer of credit. These processes are detailed in the College catalog and website. Further, the College Registrar is also closely involved with these processes to ensure integrity and accountability. Finally, the College maintains articulation agreements as appropriate, as evidenced by the arrangement with Eastern Oregon University, University of Hawaii at Hilo, and University of Guam. (II.A.10)

PCC maintains learning outcomes for all courses, and these outcomes are mapped to program and institutional-level learning outcomes, as evidenced by the example provided with the nursing program. Competency in communication, information, quantitative reasoning, analytic inquiry, ethical reasoning, and the ability to engage diverse perspectives are linked to programs and courses. In particular, the College's institutional-level learning outcomes are: 1) Critical Thinking and Problem Solving; 2) Communication; 3) Quantitative and Technological Competence; 4) Diversity; 5) Civic Responsibility; and 6) Aesthetics. (II.A.11)

Appropriate general education (GE) is included in the College's degree programs based on necessary learning outcomes and competencies relevant to the program. These outcomes include preparation for and acceptance of responsible participation in civil society, skills for lifelong 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. All 21-degree programs require a GE component. The College Catalog specifies how GE courses fulfill degree program requirements. (II.A.12)

All degree programs have an appropriate focused study in an area of inquiry. Eighteen of the twenty-one-degree programs at PCC have an internship or student teaching course as a representation of a focused area of inquiry. The nursing program has clinical practicums as a means of focus. The STEM and Liberal Arts programs have an interdisciplinary core as their focus. (II.A.13)

Advisory committees help establish and maintain the integrity and appropriateness of the College's career-technical certificates and degrees. For example, the Bureau of Agriculture serves a pivotal role in the College's agricultural degree program. The advisory boards that support the College's programs ensure alignment with industry-accepted technical and professional competencies for employment. External licensure is not required in the Republic of Palau. (II.A.14)

PCC ensures that enrolled students affected by an eliminated or a significantly changed degree program have one school year to complete the previous requirements to minimize disruption. For example, the nursing program offered in Yap was discontinued in fall 2018. Those students were provided opportunity to travel to Palau to complete their degree at the main campus with reduced expenses and free housing. Further, when degree requirements in the Catalog are updated, students are provided with one year to meet the previous requirements set forth in the former version of the Catalog. These policies are also explained in the College Catalog. (II.A.15)

All instructional programs at PCC undergo a systematic review on a regular basis. The College has routines for one-, three-, or five-year review cycles to ensure the ongoing appropriateness of all curricula regardless of delivery method or location. The College's Committee on Programs and Curricula (CPC) provides oversight of these processes for ongoing improvement. (II.A.16)

Conclusions:

The College meets the Standard.

II.B. Library and Learning Support Services

General Observations:

Palau Community College (PCC) provides adequate library and learning support services for students and personnel. Library resources are available to students on the main campus and online. Learning support opportunities are offered via two, on-campus centers, as well as remotely. Learning technology and software at these two locations, the library, and two other labs ensure students and personnel have access to cutting edge tools and technology, as well as to instruction and training in their use; and during the pandemic-informed switch to remote learning, PCC provides technology and a reliable means of getting online to students and faculty members. Learning support professionals select and maintain resources via appropriate plans, and based on regularly undertaken evaluations whose data is used to develop strategies and goals to increase student achievement and success. Formal agreements with external service providers are secure and reliable, and evaluated via regular review processes to make certain they are accessible and well-utilized.

Findings and Evidence:

PCC supports student learning and achievement via the Tan Siu Lin Library and support service locations like the Learning Resource Center, Academic Tutoring Center, Online Lab, the Career and Technical Education Lab, and computer classrooms. These services and related learning resources are sufficient in quantity, currency, depth, and variety to support educational programs and students, including distance education learners via online resources and support.

The Library's digital and physical resources are appropriate and accessible, available to students on campus and online. In addition to 46,379 print monographs, the institution provides access to over 36,000 journals and non-journal materials via EBSCO's *Academic Search Elite* and *Search Premiere* products, accessible 24/7 via the *Destiny* library management platform. (II.B.1)

The College's commitment to keeping instructional technology current is also indicated by investments in technology and upgrades via an Asian American Native American Pacific Islander Serving Institution (AANAPISI) grant in 2020, that provided equipment and personnel to its Learning Resource Center.

Palau's learning support services are informed by the College's mission. At its two learning centers, the Learning Resource Center and Academic Tutoring Center, academic support for

students is offered via tutoring services, College placement testing, and guidance mentoring provided by peer and professional tutors. Finally, its utilization of *Zoom* licenses for faculty and provision of online tutoring by which students can access tutoring speaks to the College's investment in equity and accessibility. (II.B.2)

Appropriate college personnel use their professional expertise to select and maintain educational materials and to help determine services, and regularly to evaluate materials and services to meet students' needs in support of learning and achievement. In those instances where Palau's physical location makes it difficult to hire or retain professionals, the College has formal agreements with external vendors to meet these needs (e.g., relying upon EBSCO for collection development and Follett for library cataloging services). Evaluation and review processes are informed by practitioners' regularly seeking input from students via institutional effectiveness survey evaluations and pre- and post-evaluations of new student orientations, and data from colleagues provided during the program review process. (II.B.3)

PCC collaborates with outside vendors via resources at the Library's EducationUSA advising Center (EAC) (a collaboration with the U.S. Embassy and the Republic of Palau), as well as its collaboration with the Palau International Coral Reef Center (PICRC), through which a training program for ecological monitoring is being developed. Moreover, the College evaluates services provided by contractual arrangement in the appropriate unit's program review. (II.B.4)

Conclusions:

The College meets the Standard.

II.C. Student Support Services

General Observations:

Palau Community College (PCC) provides student support services to meet the needs of students and evaluates these services and programs through satisfaction surveys and program review evaluation. Each department has developed student outcomes and those outcomes are assessed regularly. The College supports student development and success by providing sound counseling and advising programs that include College orientation and relevant information related to academic requirements. Procedures are in place to assess placement practices to assure effectiveness and minimize biases related to College access. The College has policies and procedures in place to maintain and secure student records.

Findings and Evidence:

PCC evaluates the quality of student support services through its program review cycle, Institutional Effectiveness Surveys and other student surveys that are done for specific programs. The College is to be commended for providing over one hundred computers for students to sign out and phone cards during COVID closures to aid in student learning. Tutoring services were available for walk-in students and later, via *Zoom* to provide equity. Students were given access

to wireless fidelity (WiFi) on campus or were provided free prepaid phone cards to utilize the internet from off site. (II.C.1, II.C.3)

Service area outcomes and student learning outcomes are developed for the services area and a search on the website provided the SAOs for Student Life Services and Admission and Records. A mission statement for the programs is included and program mission statements are tied to the mission of the institution. Each semester, an Institutional Effectiveness survey is distributed, and the College provided evidence of a satisfaction survey used for Financial Aid to improve their practices with staff training held in fall 2020 and fall 2021. A commitment to ongoing improvement is demonstrated clearly by the efforts the College applied to address feedback from students regarding their experience with the Office of Financial Aid. A clear process was employed to collect data regarding student experience, an intervention (customer service training) was deployed, and the outcomes of this intervention were appropriately measured by collecting new feedback from students. The team recognizes this excellent work and encourages the College to continue in this direction. (II.C.2)

PCC does not provide athletic programs; however, they do provide students with access to co-curricular programs through intramurals and clubs. The team confirmed that these programs are under the control and financing of the College. (II.C.4)

The College provides counseling and academic advising programs to orient and advise students on program requirements and graduation and transfer policies. Every student is required to attend an orientation prior to starting their courses. Evidence of the orientation schedule shows that students are informed of their expectations to be College students, deadlines, and support services available to them. Information on financial aid is also provided at the orientation and financial aid counselors and staff provide workshops throughout the semester. (II.C.5)

The team confirmed that the College adopted and adheres to admission policies consistent with the institutional mission. PCC has open enrollment policies and the 2020-2024 Catalog lists the policies and requirements for admission to the College. Degree requirements are specified in the catalog. All students are also required to take an Introduction to College course that provides students with the opportunity to develop an education plan. (II.C.6)

PCC assesses its admission and placement policies every three years. Students are required to take a placement test for Math and English to be placed in appropriate courses. Placement policies are described in AP 3-2019 and validation processes are in place to reduce bias. (II.C.7)

Palau Community College has established processes to ensure they maintain student records permanently, securely, and confidentially with a secure backup plan. Personnel follow FERPA and other appropriate data protection procedures. Student databases have appropriate processes in place for data files backup with a third-party contract. The College publishes established policies for the release of student records in their College Catalog. (II.C.8)

Conclusions:

The College meets the Standard

Standard III

Resources

III.A. Human Resources

General Observations:

Palau Community College (PCC) hires and maintains an adequate number of faculty, administrators, and staff members. Processes and procedures are detailed in the Personnel Rules and Regulations Manual and the Institutional Hiring Process Manual. The College offers adequate professional development and opportunities to engage its diverse personnel population. Personnel records are maintained with confidentiality. Systematic processes are in place for evaluation of personnel. Overall, the human resources element of the College operates in alignment with the College mission.

Findings and Evidence:

The College assures the integrity and quality of its programs and services by employing individuals who are qualified for their positions within administration, faculty, or staff. Job descriptions directly relate to the College's mission to serve its student population. Vacancies are advertised widely through various channels such as the Human Resources Division bulletin board and the Palau National Government Division of Labor. The College has developed the Institutional Hiring Process Manual (IHPM), which details selection procedures for College positions. Further, job descriptions (such as the general one for adjunct faculty hiring submitted as evidence for III.A.8) are directly related to the College's mission and are accurate portrayals of appropriate duties, responsibilities, and authority. (III.A.1)

The College hires faculty with appropriate qualifications and knowledge of the subject matter and requisite skills for the service to be performed. Hired faculty possess appropriate degrees, professional experience, discipline expertise, scholarly activities, and have the potential to contribute to the College mission. Hired faculty review curriculum and assess learning. Evidence provided pointed to recent hires of instructors for electrical engineering, math, and English. (III.A.2)

Administrators and other employees responsible for educational programs and services possess necessary qualifications as evidenced by the hiring in 2021 of a vice president of Cooperative Research and Extension who possesses a doctorate in biology who has also been published extensively. (III.A.3)

The College hires employees from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized through processes of equivalence through World Education Services. (III.A.4)

The College assures the effectiveness of its human resources by a systematic evaluation of its personnel at stated intervals. The team confirmed that all personnel are evaluated annually, and data is published in the College's annual report. The faculty annual merit performance evaluation form, the faculty performance evaluation form, and the employee performance merit evaluation form serve as evidence. (III.A.5)

*The Commission deleted III.A.6

The College maintains enough full-time faculty and hires part-time faculty when needs arise to maintain adequate instructional capacity to support student learning and achievement. A document regarding part-time faculty contracts was provided alongside a chart of current faculty chairpersons for various programs. (III.A.7)

The College's Academic Affairs Division provides training to adjunct/part-time Faculty as evidenced by the sign-up sheet and agenda provided for the "Integrating Technology into Teaching" training session from May 2021. Adjunct and part-time faculty are included in faculty meetings. Hiring practices for part-time faculty follow the same procedures as those for full-time faculty and are outlined in the Institutional Hiring Process Guidelines document. (III.A.8)

The College currently has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. The College has 93 staff members, 36 full-time faculty, 22 middle leaders, and five administrators to support its operations. This is within the context that the College generally supports around 600 students per semester. (III.A.9)

The College maintains five administrators to manage its operations. The President was recently awarded an honorary doctorate from the University of Guam for his contributions to Pacific higher education institutions. (III.A.10)

The College maintains its Personnel Rules and Regulations Manual (PRRM) to ensure that there are written personnel policies and procedures that are available for information and review and that these policies and procedures are fair and equitably and consistently administered (III.A.11)

The College encourages and incentivizes employees to complete its degree programs as a means of supporting its diverse personnel. The College's policies provide appropriate benefits and services to support its diverse personnel. (III.A.12)

The PRRM upholds its written code of professional ethics that includes consequences for violations. The Board of Trustees mandates personnel rules and regulations. (III.A.13)

The College plans for and provides all personnel with appropriate opportunities for continued professional development such as workshops on technology, accreditation, assessment, and content-specific trainings such as customer service, cyber security, and fiduciary essentials. The College also evaluates these trainings to ensure quality and integrity. (III.A.14)

The College maintains security and confidentiality of personnel records as evidenced by the College Human Resource Hiring Guidelines. Employees may access requested documents within their own files at any time. (III.A.15)

Conclusions:

The College meets the Standard.

III.B. Physical Resources

General Observations:

The physical resources of the College are sufficient to support the learning programs, support and student services at the main campus in Koror State, and at the research location in Ngeremlengui State. Safety, sufficiency, and security of physical resources are assured through campus walk-throughs and the College institutional effectiveness surveys. Capital improvement projects are described in annual reports and in updates to the Board of Trustees.

Findings and Evidence:

The Physical Plant Division encompasses grounds, buildings, and maintenance for all areas including boats, a floating boat dock, dormitories, and storage. 44 classrooms, 19 laboratories, and 37 restrooms are maintained by 12 maintenance staff with a director and a supervisor, and five security officers with a director and a supervisor. Capital improvement projects such as the Mesekiu Gymnasium, renovation and repair, and upkeep on maintenance and painting are consistent to meet the needs of the College. (III.B.1)

The College upgrades its physical resources in line with its 15-YIMP in a manner that assures the quality necessary to support its programs and services. The team confirmed that facility maintenance is ongoing and new construction plans are consistent with its 15-YIMP. The College publishes progress reports on its website, status of its facility goals/plans that is monitored in the 15-YIMP Report Card. (III.B.2)

To ensure the efficacy of facilities and equipment, PCC utilizes its required institutional assessments for improvements of services. The evaluation of its physical resources and equipment is implemented through institutional effectiveness surveys for students and employees, interdepartmental work orders, and weekly walk-throughs. Annual percentage stats per facility and equipment objectives are published in the College's 15-YIMP Report Card. The College utilizes its institutional effectiveness survey for facility maintenance data, findings, and analyses to gauge its allocation of physical or financial resources to improve facilities and campus grounds.

The College provides annual updates of its capital improvement projects and assets annually during its convocation in the fall of each semester. (III.B.3)

The College has allocated two-thousand dollars a month to its infrastructure fund that was established to support ongoing capital projects. Funding is also provided by the Republic of Palau in support of the College's infrastructure improvement and long-term plans which reflects total cost of ownership. As of June 7, the infrastructure fund accumulated over \$100,000 to support the needs of the College. (III.B.4)

Conclusions:

The College meets the Standard.

III.C. Technology Resources

Palau Community College (PCC) provides suitable technology resources sufficient to support students and personnel in the areas of teaching and learning, instructional support, and administration and operations. Via a dedicated Technology Resource Committee responsible for a regularly updated technology plan, the College ensures its technological infrastructure, quality, and capacity can support its mission, operations, programs, and services; and where technology resources are implemented and maintained, access, safety, and security are reliable. A recently developed cyber security policy also outlines how students and personnel are supported and trained in the effective use of adopted technology resources. In addition to the technology plan and cyber security policy, technology resource use agreements and the College's distance education manual delineate policies and procedures that guide students and personnel in the appropriate use of technology for teaching and learning.

Findings and Evidence:

PCC supports management, operations, academic programs, teaching and learning, and support services with adequate and appropriate technology services, professional support, facilities, hardware, and software. An improved physical connection to the institution's Internet service provider via a copper to fiber optic cable upgrade in 2018 and subsequent, College-wide reconfiguration of internal network devices resulted in the institution's being able to fully utilize web-based applications, including Zoom, Moodle, NUVENTIVE/IMPROVE, Destiny, and Google Classroom. This significant improvement was essential during the pandemic-informed switch to remote teaching and learning. The College has formal agreements with external vendors to provide technology services. (III.C.1)

The College's recognition of the ever-changing nature of media and technology, and the need for technology services and resources is reflected in its five-year Technology Plan. The Technology Resource Committee is charged with supporting the plan, and continuously monitors, reviews, and revises the plan to ensure adequate technological support for missions, operations, programs, and services. The College Technology fee supports the implementation of the Technology Plan's goals. Moreover, Palau leveraged COVID-19 funding to provide laptops and mobile phone cards to students learning from home and improved its technology infrastructure, expanding the campus network into previously unconnected or poorly connected areas of the institution, as well

as to the College's Research and Development Station in Ngeremlengui State to support classes and labs in the Agricultural Science Program. (III.C.2)

At all locations where it offers courses, programs, and services, Palau ensures reliable, secure access to technology resources. PCC's Computer Services Division bear the primary responsibility for this work, aided by a Cyber Security Policy developed in 2018 and newly revised use agreements for students and personnel, as well as new web-based network management systems, anti-virus software, and network firewall subscriptions that are renewed triennially. The five-year Technology Plan, Distance Education Manual, resource use agreements and the Cyber Security Policy ensure students and personnel are aware of and abide by policies, procedures, and practices. IT100, is a required Computer Literacy course for all degree seeking students. All personnel are provided with appropriate instruction and training from the College's Center for Teaching Excellence and external providers such as the Resource Educational Laboratory and Mid-Continent Resource Educational Laboratory. (III.C.3, III.C.4, III.C.5)

Conclusions:

The College meets the Standard.

III.D. Financial Resources

General Observations:

Palau Community College (PCC) engages in sound financial planning processes appropriate to its mission. Administrative procedures and planning documents are well documented. The annual budget formulation processes are transparent, accessible, and widely communicated to its stakeholders. The College utilizes program review and institutional assessments to ensure that resource allocation aligns with its 15-Year Institutional Master Plan (YIMP) and planning processes. The College has systems in place to maintain financial stability for short- and long-term plans.

Findings and Evidence:

The College's program review details its process and procedure for developing action plans in alignment with its educational mission through its 15-YIMP. The College's program review process follows a three-year cycle that capture the current and future needs for all service divisions and departments where data is used to justify the allocation or reallocation of resources based on trend analyses for each service area, learning outcome assessments, personnel statuses, facilities and equipment, evaluation of previous action plans, strengths and improvement needs linked to resources, and detailed justification for resource requests. (III.D.1)

In addition, PCC utilizes its Call-For-Budget guidelines process to align its annual planning needs based on program review and institutional-set standard assessments which demonstrate sustained and substantive dialogue based on student outcomes, academic quality, and

institutional effectiveness. The College's Administrative Procedures Manual (APM) outlines the Budget Formulation processes that follows a tiered review along with additional measures the College would take once the budget is signed into law by the Palau National Government. (III.D.2, III.D.3)

PCC directs institutional planning and assessments through its 15-YIMP Report Card with an emphasis on student success, institutional culture, resources, and culture of evidence which is the premise of its Budget Priority regulations. The 15-YIMP Report Card details the status of objectives completed, on and off-track, discontinued, and objectives that need to be revisited. The team confirmed that the College's financial process adheres to its administrative procedures in conjunction with the Republic of Palau Public Law (RPPL) 4-2. Statements of actual expenditures compared to budget, and unrestricted and restricted revenues and expenditures are reviewed and approved by the Board of Trustees on a monthly basis. (III.D.4, III.D.5)

The Team reviewed evidence that supports the College's comprehensive planning and monitoring process. Consistent review and consultation amongst various internal and external stakeholders ensure the accuracy and integrity of PCC's financial processes. Financial procedures on budget formulation, budget priority and expenditures, and fiscal processes and budget management are detailed in the College's APM. In July 2019, the College President appointed a Task Force committee to review the APM for currency, relevancy, and to provide recommendations. The Task Force completed its review in April 2020 with no recommendations or changes to its financial resource procedures.

For the past seven-years, the College received an Unmodified Opinion from its external auditors demonstrating its compliance with General Accepted Accounting Principles (GAAP), Governmental Accounting Standards Board (GASB), Government Auditing Standards, and Uniform Guidance. PCC's annual audits for the past seven years indicate no material weaknesses or significant deficiencies for internal control over financial reporting. (III.D.6, III.D.7, III.D.8)

PCC's reserves and cash flow are sufficient to maintain operational stability and effective risk management. The Endowment Investment Policy allows the College to draw funds to support its financial obligations in the event of emergency. In addition, the College is supported by RPPL 4-2, which allows the institution to request supplemental funds aside from its annual appropriations. PCC demonstrates transparency and accuracy of its financial data. PCC has written policy and procedures that it follows and review protocols that it performs to ensure fiscal integrity and sufficient internal financial controls and management. (III.D.9, III.D.10)

Financial resources and planning reflect both short- and long-range plans. The College builds its infrastructure and management information system funds on a monthly basis to ensure its short- and long-term financial stability. (III.D.11)

PCC does not participate in any post-employment benefits and does not have any long-term debts. (III.D.12, III.D.13)

PCC past audit results demonstrate sufficiency of internal controls to ensure fiscal integrity. (III.D.14)

PCC does not participate in the Federal Student Loan Program. (III.D.15)

PCC followed appropriate contracting procedures in executing previous and concluded contracts. It currently has no external contracts. (III.D.16)

Conclusions:

The College meets the Standard and related Eligibility Requirements.

Standard IV

Leadership and Governance

IV.A. Decision-Making Roles & Processes

General Observations:

Palau Community College has rules and regulations, and administrative procedures in place that support and promote participatory governance for students, faculty, staff, and administrators. Established governance structures and procedures support the various perspectives of the internal constituencies it services, and its impact on institution-wide decision-making.

Findings and Evidence:

Palau Community College's (PCC) mission, vision, and values emphasize its commitment to student learning and educational excellence. The College's unified principles embrace broad-based and integrated planning to promote teamwork, quality services, open communications, managing with goals, leadership, integrity and loyalty, creativity and innovations, and people's respect for others. PCC's Organizational Chart establishes how decisions are made and communicated at the College. The institution encourages innovation that impacts the institution and utilizes its participative structure to support decision-making processes and shared governance. (IV.A.1)

The College's Personnel Rules and Regulations Manual (PRRM) delineates the roles and responsibilities of governance for constituencies in decision-making and mission effectiveness. Standing and Task Force committees are established with clear functions and a broad-based representation from different constituencies. The institution's most recent review of its mission and vision was completed in July 2019 by an appointed Task Force with representatives from the Administration, Classified Staff Organization (CSO), Associated Students of Palau Community College (ASPCC), Student Services, Institutional Research and Evaluation, Faculty Senate Association (FSA), and a representative from the Adult High School.

In addition, members of the Board of Trustees serve on four standing committees that include ad-hoc members from the College that represent administrators, CSO, ASPCC, and the FSA. The Board of Trustees Standing Committee – Committee on Programs and Curricula (CPC) ensure that curricula are consistent with its strategic directions, accreditation requirements and has a diverse committee with representation from the academic and student services administration, Accreditation Liaison Officer (ALO), FSA Chairperson and faculty representation from different academic programs, and a representative from the ASPCC. (IV.A.2, IV.A.3)

PCC's system of institutional governance and organizational structure ensures that all relevant perspectives contribute to its decision-making processes and procedures. The College's Administrative Procedures Manual (APM) provides the guidelines and implementation of policies that impact various sections of the institution. In July 2019, the College President

appointed a Task Force committee to review the APM for currency, relevancy, and to provide recommendations. The Task Force completed its review in April 2020 with three recommendations for continual improvement.

Additionally, PCC's PRRM Regulation 16.0 – 16.3 assures the protection of its employee organizations and promotes avenues to allow employee organizations to communicate. The latest revision of the PRRM was conducted in 2021 in accordance with regulations 2.3.4 and 2.3.5. (IV.A.4, IV.A.5)

Palau Community College's organizational structure/chart guides the institution's communication and decision-making processes. Committees are required to maintain records of meetings to include reports containing recommendations to the President. The institution's updated manuals are posted on the College's website. The President also serves as the liaison for the College to inform the community regarding updates in accreditation, programs, and services. (IV.A.6)

The College evaluates its governance and decision-making procedures following its participatory governance structure to ensure integrity, relevance, and institutional effectiveness. Regulations are reviewed at the committee level where recommendations are submitted to the President and then presented to the Board of Trustees for review and approval consistent with PRRM 2.3.4-2.3.5, and the Republic of Palau Public Law 4-2. (IV.A.7)

Conclusions:

The College meets the Standard.

IV.B. Chief Executive Officer

General Observations:

Palau Community College has had stable leadership, from a President who has served in the role of CEO since 1999. The President has primary responsibility for institutional quality and provides effective leadership in planning, budgeting, and assessing institutional effectiveness. The President is actively engaged in working closely with the Republic of Palau to collaborate and meet the education and workforce needs of the country.

Findings and Evidence:

The President of the College has primary responsibility for the quality of the institution and has provided effective leadership with the assistance of the Executive Committee and other governance organizations. In 2014, the President created the IREO (Institutional Research and Evaluation Office) to assess institutional effectiveness. (IV.B.1)

The President regularly reviews the administrative structure and recommends changes as needed to reflect the College's purpose. The President is responsible for the financial and overall management of all resources. In 2019, the President, recognizing the need to align Computer Services, placed the Computer Services directly under the Administration and Finance and placed several learning support services under Academic Affairs.

The President hires individuals with appropriate credentials to manage different divisions of the College and to meet the legislative mandate to recruit and hire employees from the Republic of the Marshall Islands and the Federated States of Micronesia that are proportionate to the student population. (IV.B.2)

The President ensures improvement of the teaching and learning environment and has led the development of the current 15-year Institutional Master Plan 2009-2024. The YIMP is the strategic plan of the College that feeds into a Master Plan Report card that allows the Executive Committee to monitor the master plan and where changes are needed. (IV.B.3)

The President has had a full-time Accreditation Liaison Officer (ALO) since 2011, who ensures that the College meets or exceeds the Eligibility Requirements, Accreditation Standards, and commission policies. An Accreditation Steering Committee (ASC) supports the work of the ALO and ensures that requirements are met by all. Accreditation is a standing agenda item on the Executive Committee meetings. Several College employees have attended accreditation training, and when it was available, all College employees completed the online Accreditation Basics course in the recent past. (IV.B.4)

The President is the only employee of the Board of Trustees and as such, has the primary responsibility to carry out the Republic of Palau Public Law (RPPL-4-2) that established Palau Community College in 1993. The President has responsibility to implement the statute, administer the educational programs, and ensure sound financial and budget management. (IV.B.5)

The President is an active and effective participant in college, local, community, national and international entities. The President communicates through College weekly newsletters, radio talk shows, televised programs, the College website, and through the College print publications.

The President is a recipient of an honorary degree of a Doctor of Humane Letters from the University of Guam (UOG), under the recommendation of the President of UOG and approval of the board of regents. The conferred degree recognizes the President for his distinguished commitment to excellence and in making possible numerous educational opportunities for the people of Palau and the wider region of Micronesia, serving as an outstanding ambassador of Pacific-based institutions in regional, national, and international forums, and serving as leader for the Republic of Palau community beyond research and education. (IV.B.6)

Conclusions:

The College meets the Standard.

See Commendation 1.

IV.C. Governing Board

General Observations:

Palau Community College has a six-member Board of Trustees who are charged with oversight of the College academic standards and financial stability. The Board appropriately delegates oversight of management to the College President. Moreover, the Board of Trustees Protocol Manual, a remarkably comprehensive and useful document outlining the implementation of the Board's legally granted governing powers for the College, contains appropriate and comprehensive policies for effective Board governance. This includes a Code of Ethics, Board member pledge, process of Board self-evaluation, and process of new Board member appointment. Meeting minutes reflect the alignment of Board practices with the standards and processes it has set for itself in its governance documents.

Preliminary Findings and Evidence:

Palau Community College maintains a Board of Trustees of six members, which includes a student trustee. The President and non-voting advisors also sit on the board alongside regular members. Recent Board meeting minutes and list of standing committees reflect oversight of the College's policies assuring academic quality, integrity, and effectiveness of student learning programs and services, and as evidenced by a recent Financial Status Report, the financial stability of the institution. (IV.C.1)

Minutes from Board meetings reflect standard voting practices for adoption of Board motions, consistent with the voting practices outlined in Article 1, Section 7 of the Board of Trustees Protocol Manual. Board members pledge to support Board decisions, and minutes suggest the Board acts collectively in support of its decisions. (IV.C.2)

The Board of Trustees Protocol Manual includes a comprehensive process for both the search and evaluation of a Chief Executive Officer (President), including a rubric for evaluation. Board minutes indicate a Board review and approval to grant the President a 2-year contract extension. The College reports that annual reviews of the President by the Board are standard practice. (IV.C.3)

The Palau Higher Education Act of 1993 (Republic of Palau Public Law RPPL 4-2) establishes the Board of Trustees of Palau Community College and grants clear authority as an independent, policy-making body with "all the powers, duties and responsibilities of a non-profit public educational corporation". Moreover, the RPPL 4-2 states: "The College, in accordance with recognized professional standards, shall have a representative governance structure to ensure institutional integrity, autonomy, academic freedom, principles of equity, and insulation from

political interference in order to best serve the public interest and meet minimum accreditation requirements”. (IV.C.4)

The powers that RPPL 4-2, the Palau Higher Education Act of 1993, grants to the Board of Trustees the authority to establish policies 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. The powers also grant the Board ultimate responsibility for educational quality, legal matters, and financial integrity and stability. For example, Board Policy 20-02 implements a tuition increase and Policy 20-01 implements a College-wide salary increase, both demonstrating recent Boards action consistent with these powers and responsibilities. (IV.C.5)

The Board Protocol Manual provides comprehensive bylaws and policies specifying the board’s size, duties, responsibilities, structure, and operating procedures, consistent with the Board’s powers and responsibilities as granted by RPPL 4-2, the Palau Higher Education Act of 1993, and later amendment RRPL 4-45 which establishes a student trustee. (IV.C.6)

Recent Board meeting minutes suggest the Board acts consistently with its policies and bylaws. The Board of Trustees Protocol Manual outlines the process for Board policy making and review, and a rubric for policy review from 2021 provides evidence of continued assessment and revision of Board policies and bylaws as appropriate. The ISER also mentions recent policy review and changes from 2015 resulting in new institutional learning outcomes and a new Board Member Orientation and Policy Review, and a review in 2018 of the Ends Policy. (IV.C.7)

The Board has adopted a 15-Year Institutional Master Plan (15-YIMP). The College’s Strategic Direction One (1) - Student Success of its 15-YIMP provides an extensive institutional plan to improve academic quality, and includes objectives, activities, executors, deliverables and needed resources. The objectives of the plan are tied to key indicators of student learning and achievement. (IV.C.8)

The Board of Trustees Protocol Manual outlines a New Board Member Orientation, including an overview of the College history, its statutory requirements, current strategic plan, and policies, procedures and operations. New trustees attest to adequate understanding achieved through the orientation by a self-evaluation checklist. Board members also complete regular professional development activities, such as attendance at the 2020 ACCT Leadership Conference. The ISER attests that staggered terms of office were established from the founding Board, and procedures for ensuring continuity of board membership are provided in the Board of Trustees Protocol Manual in the “Vacancies on the Board” section and “New Board Member Orientation.” (IV.C.9)

As seen from reports on the College website, the Board has been conducting annual reviews through 2020. The reports provide an evaluation of Board member performance and knowledge across a range of duties and responsibilities. (IV.C.10)

The Board of Trustees Protocol Manual contains a Code of Ethics and a Board Services Commitment Pledge that all Board members sign that directly address standards of conduct and

questions of conflict of interest. Moreover, the Manual outlines consequences for violations, and Board members may vote to remove another Board members. The College ISER states that none of the Board members have been disciplined for non-compliance. (IV.C.11)

The Board of Trustees Protocol Manual clearly outlines the executive responsibilities of the President and the process by which the President is evaluated, including an evaluation rubric. Authority and responsibility are delegated to the President without Board interference, and the President is held accountable for the effective operation of the College. (IV.C.12)

Board meeting minutes from February 2020 reflect significant discussion of the College's 2020 Midterm Report for accreditation, including a review and discussion of all four ACCJC standards and a vote by the Board to adopt the Midterm Report at the end. This suggests appropriate awareness and involvement of the Board in the College's accreditation process. (IV.C.13)

Conclusions:

The College meets the Standard.

Quality Focus Essay

Palau Community College identified two projects to meet the needs of the students and community for the Quality Focus Essay (QFE), through its Institutional Self-Evaluation Report (ISER) process.

QFE project one supports the development of its Institutional-Set Student Achievement (ISSA) to exceed its current stretch goals and increase its retention plan in the areas of student completion, retention, graduation, job placement, and transfer rates. QFE project one supports the College's plans to address persistence issues that are measured by its ISSA. The plan is scheduled to be completed by May 2023 with implementation in fall 2023.

QFE project two focuses on PCC's approach to combat unforeseen global challenges that may hinder student learning achievement through its technology plan. The College's proposed plan is consistent with its current plan with an additional subobjective that includes annual virtual classroom training /meetings for faculty and staff, and the maximization of student access to internet support and resources.

The team acknowledges that the activities identified in the QFE are appropriate and encouraging.

Appendix A: Core Inquiries

CORE INQUIRIES

Palau Community College
P.O. Box 009
Koror, Republic of Palau 96940

The Core Inquiries are based upon the findings of the peer review team that conducted Team ISER Review on October 5, 2022.

Dr. Erika Lacro
Team Chair

Palau Community College

Peer Review Team Roster

Team ISER Review

October 4, 2022

Dr. Erika Lacro, Chair Vice President for Community Colleges UH Community Colleges	Dr. Irene Taafaki, Vice Chair President College of the Marshall Islands
ACADEMIC MEMBERS	
Dr. Ryan Derby-Talbot Dean of the College Deep Springs College	Mr. Mike Garabedian Dean, Library and Instructional Support Rio Hondo College
Ms. Susan Kazama Professor Kapi`olani Community College	Dr. Peter Kalawai`a Moore Hawaiian Studies Associate Professor Windward Community College
Mr. Daniel Pittaway Professor; Student Success Coordinator Coastline Community College	
ADMINISTRATIVE MEMBERS	
Mr. Sonny Leomiti Vice President of Administration and Finance American Samoa Community College	Dr. Z Reisz Senior Director of Institutional Assessment, Research, and Planning Santa Barbara City College
Dr. Alketa Wojcik Vice President, Student Services MiraCosta College	
ACCJC STAFF LIAISON	
Dr. Gohar Momjian	

Vice President	
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Summary of Team ISER Review

INSTITUTION: Palau Community College

DATE OF TEAM ISER REVIEW: October 4, 2022

TEAM CHAIR: Dr. Erika Lacro

A ten-member accreditation peer review team conducted the Team ISER Review of Palau Community College on October 4, 2022. The Team ISER Review is a one-day, off-site analysis of an institution's self-evaluation report. The peer review team received the college's institutional self-evaluation report (ISER) and related evidence several weeks prior to the Team ISER Review. Team members found the ISER to be a comprehensive, well-written document detailing the processes used by the College to address Eligibility Requirements, Commission Standards, and Commission Policies. The team confirmed that the ISER was developed through broad participation by the entire College community including faculty, staff, students, and administration. The team found that the College provided a thoughtful ISER containing several self-identified action plans for institutional improvement. The College also prepared a Quality Focus Essay.

In preparation for the Team ISER Review, the team chair attended a team chair training workshop on August 3, 2022, and held a pre-review meeting with the college CEO on August 24, 2022. The entire peer review team received team training provided by staff from ACCJC on August 29, 2022. Prior to the Team ISER Review, team members completed their team assignments, identified areas for further clarification, and provided a list of requests for additional evidence to be considered during Team ISER Review.

During the Team ISER Review, team members spent the morning discussing their initial observations and their preliminary review of the written materials and evidence provided by the College for the purpose of determining whether the College continues to meet Accreditation Standards, Eligibility Requirements, Commission Policies, and US ED regulations. In the afternoon, the team further synthesized their findings to validate the excellent work of the college and identified standards the college meets, as well as developed Core Inquiries to be pursued during the Focused Site Visit, which will occur in the week of March 13, 2023.

Core Inquiries are a means for communicating potential areas of institutional noncompliance, improvement, or exemplary practice that arise during the Team ISER Review. They describe the areas of emphasis for the Focused Site Visit that the team will explore to further their analysis to

determine whether standards are met and accordingly identify potential commendations or recommendations. The college should use the Core Inquiries and time leading up to the focused Site Visit as an opportunity to gather more evidence, collate information, and to strengthen or develop processes in the continuous improvement cycle. In the course of the Focused Site Visit, the ACCJC staff liaison will review new or emerging issues which might arise out of the discussions on Core Inquiries.

Core Inquiries

Based on the team’s analysis during the Team ISER Review, the team identified the following core inquiries that relate to potential areas of clarification, improvement, or commendation.

<p>Core Inquiry 1: The team would like to better understand how the College disaggregates student data, how it identifies any performance gaps, if any, and addresses them.</p>
<p>Standards or Policies: I.B.6</p>
<p>Description:</p> <ul style="list-style-type: none"> a. The team read about the newly established retention committee, and reviewed the example provided with the auto shop class in modifying the internship course, yet the example seemed to address learning for all populations. The team would like to see additional examples which demonstrate analysis of data disaggregated by relevant student characteristics.
<p>Topics of discussion during interviews:</p> <ul style="list-style-type: none"> a. How is disaggregated data used to identify performance gaps in student learning/achievement? b. When a gap is identified, how is it addressed by the College?
<p>Request for Additional Information/Evidence:</p> <ul style="list-style-type: none"> a. Evidence of dialog (e.g., minutes) on disaggregated data to identify and address any performance gaps. b. Examples of identified gaps and changes made to address those gaps.
<p>Request for Observations/Interviews:</p> <ul style="list-style-type: none"> a. Institutional research staff b. Retention Committee members or others with experience in the College’s process for analyzing disaggregated student data and using the results to reduce or remove identified gaps.

Core Inquiry 2: The team is interested in learning more about how the college conducts its review of its policies, publications, and institutional procedures.

Standards or Policies: I.B.7; I.C.5

Description:

- a. The team acknowledges that there is a policy review committee and would like to learn how often and what mechanisms are in place for regular review of policies (I.B.7), and how the college's published information is regularly reviewed to ensure integrity and accuracy in all representations (I.C.5).

Topics of discussion during interviews:

- a. What are the cycles for reviewing policies?
- b. How does the college review its public-facing information to ensure integrity in all representations of its mission, programs, and services?

Request for Additional Information/Evidence:

- a. Minutes from the policy review committee
- b. Documentation of cycle of review processes and evidence of following cycles
- c. The policy or practice used to ensure integrity in all representations of the College's mission, programs, and services?

Request for Observations/Interviews:

- a. Personnel involved in the institutional policy review processes
- b. Personnel involved in ensuring that published information is accurate in all representations (e.g., webpages, catalog).

Core Inquiry 3: The team would like to better understand the depth and scope of library and tutoring resources the College provides, as well as how those services are supported and

evaluated. [This statement was modified by the focused site team since the statement was missing from the original submission.]

Standards or Policies: II.B.1; II.B.3; II.B.4

Description:

The ISER provides good evidence for *quantity* insofar as collections go, and would like to learn more about the collections' currency, depth, and variety.

The team observed the IES evaluations and post-*college* orientation surveys and is interested to know if there are other similar evaluations, for example, of tutoring services or Library orientation, that speak to the ways in which these services meet identified student needs. It is unclear how the IES survey is tool by which vendor-provided library resources are evaluated.

Topics of discussion during interviews:

- a. How are Library resources and services evaluated? How are these results used to determine how to improve these things?
- b. Students seem to be using tutoring services according to the sign-in sheets. What other ways does the College evaluate tutoring services to ensure these services support educational programs.

Request for Additional Information/Evidence:

- a. Please provide a detailed analysis of electronic and print resources; for example, upon request, EBSCO and Follet should be able to provide data that relate to the subject areas covered, number of publications in each subject, and age (e.g., publication/imprint dates) of e and p book collections, as well as journals in the databases.
- b. Additional information that speaks to the nature of tutoring services—outreach efforts, tutor training documents, etc.
- c. Additional evidence that speaks to students' impressions of tutoring services they received, and/or which demonstrates efficacy of tutoring.

Request for Observations/Interviews:

- a. Library and support services personnel.

Core Inquiry 4: The team would like to better understand how the college validates placement tests.

Standards or Policies: II.C.7; II.A.8

Description:

- a. The college referred to placement tests and related policies, however the referenced policy seemed to be missing in the ISER evidence. Thus, the team would like to see the policy to better understand the placement process.

Topics of discussion during interviews:

- a. How are the placement tests used given that developmental courses are no longer offered at the College.
- b. Explain the placement process

Request for Additional Information/Evidence:

- a. AP-3-3019 policy

Request for Observations/Interviews:

- a. Staff or faculty engaged in administering placement tests
- b. English and faculty math, including department chairs

Core Inquiry 5: The team would like an update to the 2015 YIMP or the 2019 YIMP report scorecard to understand ongoing and future facility plans and actions.

Standards or Policies: III.B.2; III.B.3

Description:

The information on facility planning and projects was limited to those projects that were completed. The team would like more details to verify its findings on current and future facilities projects.

The team also observed satisfaction surveys with low rankings and not meeting college set benchmarks. The Maintenance Unit Program review indicated dissatisfaction with the regular maintenance of the college facilities. Consequently, the team is interested in learning how the college plans to address and make improvements to meet the benchmarks in the Physical Plant division.

Topics of discussion during interviews:

- a. Facility planning process
- b. YIMP
- c. Follow up

Request for Additional Information/Evidence:

- updated YIMP
- Satisfaction surveys that show improvement
- Improvement plans

Request for Observations/Interviews:

- Physical plant division personnel