

HIRE PCC GRADUATES

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

PALAU COMMUNITY COLLEGE 2023 FACT BOOK



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

www.palau.edu

Information current as of November 2023



PCC Organizational Chart

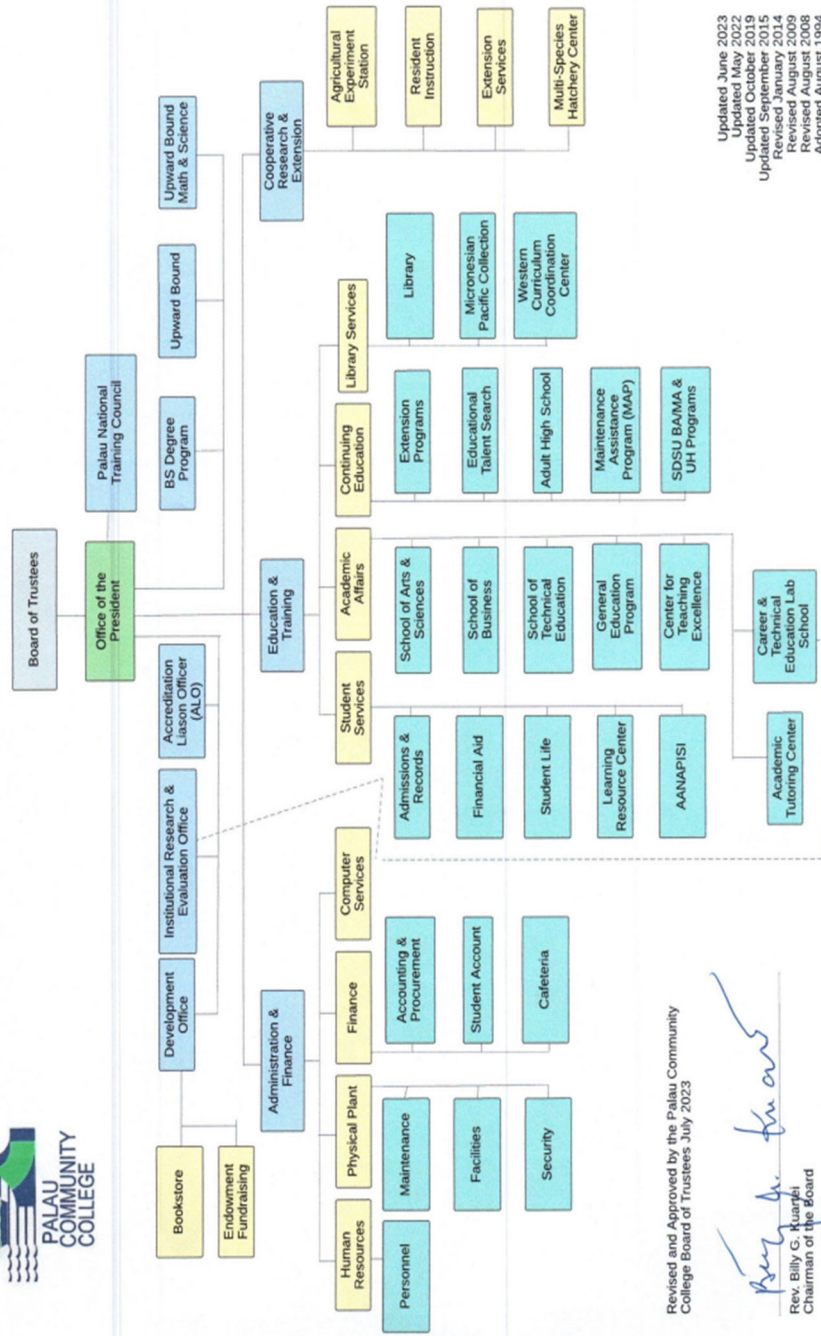


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Disclaimer

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HISTORY

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



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



Until 1977, the Micronesian Occupational Center and the Community College of Micronesia were two autonomous post-secondary institutions serving Micronesia. On March 29, 1977, Trust Territory Public Law No.7-29, amended later by Public Law 7-130, created the College of Micronesia as a public corporation under its own Board of Regents. The law, which took effect on October 1, 1977, joined into a single post-secondary educational system the Micronesian Occupational Center and the Community College of Micronesia (which included the CCM-affiliated School of Nursing). In May 1978, Micronesian Occupational Center officially became Micronesian Occupational College, a distinct and complementary part of the College of Micronesia. In September 1987, a treaty among the Republic of the

Marshall Islands, the Federated States of Micronesia, and the Republic of Palau regarding the College of Micronesia was executed establishing complete autonomy of each college in the COM system to local governments. The treaty was terminated on March 31, 1993, which laid the foundation for Palau Community College. In March 1993, the Republic of Palau enacted RPPL No.4-2, establishing Palau Community College.

GEOGRAPHIC LOCATION

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

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

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

VISION STATEMENT *Where We Want To Be*

"We strive to guarantee quality and excellence."

MISSION STATEMENT *Who We Are and What We Do*

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

UNIFYING PRINCIPLES *How We Behave*

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

Palau Community College believes in:

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

PCC 15-YEAR INSTITUTIONAL MASTER PLAN 2009-2024

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

Strategic Direction 1: Student Success

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

Strategic Direction 2: Institutional Culture

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

Strategic Direction 3: Resources

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

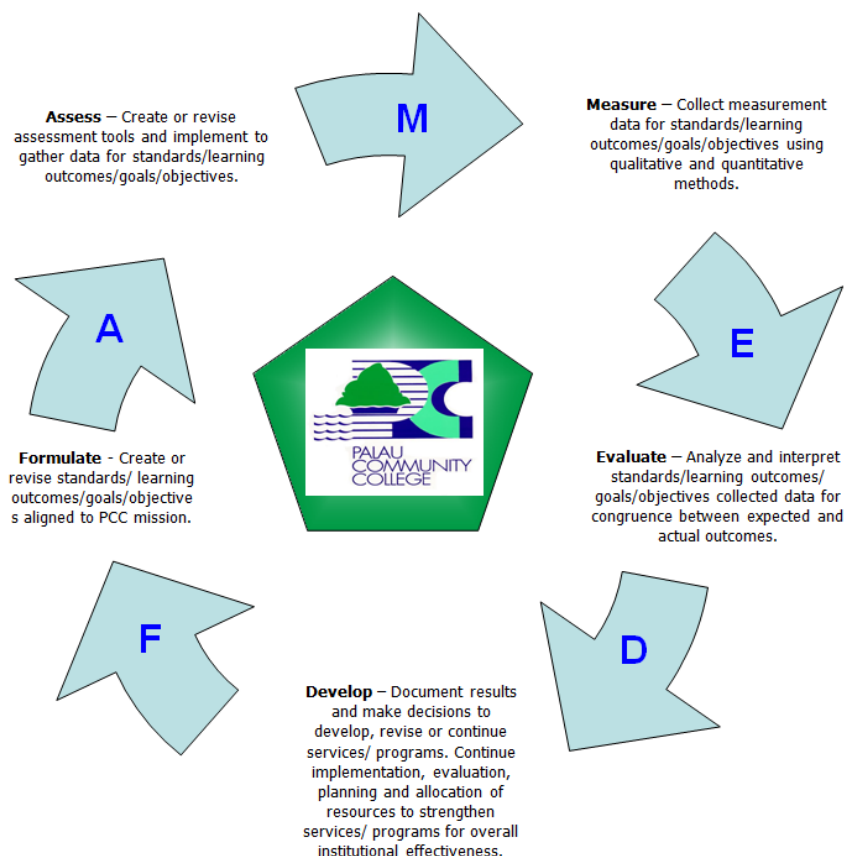
Strategic Direction 4: Culture of Evidence

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

INSTITUTIONAL ASSESSMENT PROCESS

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

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



INSTITUTIONAL LEARNING OUTCOMES

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

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

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

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

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

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

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

ACCREDITATION

PCC is proud to have maintained its accreditation for 45 years. Beginning in 1977 when the College, initially known as Micronesian Occupational Center, later Micronesian Occupational College, and now Palau Community College. It is accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC), Western Association of Schools and Colleges (WASC).

1977 – Granted Full Accreditation
 1982 – Accreditation Reaffirmed
 1987 – Accreditation Reaffirmed
 1992 – Accreditation Reaffirmed
 1998 – Accreditation Reaffirmed
 2004 – Accreditation Reaffirmed
 2010 – Placed on a Warning After a Visit
 2011 – Warning Lifted, Accreditation Reaffirmed
 2016 – Accreditation Reaffirmed
 2023 – Accreditation Reaffirmed

INSTITUTIONAL-SET STANDARDS FOR STUDENT ACHIEVEMENT

Required under

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

ISSA 1

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

ISSA 2

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

ISSA 3

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

ISSA 4

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

ISSA 5

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

ISSA 6

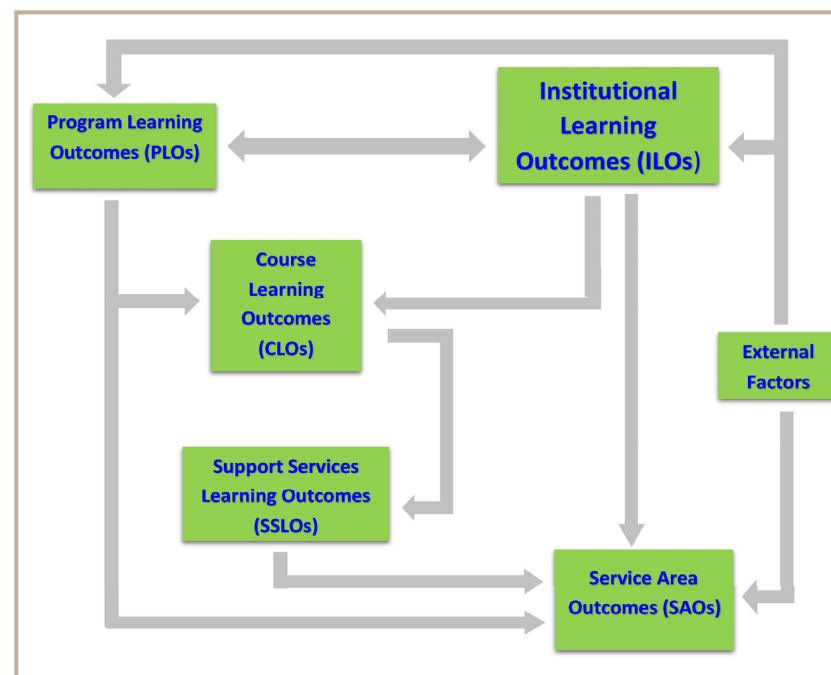
At least 20% of students who completed degree programs will transfer to 4-year colleges/universities.

ISSA 7

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

SLO ALIGNMENT

STUDENT LEARNING OUTCOMES



Institutional SLOs are driven by Institutional commitments, Program student learning outcomes, and External factors.

Program SLOs are driven by Institutional commitments, External Factors, Institutional student learning outcomes and course student learning outcomes.

Course SLOs are determined by Institutional commitments, program student learning outcomes, Institutional student learning outcomes, and other course student learning outcomes.

Support Services SLOs & Service Area SAOs are driven by Institutional commitments, External Factors, Institutional student learning outcomes, Program student learning outcomes and course student learning outcomes.

External Factors are needs, wants, and requirements of external stakeholders. Stakeholders include the community, different disciplines, employers, NGO's, governments, accreditors, etc.

BOARD OF TRUSTEES

Trustee Rev. Billy G. Kuartei	Chairperson
Trustee Romana Wong	Vice Chairperson
Trustee Kione Isechal	Secretary/Treasurer
Trustee Alvina Timarong	Member
Trustee Dr. Emais Roberts	Member
O'Keef R. Kokichi	Student Trustee (2022-23)
Weber T. Santiago	Student Trustee (2023-24)

EXECUTIVE COMMITTEE MEMBERS

Patrick U. Tellei, EdD	President
Jay Olegeriil	Vice President, Administration & Finance
	Acting Dean, Academic Affairs
	Acting Accreditation Liaison Officer
	Acting Director, Institutional Research and Evaluation Office
Christopher Kitalong, PhD	Vice President, Cooperative Research & Extension
Hilda Reklai	Dean, Student Services
Hedrick Kual	Dean, Continuing Education
Harriette Herman	Director, Development
Larry Wakakoro	Project Director, Upward Bound
Tchuzie Tadao	Project Director, Upward Bound Math & Science
Jolene Joseph	Project Director, Adult High School/Talent Search
Debbie Ngiraibai	Director, Finance
Marie Anderson	Director, Human Resource
Clement Kazuma	Director, Physical Plant
Bruce Rimirch	Director, Computer Systems
Isumechraard Ngirairikl	Director, Financial Aid
Lesley Adachi	Director, Admissions & Records
Cecil Meteolechol	Director, Library Services
Thomas Borja	Director, Learning Resource Center
Lyndon Masami	Director, Cooperative Research & Extension
Vera Dilsils Kanai	Executive Assistant to the President
Ligaya Sara	Institutional Researcher
Rilang Roberto	President, Faculty Senate Association (FSA)
Jack Meltel	President, Classified Staff Organization (CSO)
Kato O. Remeliik	President, Associated Students of Palau Community College (ASPCC)

FACULTY SENATE ASSOCIATION (FSA)

Rilang Roberto	President
Jeana Borja	Vice President
Chelsea Pedro	Secretary
Reiko Kawamura	Treasurer

CLASSIFIED STAFF ORGANIZATION (CSO)

Jack Meltel	President
Janyssa T. Ford-Skilang	Vice President
Leilanie Miko	Secretary
Taulima R. Inosencio	Treasurer

MOC/PCC DIRECTORS AND PRESIDENTS

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

ASSOCIATED STUDENTS OF PALAU COMMUNITY COLLEGE (ASPCC) OFFICERS 2023-2024

Kato O. Remeliik	President
Shamira R. Cruz	President-Elect
Jada Osiik	Secretary
Caley S. Adolf	Treasurer
Matthew Yanruw	Freshmen Representative
Stanislaus Tellei	Freshmen Representative
Arenka A.O. Filibert	Sophomore Representative
Melusech A. Mobel	Sophomore Representative
Humiko Kebekol	Palau SO President Elect
Rachel Letasiugmal.	Yap SO President Elect
Sumileen Peter	Pohnpei SO President Elect
Moses Iosia	RMI SO President Elect

ARTICULATION AGREEMENTS WITH:

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

PHI THETA KAPPA INTERNATIONAL HONOR SOCIETY

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

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

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

FEDERAL TRIO PROGRAMS

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

Upward Bound Program (UB)

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

Upward Bound Math & Science Program (UBMS)

Upward Bound Math & Science (UBMS) is a federally funded program designed to provide essential support and enrichment to students in their preparation for postsecondary education, with a specific focus on STEM-related disciplines. Upward Bound Math & Science offers a range of services, including academic instruction in mathematics and laboratory sciences, along with additional emphasis on fostering competence in science-related fields. Participants in UBMS may also receive tutoring, counseling/advising, mentoring, cultural enrichment activities, and access to work-study programs, among other support services. The program typically serves students who have completed the 8th grade, are between the ages of 13 and 19, and demonstrate a need for academic support to pursue a program of postsecondary education.

Educational Talent Search Program (ETS)

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

SPECIAL PROGRAMS

San Diego State University (SDSU) Programs

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

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

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

Penn Foster Career School (former Thomson Education Direct)

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

National Occupational Competency Testing Institute (NOCTI)

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

University of Guam (UOG) Bachelor of Arts in Elementary Education with a Specialization in Special Education

The University of Guam's (UOG) BA in Elementary Education with a Specialization in Special Education is a program designed to help future teachers gain specific skills for making a positive impact in special education. This program was developed together with Palau Community College (PCC) and the Palau Ministry of Education (MOE), showing a shared commitment to improve educational opportunities and support for teachers in Palau. The main goal of this collaboration is to meet the unique needs of teachers in the special education program, highlighting joint efforts to enhance education and support for teachers in Palau.

University of Hawaii at Manoa- Master of Education in Curriculum Studies – Place Based Curriculum (PACMED)

The MEd-CS PACMED program, offered by the University of Hawaii at Mānoa, is a specialized two-year online cohort track designed for Pacific Island educators. Focused on Place-Based Curriculum (PACMED), the program emphasizes STEAM subjects (Science, Technology, Engineering, Arts, Mathematics) within a framework of cultural responsiveness. With a total of 30 credits to be completed during the program, this offering is tailored for educators in the Pacific Islands, including teachers, administrators, and counselors, seeking to enhance their expertise in STEAM education and place-based curriculum.

CONTINUING EDUCATION PROGRAM

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

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

Enrichment or Non-Credit Programs

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

Apprentice Training Program

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

Adult High School

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

COOPERATIVE RESEARCH AND EXTENSION (CRE)

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

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

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

Research and Development Station (R & D)

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

Multi Species Hatchery

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

PROGRAMS OFFERED

School of Arts and Sciences

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

School of Business

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

School of Technical Education

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

Additional Programs/Services

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

DEGREE PROGRAM REQUIREMENT

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

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

CERTIFICATE PROGRAMS

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

Certificate of Completion

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

Certificate Offerings

AGRICULTURAL SCIENCE

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

AUTOMOTIVE MECHANICS TECHNOLOGY

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

CONSTRUCTION TECHNOLOGY

- Carpentry (20 credits)

LAW ENFORCEMENT

- Law Enforcement (16 credits)

ELECTRICAL TECHNOLOGY

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

GENERAL ELECTRONICS TECHNOLOGY

- Consumer Electronics Technology (24 credits)
- Industrial Control Technology (24 credits)

PALAUAN WORKFORCE INVESTMENT ACT

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

Certificate of Competence

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

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

Certificate of Completion

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

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

Certificate of Mastery for Technology Programs

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

TUITION, FEES, AND OTHER CHARGES

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

Initial Payment

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

Charges

Resident Tuition: \$130.00 per credit

Non Resident Tuition: \$140.00 per credit

Fees:

Registration Fee.....	\$ 15.00 per semester
Health Fee	20.00 per semester
Activity Fee	45.00 per semester
Instructional Support Fee ...	150.00 per semester
Online Fee	25.00 per credit
Hybrid Fee	12.50 per credit
Technology Fee.....	75.00 per semester
Readmission Fee.....	10.00
Late Registration Fee	10.00 per semester
Application Fee (nonrefundable).....	10.00
Transcript Fee	3.00 each
I.D. Card Fee	5.00 each
Drop & Add Fee	2.00 each
Bad Check Fee.....	25.00 each
Credit by Exam Fee	10.00 per course
Graduation Fee	55.00 for participants
.....	25.00 for non-participants
Late Payment 1-1/2% per month on unpaid balance	

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

Room & Board:

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

Regular Term (Spring/Fall)

Room	\$ 588.00
Board	\$ 1,102.50 (3 meals a day, 7 days a week)

Short Term (Summer/Special Sessions)

Room	\$ 280.00
Board	\$ 525.00 (3 meals a day, 7 days a week)

The information in this factbook was compiled by the Institutional Research and Evaluation Office. The primary source of data was from the Registrar's Office, other data was also provided by Human Resource Office, Office of Admissions & Financial Aid and Business Office. Analysis tables were extracted from Excel report files and MS Access database. Although every attempt has been taken to assure the correctness of the data, slight inaccuracies may exist.

Definition:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

ENROLLMENT

Enrollment Status and Gender, FALL 2022

	Male	Female	Total	%
Full Time	137	142	279	61%
Part Time	69	106	175	39%
Total	206	248	454	

Enrollment Status and Gender, SPRING 2023

Enrollment Status	Male	Female	Total	%
Full Time	93	98	191	51%
Part Time	77	108	185	49%
Total	206	170	376	

Enrollment Status and Gender, SUMMER 2023

Enrollment Status	Male	Female	Total	%
Full Time	11	29	40	23%
Part Time	60	73	133	77%
Total	71	102	173	

ENROLLMENT

Enrollment Status and Gender, All Students, Fall 2023

Enrollment Status	Male	Female	Total	%
Full Time	111	119	230	59.4%
Part Time	57	100	157	40.5%
Total	219	168	387	

Country/State/Region and Gender, All Students, Fall 2023

Country/State/Region	Male	Female	Total	%
American Samoa	0	1	1	0.3%
Chuuk	0	1	1	0.3%
CNMI	1	2	3	0.8%
Guam	2	3	5	1.3%
Philippines	4	7	11	2.8%
Pohnpei	3	2	5	1.3%
Palau	146	194	340	87.9%
RMI	2	0	2	0.5%
ROC	2	0	2	0.5%
Solomon Islands	0	1	1	0.3%
USA	3	3	6	1.6%
Yap	5	5	10	2.6%
Total	168	219	387	

Registration Status and Gender, All Students, Fall 2023

Registration Status	Male	Female	Total	%
Continuing	105	144	249	64.3%
First Time	47	44	91	23.5%
Readmitted	2	3	5	1.3%
Returning	14	27	41	10.6%
Transfer	0	1	1	0.26%
Total	168	219	387	

Students FALL Headcount	FA 2011	FA 2012	FA 2013	FA 2014	FA 2015	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	Fall 2023
Enrollment	742	680	644	604	627	587	532	497	444	553	525	455	387
Enr Status													
Full-Time	508	423	415	368	347	226	364	267	259	280	204	289	230
Part-time	234	257	229	236	280	361	168	230	185	273	321	166	157
Gender													
Male	315	297	303	286	287	268	238	189	203	235	239	206	219
Female	427	383	341	318	340	319	294	308	241	318	286	249	168
Palau	591	540	516	471	479	448	409	429	380	495	472	412	340
Chuuk	35	33	30	24	17	11	8	4	1	0	0	0	0
Koror	5	15	18	16	15	11	14	4	10	4	3	0	1
Pohnpei	12	12	12	19	31	36	28	6	3	1	2	2	5
RMI	3	9	12	14	22	19	13	11	6	9	4	0	2
Yap	87	63	52	57	59	58	51	32	31	30	16	10	10
USA	2	1	0	0	0	1	1	2	1	0	12	6	14
Others	7	7	4	3	4	3	8	9	12	14	16	25	15
Freshmen	526	424	438	473	373	398	354	317	271	368	377	306	255
Sophomore	142	151	108	59	130	124	130	106	92	154	141	124	104
Unclassified	10	4	7	2	7	9	3	22	9	1	1	2	2
Enrichment	0	2	2	0	1	2	0	0	1	0	1	0	1
Undeclared	56	98	89	70	116	54	44	48	69	30	5	23	25
Dual	8	1	0	0	0	0	1	4	2	0	0	0	0
Continuing	536	462	388	363	370	405	342	310	273	358	423	306	249
First-Time	119	149	170	140	184	127	141	99	104	105	48	89	91
Re-admitted	5	8	6	9	4	3	6	1	5	8	8	5	5
Returning	70	55	73	88	66	50	37	63	49	61	44	54	41
Transfer	4	5	7	4	3	2	2	3	5	6	2	1	1
Dual	8	1	0	0	0	0	1	4	2	0	0	0	0
CTE-LAB									6	15			

ALL STUDENTS	FA 12	FA 13	FA 14	FA 15	FA 16	FA 17	FA 18	FA 19	FA 20	FA 21	FA 22	FA23
School of Arts and Sciences	223	225	223	215	263	245	268	228	299	248	227	198
Agricultural Sciences (AG)	40	37	33	45	48	43	17	15	21	20	16	10
Criminal Justice (CJ)	4	10	17	19	25	18	17	19	28	26	44	26
Community & Public Health (CPH)	-	19	21	18	14	11	6	8	10	11	12	8
Education (ED)	61	51	41	36	54	30	62	48	51	30	20	38
Environmental/Marine Science (ES)	10	13	10	8	11	16	15	8	11	18	18	14
Liberal Arts (LA)	64	50	59	52	71	91	107	104	130	103	77	59
Library & Information Services (LS)	22	9	12	5	5	0	7	1	3	1	2	0
Palauan Studies (PW)	-	-	-	-		3	0	0	0	1	0	0
Nursing (NU)	20	32	26	27	29	35	31	16	31	33	33	34
STEM Disciplines	2	4	4	5	6	8	6	9	14	5	5	9
School of Business	212	183	178	153	147	135	103	85	135	163	120	104
Business Accounting (BA)	13	17	11	8	21	19	16	8	17	23	16	15
Business Administration (BU)	7	8	13	14	22	35	25	24	34	56	35	27
Information Technology	13	10	7	12	23	26	15	17	27	24	25	18
Office Administration (OA)	100	90	88	69	42	32	14	9	18	19	17	8
Tourism & Hospitality (TH)	79	58	59	50	39	23	33	27	39	41	27	36
School of Technical Education	140	138	131	135	109	94	52	50	87	106	83	57
Air Conditioning and Refrigeration Technology	4	6	6	11	9	7	4	1	2	2	0	0
Automotive Technology	30	35	39	49	33	28	13	11	24	30	24	12
Construction Technology (CT)	38	33	18	15	18	13	9	17	32	40	34	28
Electrical Technology (ET)	20	16	25	21	17	11	3	2	6	9	7	6
General Electronics Technology (GE)	27	21	17	20	16	19	9	9	11	13	10	6
Small Engine and Outboard Marine Technology (SE)	21	27	26	19	16	16	14	10	12	13	8	5
UNDECLARED (UND)	98	89	70	116	57	44	48	69	31	5	23	25
TOTAL (Degree-Seeking)	673	635	602	619	574	528	471	426	552	523	453	384
Non-Degree Programs												
CTE Lab School							17					
Dual	1	0	0	0	0	1	4	2	0	0	0	0
UNCLASSIFIED (UNC)	4	7	2	7	9	3	5	9	1	1	2	2
ENRICHMENT (ENR)	2	2	0	1	2	0	0	1	0	1	0	1
TOTAL (Non-Degree)	7	9	2	8	11	4	26	18	1	2	2	3
GRAND TOTAL	680	644	604	627	587	532	497	444	553	525	455	387

RETENTION RATE FALL TO SPRING

Fall 2022 to Spring 2023	Total Enrolled	Returned in Spring 2022	Retention Rate
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All First time degree-seeking students including Summer start

124	99	79.8%
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By Gender

Male

61	46	75.4%
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Female

63	53	84.1%
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By Enrollment Status

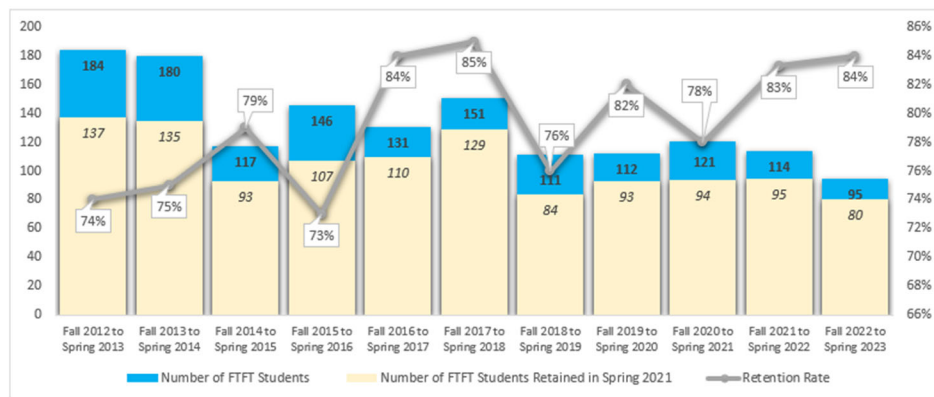
Fall 2022 to Spring 2023	Total Enrolled	Returned in SP23	Retention Rate
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First Time Full Time (FTFT) including Summer Start (Fall Cohort)

95	80	84%
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First Time Part Time

29	19	66%
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Fall to Spring	Fall 2012 to Spring 2013	Fall 2013 to Spring 2014	Fall 2014 to Spring 2015	Fall 2015 to Spring 2016	Fall 2016 to Spring 2017	Fall 2017 to Spring 2018	Fall 2018 to Spring 2019	Fall 2019 to Spring 2020	Fall 2020 to Spring 2021	Fall 2021 to Spring 2022	Fall 2022 to Spring 2023
Number of FTFT Students	184	180	117	146	131	151	111	112	121	114	95
Number of FTFT Students Retained in Spring 2023	137	135	93	107	110	129	84	93	94	95	80
Retention Rate	74%	75%	79%	73%	84%	85%	76%	82%	78%	83%	84%

RETENTION RATE FALL TO FALL ONE YEAR RETENTION

Fall 2022 to Fall 2023	Total Enrolled	Returned in Fall 2023	Retention Rate
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ALL First time degree-seeking students including Summer start

124	78	62.9%
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By Gender

Male

61	36	59.0%
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Female

63	42	66.7%
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By Enrollment Status

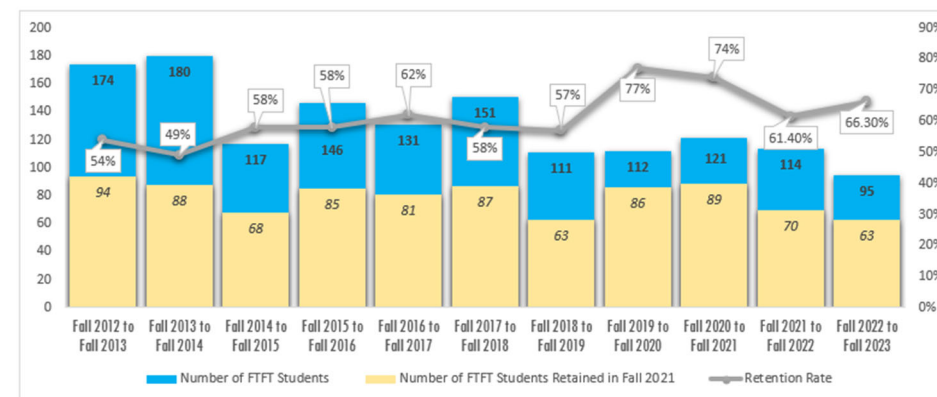
Fall 2022 to Fall 2023	Total Enrolled	Returned in FA23	Retention Rate
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First Time Full Time (FTFT) including Summer Start (Fall Cohort)

95	63	66.3%
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First Time Part Time

29	15	51.7%
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Fall to Fall	Fall 2012 to Fall 2013	Fall 2013 to Fall 2014	Fall 2014 to Fall 2015	Fall 2015 to Fall 2016	Fall 2016 to Fall 2017	Fall 2017 to Fall 2018	Fall 2018 to Fall 2019	Fall 2019 to Fall 2020	Fall 2020 to Fall 2021	Fall 2021 to Fall 2022	Fall 2022 to Fall 2023
Number of FTFT Students	174	180	117	146	131	151	111	112	121	114	95
Number of FTFT Students Retained in Fall 2021	94	88	68	85	81	87	63	86	89	70	78
Retention Rate	54%	49%	58%	58%	62%	58%	57%	77%	74%	61.4%	62.9%

DEGREES CONFERRED

Degrees Awarded from July 1 thru June 30 of next year
(SU, FA, SP)

Degrees Awarded By Program	2011 - 2012	2012- 2013	2013- 2014	2014- 2015	2015- 2016	2016- 2017	2017- 2018	2018- 2019	2019- 2020	2020- 2021	2021- 2022	2022- 2023
Total Degrees Awarded	85	99	88	86	63	102	114	105	84	89	102	81
Associate of Arts (AA)	12	11	7	11	4	5	8	11	6	15	11	12
Liberal Arts (LA)	12	11	7	11	4	4	6	10	5	12	10	10
STEM Disciplines (SD)	-	-	-	-	-	1	2	1	1	3	1	2
Associate of Applied Science (AAS)	48	70	56	52	33	33	54	39	23	16	40	24
Agricultural Sciences (AG)	4	10	6	5	7	3	10	6	2	1	1	1
Air Conditioning and Refrigeration Technology (AC)	3	0	1	1	0	0	0	3	1	0	2	0
Automotive Mechanics Technology (AT) <i>former AM</i>	3	6	4	4	3	3	13	8	5	2	5	8
Construction Technology (CT)	7	2	7	4	1	3	1	4	0	3	12	8
Electrical Technology (ET)	2	7	3	2	3	4	6	5	2	0	4	2
General Electronics Technology (GE)	1	5	5	4	1	2	4	3	3	1	1	1
Library & Information Services (LS)	1	12	4	4	0	0	0	0	0	0	0	0
Nursing (NU)	1	1	0	3	2	2	2	2	1	2	2	0
Office Administration (OA)	12	18	19	10	9	7	8	6	0	2	4	1
Small Engine and Outboard Marine Technology (SE)	2	2	2	5	4	2	6	0	5	3	5	2
Tourism & Hospitality (TH)	12	7	5	10	3	7	4	2	4	2	4	1
Associate of Science (AS)	25	18	25	23	26	63	52	55	55	58	50	45
Agricultural Sciences (AG)	0	1	1	0	0	1	6	6	6	7	5	3
Business Accounting (BA)	2	5	4	3	5	2	8	4	3	4	0	4
Business Administration (BU)	5	0	2	2	4	2	4	9	8	9	9	6
Community and Public Health (CPH)						5	6	7	3	2	2	5
Criminal Justice (CJ)	2	0	3	0	1	9	3	1	8	9	7	3
Education (ED)	3	3	5	4	3	29	6	10	13	15	5	1
Environmental/Marine Science (ES)	3	3	2	3	2	4	0	4	3	2	1	3
General Electronics Technology (GE)	0	0	0	0	1	0	0	2	0	1	4	1
Information Technology (IT)	5	2	1	2	3	3	9	1	2	3	2	7
Library & Information Services (LS)	0	0	1	1	0	1	0	1	0	0	0	0
Nursing (NU)	0	4	6	6	7	4	8	6	4	5	3	11
Tourism & Hospitality (TH)	5	0	0	2	0	1	2	4	5	1	12	1
Certificate of Completion					0	0	0	0	0	0	1	0
Automotive Mechanics Technology (AT)					0	0	0	0	0	0	1	0

COMPLETERS BY GENDER, STATE AND AGE

Academic Year												
	2011 - 2012	2012- 2013	2013- 2014	2014- 2015	2015- 2016	2016- 2017	2017- 2018	2018- 2019	2019- 2020	2020- 2021	2021- 2022	2022- 2023
Graduates	85	99	88	86	63	102	114	105	84	89	102	81
GENDER												
Male	40	46	38	29	26	41	57	44	34	30	49	39
Female	45	53	50	57	37	61	57	61	50	59	53	42
COUNTRY / STATE												
Chuuk	4	1	1	2	3	0	3	2	2	1	0	0
Kosrae	1	2	1	1	1	1	3	1	1	1	2	0
Palau	65	77	69	77	50	87	82	78	70	77	85	71
Pohnpei	4	1	3	0	3	2	4	3	2	1	0	1
RMI	3	1	0	0	0	2	5	2	2	0	2	0
Yap	8	16	14	6	6	10	17	16	6	7	11	3
Other	0	1	0	0	0	0	0	3	1	2	2	6
AGE												
<18	0	0	0	0	0	0	0	0	0	0	0	1
18-19	4	1	4	1	0	1	3	1	2	13	14	4
20-21	42	33	35	31	22	21	36	46	34	28	32	27
22-23	15	18	19	23	18	19	29	20	19	16	18	16
24-25	8	12	8	7	6	6	13	4	4	2	12	12
26-27	4	7	4	7	5	3	9	7	3	8	6	4
28-29	4	4	2	4	2	5	1	4	3	6	5	4
30-39	5	13	11	5	4	14	10	9	11	5	10	8
40-49	2	9	4	6	6	23	7	9	7	7	2	3
50-59	0	0	0	0	0	0	0	0	0	0	0	2

GRADUATION RATE FIRST-TIME FULL TIME

FIRST TIME FULL TIME STUDENTS	Fall of Entry									
	Fall Cohort 2012	Fall Cohort 2013	Fall Cohort 2014	Fall Cohort 2015	Fall Cohort 2016	Fall Cohort 2017	Fall Cohort 2018	Fall Cohort 2019	Fall Cohort 2020	Fall Cohort 2021
	184	180	117	143	131	149	111	112	123	
<i>Number of Students Graduated within 3 years</i>	36	28	23	43	50	38	29	35	39	
150% Graduation Rate	20%	16%	20%	30%	38%	26%	26%	31%	32%	

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

INSTITUTIONAL-SET STANDARDS FOR STUDENT ACHIEVEMENT

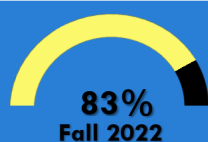
Required under

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

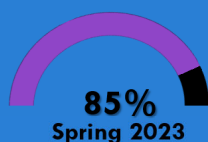
ISSA 1

At least 60% of registered students will complete enrolled courses (course completion) in any given semester. Stretch Goal: 70%

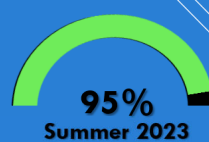
Course Completion AY 2022-2023



Total Course Enrollment = 1,734
Successful (A,B,C,D) = 1,446
Unsuccessful (F,W) = 288



Total Course Enrollment = 1,301
Successful (A,B,C,D) = 1,102
Unsuccessful (F,W) = 199
Grades I & CP not included



Total Course Enrollment = 234
Successful (A,B,C,D) = 222
Unsuccessful (F,W) = 12

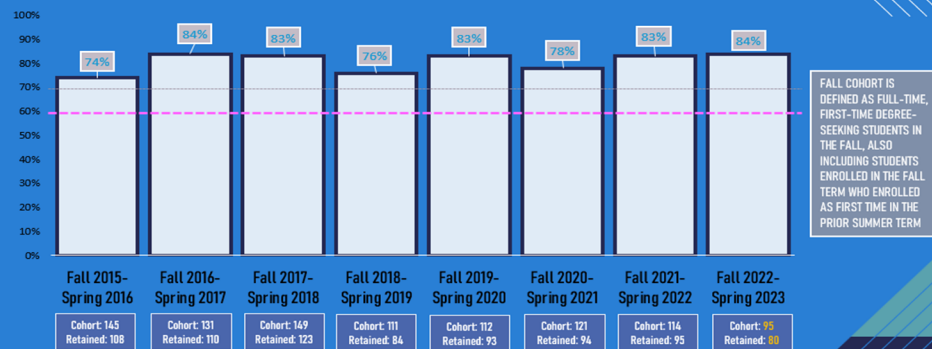
85%

Overall Course Completion Rate
Academic Year 2022 -2023

ISSA 2

PCC retains at least 60% of registered students from term to term; fall to fall; and spring to spring until completion of degree/certificate programs. Stretch Goal: 70%

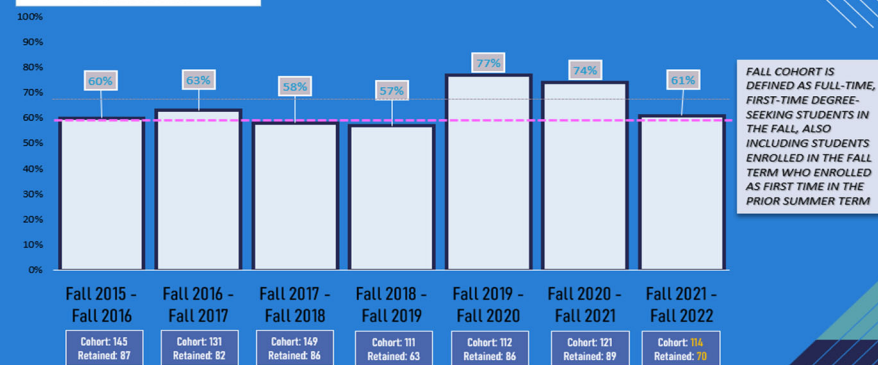
FALL to FALL
Retention Rate



ISSA 2

PCC retains at least 60% of registered students from term to term; fall to fall; and spring to spring until completion of degree/certificate programs. Stretch Goal: 70%

FALL to FALL
Retention Rate



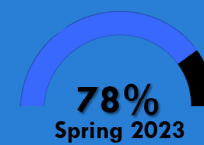
ISSA 3

At least 70% of registered students will complete enrolled **general courses** (course completion) in any given semester. Stretch Goal: 80%

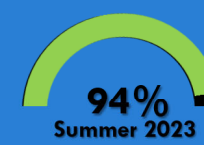
General Education Course Completion



Total Course Enrollment = 813
Successful (A,B,C,D) = 653
Unsuccessful (F,W) = 160



Total Course Enrollment = 601
Successful (A,B,C,D) = 469
Unsuccessful (F,W) = 132
Grades I & CP not included



Total Course Enrollment = 196
Successful (A,B,C,D) = 184
Unsuccessful (F,W) = 12

81%

GENERAL EDUCATION
Course Completion Rate
Academic Year 2022 -2023

ISSA 4

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

Stretch Goal: 15%



11.4%

FALL COHORT 2021

114 Students in the Cohort
13 Graduated after 2-2.5 yrs



Graduates by Gender

	Graduates	Fall Cohort
Female	4	53
Male	9	61

Graduates by Program

	Graduates	Fall Cohort
CT	4	14
IT	1	5
AT	3	11
THFB	2	8
SE	1	3
AG	2	3

18%

FALL COHORT 2020

123 Students in the Cohort; 22 Graduated

13%

FALL COHORT 2019

112 Students in the Cohort; 15 Graduated

14%

FALL COHORT 2018

111 Students in the Cohort; 16 Graduated

13%

FALL COHORT 2017

149 Students in the Cohort; 19 Graduated

19%

FALL COHORT 2016

131 Students in the Cohort; 25 Graduated

9%

FALL COHORT 2015

143 Students in the Cohort; 13 Graduated

ISSA 5

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

Stretch Goal: 25%

FALL COHORT 2020

14% 17 Graduated after 3 years
123 Students in the Cohort



Graduates by Gender

	Graduates	Fall Cohort
Female	7	68
Male	9	55

Graduates by Program

	Graduates	Fall Cohort
NU	4	7
SD	2	3
IT	3	10
BA	1	7
CT	4	16
LA	2	24
BU	1	7

18%

FALL COHORT 2019

112 Students in the Cohort; 20 Graduated

12%

FALL COHORT 2018

111 Students in the Cohort; 13 Graduated

16%

FALL COHORT 2017

149 Students in the Cohort; 24 Graduated

19%

FALL COHORT 2016

131 Students in the Cohort; 25 Graduated

20%

FALL COHORT 2015

143 Students in the Cohort; 30 Graduated

ISSA 6

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

Stretch Goal: 25%

20%

AY 2021-2022

16 of the 81 graduates transferred to University

AY 2020-2021

18% 18 of the 102 graduates transferred to University

AY 2019-2020

10% 8 of the 78 graduates transferred to University

AY 2018-2019

7% 6 of the 87 graduates transferred to University

AY 2017-2018

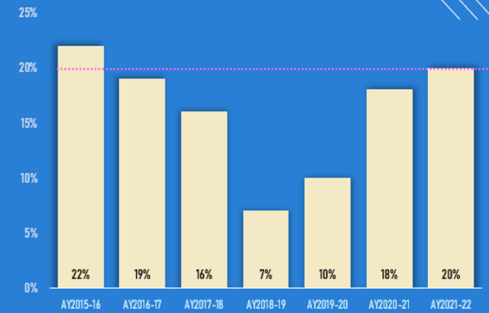
16% 12 of the 119 graduates transferred to University

AY 2016-2017

19% 23 of the 119 graduates transferred to University

AY 2015-2016

22% 14 of the 63 graduates transferred to University



ISSA 7

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

Stretch Goal: 55%

55%

AY 2021-2022

45 of the 81 graduates entered the workforce

AY 2020-2021

65% 66 of the 102 graduates entered the workforce

AY 2019-2020

60% 47 of the 78 graduates entered the workforce

AY 2018-2019

53% 46 of the 87 graduates entered the workforce

AY 2017-2018

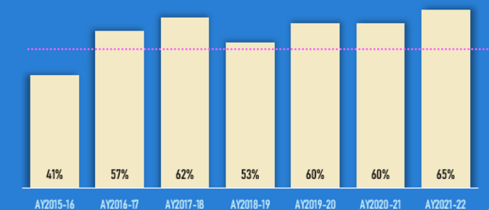
62% 74 of the 119 graduates entered the workforce

AY 2016-2017

57% 68 of the 119 graduates entered the workforce

AY 2015-2016

41% 23 of the 63 graduates entered the workforce



BUDGET INFORMATION

Projected FY 2023 Budget

Source: PCC Business Office

INCOME	AMOUNT (\$)
Tuition & Fees	1,575,630.50
Room	36,400.00
Board	54,600.00
ROP Contribution	2,461,000.00
ROP Endowment	75,000.00
ROP Tuition Assistance	60,000.00
Sales of Service	95,000.00
Grants	2,145,061.00
Restricted Appropriations	125,331.93
COM Land Grant Funding	75,000.00
Fees & Miscellaneous Revenues	481,993.00
Total Income	7,185,016.43

EXPENSES	AMOUNT (\$)
Furnitures & Fixtures	35,000.00
Equipment	77,130.00
Insurance	28,500.00
Instructional Materials	65,500.00
Books & Library	95,000.00
Food Supplies	227,383.00
Consumable Supplies	186,695.18
Vehicle Registration	16,000.00
Automobile/POL	158,000.00
Staff Development (Training)	8,000.00
Advertising	8,150.00
Printing & Reproduction	29,913.00
Communication	150,369.21

BUDGET INFORMATION

Projected FY 2023 Budget

EXPENSES, Continued	AMOUNT (\$)
Utilities	463,000.00
Leased Housing	45,000.00
Student Recruitment	35,000.00
Contractual Services	145,000.00
Travel (Staff Development)	160,149.10
Health Insurance	183,900.67
Life Insurance	-
Pension Plan	200,562.32
Social Security	233,989.37
Salaries	3,342,705.31
Adult High School	35,000.00
CTE Lab School	20,000.00
Micronesian Voyaging Society	50,000.00
Board of Trustees	38,000.00
Pension Buy Back	39,784.90
Accreditation	80,000.00
Non - FAS Pension	29,626.20
Palau Health Care Plan	90,964.02
Management Information System	204,000.00
Total Cost of Ownership (Infra.SF)	126,302.37
Student Wage/Stipend	114,020.00
Tuition Waiver	32,020.00
Repair & Maintenance	46,000.00
PGST 10%	158,264.28
Institutional Membership & Fees	180,000.00
Scholarships	46,087.50
Total Expenses	7,185,016.43

EMPLOYEE

Full- Time Employees

	Male	Female	Total
Regular	43	66	109
Limited Term	31	25	56
Volunteer	0	1	1
Total	74	91	166

Full Time Regular Contracts

	Male	Female	Total
Faculty	13	13	26
Administrators & Staff	30	53	83
Total	43	66	109

Full Time Limited Term Contracts

	Male	Female	Total
Faculty	2	3	5
Administrators & Staff	22	29	51
Total	24	32	56

All Faculty

	Male	Female	Total
Full Time	15	16	31
Volunteer	0	1	1
Total	15	18	32

Ethnicity	Full Time Administrators & Staff	Full Time Faculty
Palauan	117	19
Philippines	2	7
USA	2	0
RMI	0	1
Micronesian	12	2
Japan	0	1
Slovakia	0	1
Burmese	1	0
China	0	1
Total	134	32

Source: Human Resource Office, November 2022

ENDOWMENT FUND

Year	Amount
1998	\$132,273 (\$100,000 - OEK)
1999	\$230,496
2000	\$314,496
2001	\$324,896
2002	\$413,335 (\$84,000—OEK)
2003	\$474,233
2004	\$657,911
2005	\$878,185
2006	\$1.1 Million
2007	\$1.5 Million
2008	\$1.125 Million (result of economic decline)
2009	\$1.3 Million
2010	\$1.7 Million
2011	\$2.050 Million
2012	\$2.490 Million
2013	\$3.050 Million
2014	\$3.678 Million (\$50,000 - OEK)
2015	\$3.897 Million
2016	\$4.1 Million (\$50,000 - OEK)
2017	\$4.97 Million
2018	\$5 Million
2019	\$5.6 Million
2020	\$ 6.5 Million
2021	\$ 6.8 Million (\$75,000 - OEK)
2022	\$7.8 Million (\$75,000 - OEK)
2023	\$7.9 Million (\$75,000 - OEK)

This fact book is a comprehensive and significant resource. Thanks to the assistance of the several offices on campus and the staff who provided the information and data.

