




October 21, 2024

TO: Patrick U. Tellei, Ed. D
PCC President

FROM: Dean Hilda N. Reklai 
Chair, Retention Committee

SUBJECT: Proposed Palau Community College Retention Plan

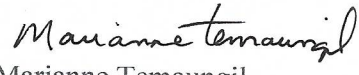
The committee on Retention has successfully completed a draft of the Retention Plan for your review. The Committee met several times over a period of several months and is proud to submit the finalized Retention Plan, which is based on the College's Institution-Set Standards for Student Achievement (ISSA) as the goals. Activities and Tasks to support each of the goals are identified and delineated in the Retention Plan.

These tasks and activities are aimed at increasing the students' course completion rate, retention, graduation, transfer, and job placement. It is also aligned with the College's 15-Year Institutional Master Plan. Once the plan is approved, the Retention Committee will work toward the achievement of the goals through the implementation of identified tasks/objectives.


Thank you and the Committee looks forward to hearing from you soon.



Hilda Reklai
Chairperson



Jay Olegeriil
Co-Chair



Marianne Temaungil
Member


Ulai Ikessiil
Member



Isumechraard Ngirairikl
Member


Lisa Rafael
Member


Thomas Borja
Member


Rilang Roberto
Member

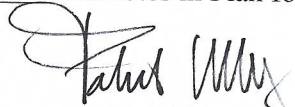

Shamira Cruz
Member


Husto Ullengchong
Member

After reviewing the plan, please indicate your decision by choosing one of the options below so that the Committee will know the next step to take:

☒ Plan is Approved ☐ Plan is Disapproved

☐ See Notes in Plan for further Review

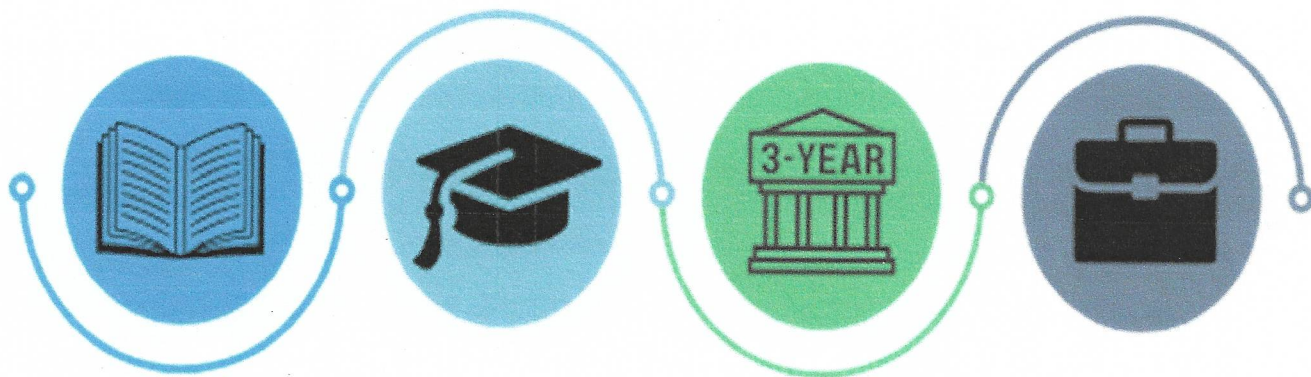

Patrick U. Tellei, EdD
President

10/22/2024
Date

Attachment: Retention Plan



PALAU COMMUNITY COLLEGE RETENTION PLAN 2022 – 2025



The College Retention Plan is the responsibility of every institution employee regardless of title and position.

Mission - 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.

Vision - "We strive to guarantee quality and excellence"

Purpose – The purpose of this Plan is to help the College evaluate its services according to its mission, to use evaluation results to drive its decisions, and to identify well-developed strategies that will be implemented to increase student retention until graduation. The Retention Plan is also designed to increase the number of students transferring from PCC to a four-year college/university as well as to enter the workforce. This Plan should encourage a learning environment where the student-instructor-advisor relationship guarantees and supports individual success.

Statement of Commitment to Student Retention

Palau Community College is committed to providing a learning environment and support system that encourages students to achieve their educational goals. Whether a student is engaged in a single course or a full program of study, PCC is dedicated to student success and retention.

Furthermore, PCC is committed to ensuring that the following Institutional-Set Standards for Student Achievement are met or exceeded:

- ISSA 1 - At least 70% of registered students will complete enrolled courses (course completion) in any given semester with a stretch goal of 85%.
- ISSA 2 - PCC retains at least 60% of registered students from term to term; fall to fall; and fall to spring until completion of degree/certificate programs with a stretch goal of 70%.
- ISSA 3 - At least 70% of registered students will complete enrolled general education courses in any given semester with a stretch goal of 80%.
- ISSA 4 - At least 25% of enrolled students will graduate within the 150% normal time to completion (3 years) with a stretch goal of 35%.
- ISSA 5 - At least 20% of students who completed degree programs will transfer to 4-year colleges/universities with a stretch goal of 25%.
- ISSA 6 - At least 50% of students who completed degree/certificate programs will enter the workforce (job placement) with a stretch goal of 55%.

Retention Committee Charge (Organization)

The charge of the committee is to:

- Provide leadership that increases sensitivity and awareness of student retention issues;
- Identify College-wide goals for student retention (ISSA);
- Select key strategies for campus implementation;
- Monitor outcomes for documentation of retention success; and
- Provide support and guidelines to enhance academic advising which assists students to become effective agents for short-term program success and long-term personal lifelong learning and development

Committee meetings are to be held twice a semester and when the need arises. Minutes of meetings should reflect progress toward a current plan of work. Minutes are to be kept on file and posted on the college website by the committee chairperson with copies submitted to the Executive Committee of the College.

Definition

Retention Rate: A measure of academic progress of a cohort of students from one term or year to the next.

First-Time-Full-Time: The cohort of full-time degree-seeking students in the fall, including students enrolled in the fall term who enrolled as first-time-full-time in the prior summer term.

Adjusted cohort is subtracting the student exclusions from the original cohort prior to calculating the retention rate. Allowable exclusion are students who left the institution for any of the following reasons:

- Deceased or permanently disabled
- To serve in the armed forces (including those called to active duty)
- To serve with a foreign aid service of the federal government (e.g. Peace Corps)
- To serve on official church missions

Goal 1. At least 70% of registered students will complete enrolled courses (course completion) in any given semester with a Stretch Goal of 85%.

Task	Responsibility	Timeline	Outcomes	Resources
1.1 Implement different strategies to ensure that 70% of registered students will complete enrolled courses in any given semester.		On-going every semester and academic year	At least 70% of registered students completed enrolled courses in any given semester	Financial
1.1.1 Academic advising	1.1.1 Advisors			
1.1.2 Counseling	1.1.2 Counselors			
1.1.3 Career/Transfer Counseling	1.1.3 Learning Resource Center Counselor			
1.1.4 Academic tutoring	1.1.4 Learning Resource Center Tutors, Academic Tutoring Center			
1.1.5 Student Referrals and Student Progress Reports (SPR)	1.1.5 Teaching Faculty, Student Life Advisor			
1.1.6 SS100: Introduction to College	1.1.6 Academic Affairs, Student Services, Library Services			

Goal 2. PCC retains at least 60% of registered students from term to term; fall to fall; and fall to spring until completion of degree/certificate programs with a Stretch Goal of 70%.

Task	Responsibility	Timeline	Outcomes	Resources
2.1 Implement different strategies to ensure that 60% of registered students will be retained in any given semester.				Financial
2.1.1 Continue hosting Day Care Center to benefit PCC students	2.1.1 Maintain a collaborative agreement with PCAA and MHHS		2.1.1 On-Campus Daycare Center for students in need	

<p>2.1.2 Continue to offer PCC-Based Scholarships and Federal Grants</p> <p>2.1.3 Continue to offer hybrid and online courses to allow for remote learning</p> <p>2.1.4 Allow students with outstanding balances to register with an agreed-to arrangement/ payment plan</p> <p>2.1.5 Transfer Services/Travel Scholarships</p>	<p>2.1.2 Development Office, Office of Financial Aid</p> <p>2.1.3 Academic Affairs, Student Services</p> <p>2.1.4 Student Account</p> <p>2.1.5 Learning Resource Center, Student Life</p>		<p>2.1.2 Students have financial assistance to continue taking courses</p> <p>2.1.3 Students can take classes remotely off-campus</p> <p>2.1.4 Students can continue taking courses</p> <p>2.1.5 Incentives for students to complete degrees</p>	
<p>2.2 Increase success rate at the course, certificate, and degree level by enhancing intervention strategies to foster and ensure inclusion and equitable access to student support services</p> <p>2.2.1 Counseling and advising</p> <p>2.2.2 Tutoring</p> <p>2.2.3 Academic Probation Sessions</p> <p>2.2.4 Referrals and dialogue between faculty and counselors</p> <p>2.2.5 Student Progress Report (SPR)</p> <p>2.2.6 Assess enrolled Individualized Educational Plans (IEP)</p> <p>2.2.7 Follow-up phone calls to continuing students</p>	<p>2.2.1 Student Life</p> <p>2.2.2 Learning Resource Center, Academic Tutoring Center</p> <p>2.2.3 Student Life</p> <p>2.2.4 Academic Affairs, Student Life</p> <p>2.2.5 Academic Affairs, Student Life</p> <p>2.2.6 Student Life</p> <p>2.2.7 Student Life, Admissions and Records</p>		<ul style="list-style-type: none"> • Increased passing rate at the course level • Increased graduation rate for certificate and degree programs • Reduced number of academic probations • Reduced financial aid warning • Increased retention rate from year to year 	Financial

Goal 3. At least 70% of registered students will complete enrolled general education courses in any given semester with a Stretch Goal of 80%.

Task	Responsibility	Timeline	Outcomes	Resources
3.1 Implement different strategies to ensure that 70% of registered students will complete enrolled general education courses in any given semester		On-going every semester and academic year	After Academic Year 2024-2025 (summer/fall 2025) –	Financial
3.1.1 Counseling and advising	3.1.1 Student Life		At least 80% of registered students will complete enrolled general education courses in any given semester.	
3.1.2 Tutoring	3.1.2 Learning Resource Center, Academic Tutoring Center			
3.1.3 Academic Probation Sessions	3.1.3 Student Life			
3.1.4 Referrals and dialogue between faculty and counselors	3.1.4 Academic Affairs, Student Life			
3.1.5 Student Progress Report (SPR)	3.1.5 Academic Affairs, Student Life			

Goal 4. At least 25% of enrolled students will graduate within the 150% normal time to completion (3 years) with a Stretch Goal of 35%.

Task	Responsibility	Timeline	Outcomes	Resources
4.1 Implement different strategies to ensure that at least 25% of enrolled students will graduate within the normal time to completion.		On-going every semester and academic year	At least 25% of enrolled students will graduate within the normal time to completion.	Financial
4.1.1 Counseling and advising	4.1.1 Student Life			
4.1.2 Tutoring	4.1.2 Learning Resource Center, Academic Tutoring Center			
4.1.3 Academic Probation Sessions	4.1.3 Student Life			
4.1.4 Referrals and dialogue between faculty and counselors	4.1.4 Academic Affairs, Student Life			
4.1.5 Student Progress Report (SPR)	4.1.5 Academic Affairs, Student Life			

4.1.6 Maintain a collaborative agreement with PCAA and MHHS for Daycare Services	4.1.6 PCAA, MHHS, PCC			
4.1.7 Transfer Services/Travel Scholarships	4.1.7 Learning Resource Center			

Goal 5. At least 20% of students who completed degree programs will transfer to 4-year colleges/universities with a Stretch Goal of 25%.

Task	Responsibility	Timeline	Outcomes	Cost
5.1 Implement different strategies to ensure that at least 20% of students who completed degree programs will transfer to 4-year colleges/universities		On-going every semester and academic year	At least 20% of students who completed degree programs will transfer to 4-year colleges/universities	Financial
5.1.1 Counseling/advising	5.1.1 Student Life			
5.1.2 Transfer Services/Travel Scholarships	5.1.2 Learning Resource Center			

Goal 6. At least 50% of students who completed degree/certificate programs will enter the workforce (job placement) with a stretch goal of 55%.

Task	Responsibility	Timeline	Outcomes	Resources
6.1 Implement different strategies to ensure that at least 50% of students who completed degree/certificate programs will enter the workforce (job placement).		On-going every semester and academic year	At least 50% of students who completed degree/certificate programs will enter the workforce (job placement).	Financial
6.1.1 Counseling/advising	6.1.1 Student Life			
6.1.2 Career Counseling	6.1.2 Learning Resource Center			

Basic Assumption (Rationale)

- Student-instructor-advisor interaction has a strong impact on student satisfaction and retention. Research studies correlate successful retention with students who feel that the College is committed to his/her academic success and well-being.
- Contacting the student early in the semester of classes may be the key timeframe in assisting and retaining students.
- “Student First” environment can improve retention.
- Attendance and grade point averages correlate with retention.
- Students on probation or suspension are at risk of dropping out and need targeted retention strategies.

Strategies

1. **Academic Advisement** – Academic advising assists students in formulating Individual Educational Plans (IEP) and Individual Program Requirements (IPR) to achieve students’ goals. Advisors discuss with students personal matters, career goals, educational expectations, academic progress, and any issues that may be hindrances to student learning and success. Academic advisors should be knowledgeable in the following: degree program requirements, academic policies, and student support services.

PCC recognizes that academic advising is essential to student success. Academic advisors should use IEP and IPR as checklists to ensure consistency and accuracy during advising. Copies of the student’s IEP and IPR are provided to advisees.

Academic advisors should work closely with faculty and other student support service staff to monitor and assist students who are on academic probation or are at risk of failing.

Academic advisors attend professional development activities and trainings to increase awareness of the importance of advising and become familiar with other advising techniques and models as well as to evaluate the effectiveness of current practices. Effective advising strategies promote student satisfaction with PCC and provide them with encouragement and support to fulfill their educational goals.

2. **Customer Service** – Another key factor in student success at the college is the relationship with faculty and staff. PCC employees should continue to build and strengthen strong professional relationships with students by encouraging all units to cultivate a “Students First” environment.

Exemplary customer service should be a college goal. PCC will focus on the importance of excellent customer service by providing needed training sessions to both full and part-time faculty and staff.

3. **Strengthening the Role of Faculty in Student Retention** – Since faculty plays a major role in student success, the Academic Affairs Division should ensure that all faculty, whether full-time, part-time, or adjunct, are well-informed of and enforce the policies, procedures, and requirements of the college. Faculty should work closely with academic advisors and other student support service staff to monitor and assist students who are at-risk of failing.

Faculty attend professional development activities and training to increase rigor and quality of instruction that emphasizes retention through active learning and student engagement.

4. **Partnering for Adjunct Faculty Development** – With the increasing reliance on adjunct instruction, it is critical that connection/early information for adjuncts is made available. The Academic Affairs Division should provide an online delivery format (in addition to one-on-one orientation) for adjunct faculty. This will ensure that adjunct faculty are well-informed about policies, procedures, and requirements.

5. **Teaching/Learning/Assessment** – PCC faculty are required to use active learning strategies within the classroom. With these activities, students are allowed to become more engaged and take a more active role in the learning process. Furthermore, this active learning style encourages a positive attitude of students toward themselves, peers, and the institution in the learning process.

There are numerous ways to use active learning in the classroom, varying from activities taking only minutes to ones taking entire class periods. Some examples include but are not limited to case studies, role-playing, muddiest point, and four corners.

Active learning strategies encourage students to develop personal insights, to experiment with ideas, and to interpret and integrate concepts. These strategies build community within the classroom, thereby helping to strengthen the student's connection to the learning concepts and learning outcomes.

Assessment involves both faculty and students in the continuous monitoring of student learning and provides feedback to guide faculty and students in improving learning. PCC's Institutional Assessment Process is called "FAMED". FAMED is to formulate learning outcomes or service outcomes; assess them; measure the assessment; evaluate the assessment; and develop strategies to be implemented to improve learning outcomes or service outcomes should the need arise.

6. **Key Performance Indicators (KPIs)** – The success of the Retention Plan will be evaluated through the following Key Performance Indicators (KPIs). At the end of the plan cycle, data will be collected and analyzed to assess the effectiveness of the plan, with adjustments made as necessary.

- **Course Completion Rate:** Attain 70% of the registered students who successfully complete their enrolled courses in any given semester.
- **Retention Rate:** Attain 60% of the registered students from term to term; fall to fall; and fall to spring.
- **General Education Course Completion:** Attain a 70% completion rate of student who completes their enrolled general education courses in any given semester.
- **Graduation Rate:** Achieve a 25% graduation rate within 150% of normal time (3 years).
- **Transfer Rate:** Attain 20% of students who complete degree programs and transfer to a four-year college or university.
- **Job Placement Rate:** Attain 50% of students who complete degree or certificate programs and enter the workforce within six months of graduation.
- **Advising Program Satisfaction:** Attain 80% student satisfaction with the mandatory advising program, as measured by survey responses as reflected from the Institutional Effectiveness Survey (IES).
- **Instructor/Class Satisfaction:** Attain 80% student satisfaction with instructors and classes, as indicated by instructor evaluations.
- **Overall Student Satisfaction:** Attain 80% student satisfaction, as reflected by the Institutional Effectiveness Survey (IES).

7. **Continuous Improvement – Feedback** – The Annual Retention Report will be compiled by the Retention Committee with data analysis and assistance from the Institutional Research and Evaluation Office (IREO). The report will indicate PCC's progress towards these performance indicators. The report will be distributed to the President, Vice Presidents, Deans, Accreditation Liaison Officers, and appropriate divisions/departments for review and recommendations. The Annual Retention Report will be shared at the Annual PCC Convocation and made available on the college website and in the PCC Library.

Appendices:

- Student Progress Report summary
- Instructional withdrawal data and analysis report
- Student withdrawal data and analysis report (e.g. reasons why they withdraw)
- Institutional-Set Standards for Student Achievement Report

References:

- PCC 15-Year Institutional Master Plan 2009-2024/ Annual Report Card
- PCC Fact Book
- Literature Research (REL 2021-059) *Using High School Data to Predict College Success in Palau*, page 9