



# FACT BOOK 2024

## HIRE PCC GRADUATES



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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.

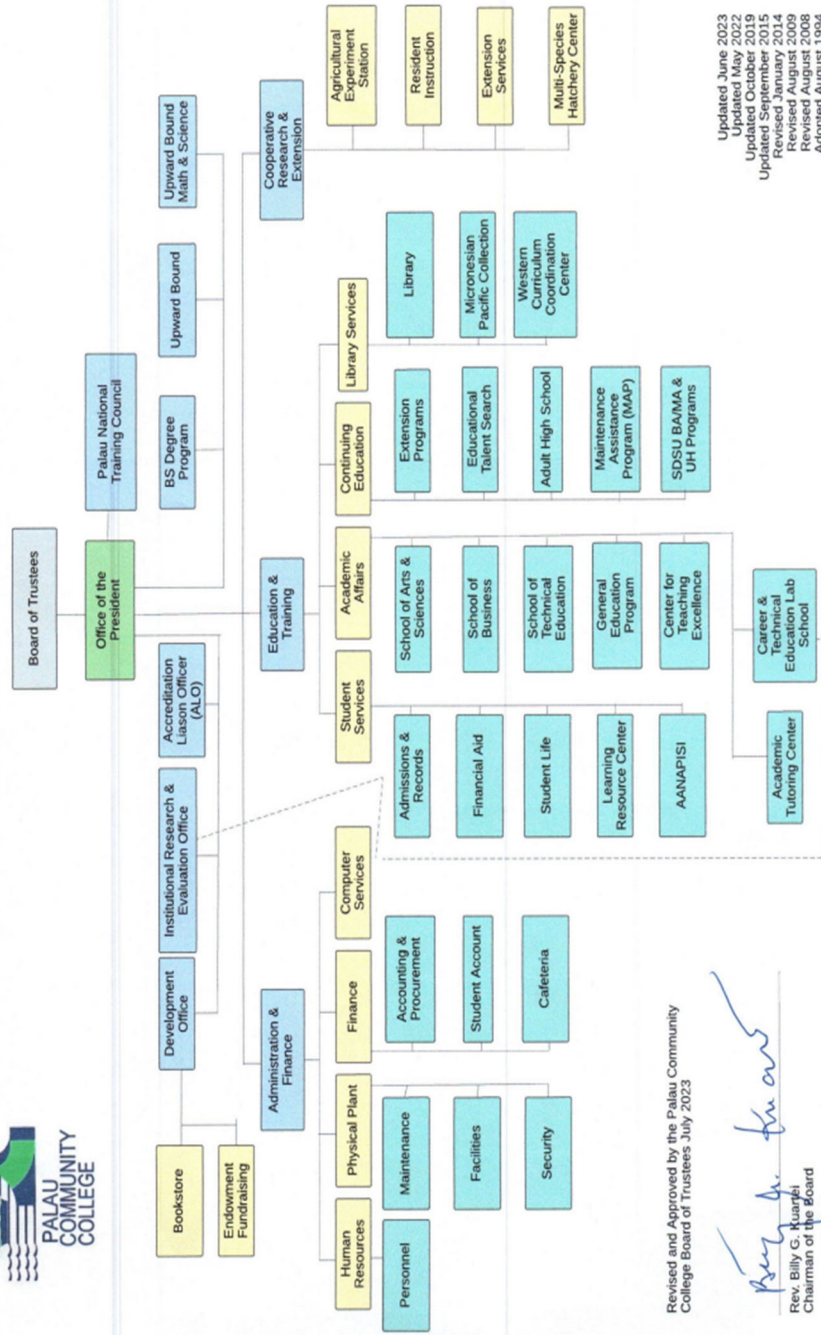


Accredited by Accrediting Commission for Community and Junior Colleges (ACCJC), Western Association of Schools and Colleges (WASC)





# PCC Organizational Chart



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## Disclaimer

All information provided in this Fact Book were gathered from various divisions of Palau Community College. This publication offers a valuable picture of the college and contains the best information available at this time. It is published annually by Institutional Research and Evaluation Office (IREO).

## 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.

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

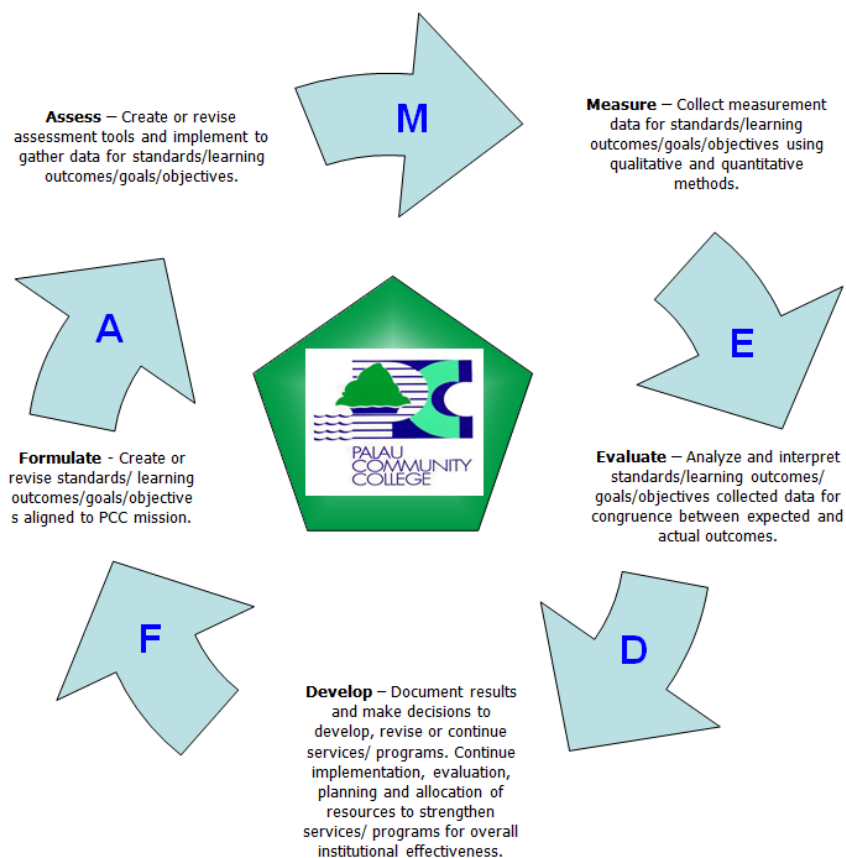
### Strategic Direction 4: Culture of Evidence

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 Eligibility Requirements #11
- ACCJC Annual Report

## 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.

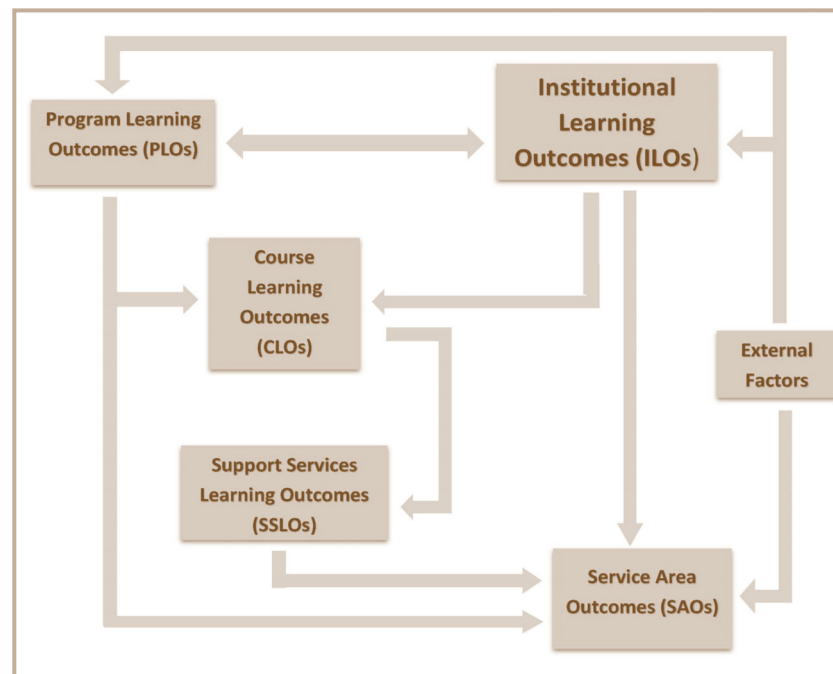
## ISSA 7

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

See page 30 for the ISSA AY 2023-2024 Report and the updated ISSA introduced in AY 2024-2025.

# 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

Kione J. Isechal .....	Chairperson
Emais Roberts, MD.....	Vice Chairperson
Romana Wong.....	Secretary/Treasurer
Trustee Alvina Timarong .....	Member
Trustee Leo Ben Teriong .....	Member
Weber T. Santiago .....	Student Trustee (2023-24)
Suanda D. Obakerbau .....	Student Trustee (2024-25)

## 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 Ngirairbai .....	Director, Finance
Marie Anderson .....	Director, Human Resource
Clement Kazuma .....	Director, Physical Plant
Bruce Rimirch .....	Director, Computer Systems
Isumechraard Ngirairikl .....	Director, Financial Aid
Lisa Rafael.....	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)
Husto Ulangchong.....	President, Classified Staff Organization (CSO)
Shamira R. Cruz .....	President, Associated Students of Palau Community College (ASPCC)

## FACULTY SENATE ASSOCIATION (FSA)

Rilang Roberto .....	President
Jeana Borja .....	Vice President
Kleinton Rivera.....	Secretary
Reiko Kawamura.....	Treasurer

## CLASSIFIED STAFF ORGANIZATION (CSO)

Husto Ulangchong.....	President
Kimiko Tadao .....	Vice President
Kristy Olkeriil .....	Secretary
Leilani Miko.....	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 2024-2025

Shamira R. Cruz .....	President
Righteous Adaba .....	President-Elect
Jada Osiik .....	Secretary
Maya T. Moros.....	Treasurer
Borong I. Paulis .....	Freshmen Representative
O'Mara D. Wilburn.....	Freshmen Representative
Humiko D. Kebekol.....	Sophomore Representative
Quirah D. Elechuus.....	Sophomore Representative
Karidad L. Temol.....	Palau SO President Elect
Rachel Letasiugmal. ....	Yap SO President Elect
Sumileen Peter .....	Pohnpei SO President Elect
Julio Abija.....	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, Kaula'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 8<sup>th</sup> 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, 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
<b>School of Arts &amp; Sciences</b>				
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
<b>School of Business</b>				
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
<b>School of Technical Education</b>				
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)

#### CRIMINAL JUSTICE

- 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

FALL 2023 SPRING 2024 SUMMER 2024

## Enrollment Status and Gender, FALL 2023

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

## Enrollment Status and Gender, SPRING 2024

Enrollment Status	Male	Female	Total	%
Full Time	93	116	209	54.8%
Part Time	63	109	172	45.14%
Total	156	225	381	

## Enrollment Status and Gender, SUMMER 2024

Enrollment Status	Male	Female	Total	%
Full Time	14	32	46	31.94%
Part Time	45	53	98	68.06%
Total	59	85	144	

# ENROLLMENT

## Enrollment Status and Gender, All Students, Fall 2024

Enrollment Status	Male	Female	Total	%
Full Time	92	112	204	51.78%
Part Time	62	128	190	48.22%
Total	154	240	394	

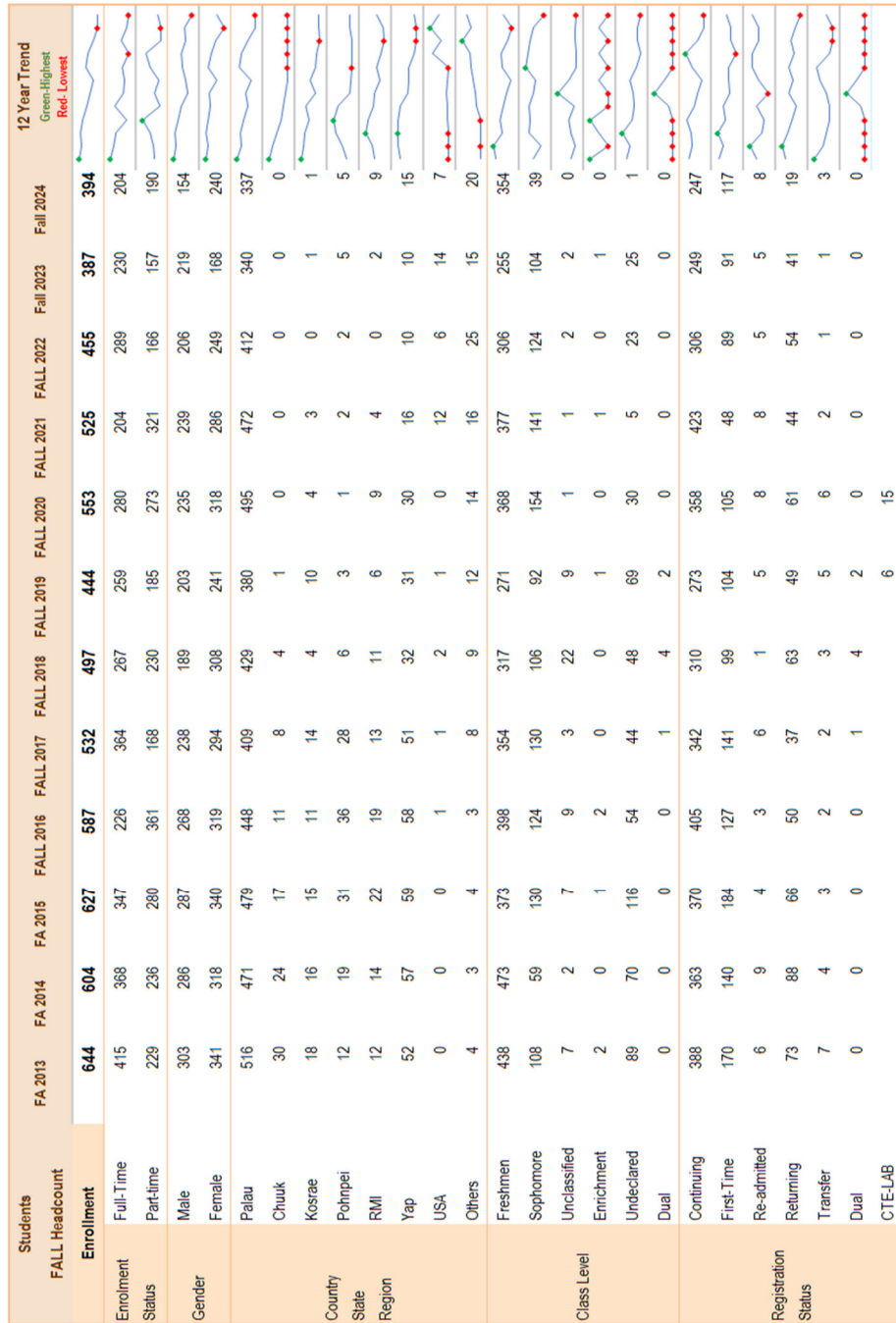
## Country/State/Region and Gender, All Students, Fall 2024

Country/State/	Male	Female	Total	%
Australia	0	1	1	0.3%
CNMI	0	2	2	0.5%
Guam	0	2	2	0.5%
Kosrae	0	1	1	0.3%
Nigeria	1	0	1	0.3%
Palau	130	207	337	85.5%
Philippines	5	7	12	3.0%
Pohnpei	3	2	5	1.3%
RMI	4	5	9	2.3%
ROC	1	1	2	0.5%
USA	4	3	7	1.8%
Yap	6	9	15	3.8%
Total	154	240	394	

## Registration Status and Gender, All Students, Fall 2024

Registration Status	Male	Female	Total	%
Continuing	95	152	247	62.69%
First Time	47	70	117	29.70%
Readmitted	2	6	8	2.03%
Returning	8	11	19	4.82%
Transfer	2	1	3	0.76%
Total	154	240	394	





## ALL STUDENTS

### Associates Degree Programs

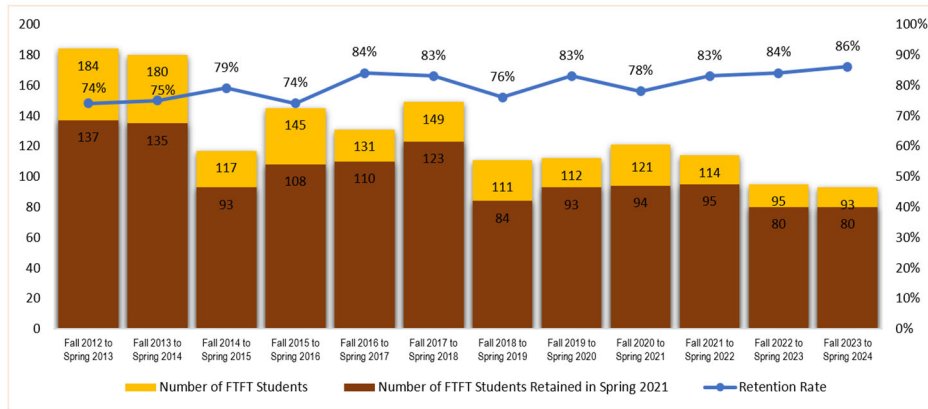
	FA 13	FA 14	FA 15	FA 16	FA 17	FA 18	FA 19	FA 20	FA 21	FA 22	FA 23	FA 24
School of Arts and Sciences	225	223	215	263	245	268	228	299	248	227	198	213
Agricultural Sciences (AG)	37	33	45	48	43	17	15	21	20	16	10	26
Criminal Justice (CJ)	10	17	19	25	18	17	19	28	26	44	26	16
Community & Public Health (CPH)	19	21	18	14	11	6	8	10	11	12	8	6
Education (ED)	51	41	36	54	30	62	48	51	30	20	38	41
Environmental/Marine Science (ES)	13	10	8	11	16	15	8	11	18	18	14	22
Liberal Arts (LA)	50	59	52	71	91	107	104	130	103	77	59	58
Library & Information Services (LS)	9	12	5	5	0	7	1	3	1	2	0	0
Palauan Studies (PW)	-	-	-		3	0	0	0	1	0	0	0
Nursing (NU)	32	26	27	29	35	31	16	31	33	33	34	31
STEM Disciplines	4	4	5	6	8	6	9	14	5	5	9	13
School of Business	183	178	153	147	135	103	85	135	163	120	104	109
Business Accounting (BA)	17	11	8	21	19	16	8	17	23	16	15	15
Business Administration (BU)	8	13	14	22	35	25	24	34	56	35	27	33
Information Technology	10	7	12	23	26	15	17	27	24	25	18	22
Office Administration (OA)	90	88	69	42	32	14	9	18	19	17	8	8
Tourism & Hospitality (TH)	58	59	50	39	23	33	27	39	41	27	36	31
School of Technical Education	138	131	135	109	94	52	50	87	106	83	57	63
Air Conditioning and Refrigeration Technology (AC)	6	6	11	9	7	4	1	2	2	0	0	0
Automotive Technology	35	39	49	33	28	13	11	24	30	24	12	18
Construction Technology (CT)	33	18	15	18	13	9	17	32	40	34	28	22
Electrical Technology (ET)	16	25	21	17	11	3	2	6	9	7	6	6
General Electronics Technology (GE)	21	17	20	16	19	9	9	11	13	10	6	3
Small Engine and Outboard Marine Technology (SE)	27	26	19	16	16	14	10	12	13	8	5	14
UNDECLARED (UND)	89	70	116	57	44	48	69	31	5	23	25	9
TOTAL (Degree-Seeking)	635	602	619	574	528	471	426	552	523	453	384	394
Non-Degree Programs												
CTE Lab School						17						
Dual	0	0	0	0	1	4	2	0	0	0	0	0
UNCLASSIFIED (UNC)	7	2	7	9	3	5	9	1	1	2	2	0
ENRICHMENT (ENR)	2	0	1	2	0	0	1	0	1	0	1	0
TOTAL (Non-Degree)	9	2	8	11	4	26	18	1	2	2	3	0
GRAND TOTAL	644	604	627	587	532	497	444	553	525	455	387	394

## RETENTION RATE FALL TO SPRING

Fall 2023 to Spring 2024	Total Enrolled	Returned in Spring 2024	Retention Rate
All First time degree-seeking students including Summer start	108	92	85%
By Gender			
Male	53	45	85%
Female	55	47	85%

### By Enrollment Status

Fall 2023 to Spring 2024	Total Enrolled	Returned in SP24	Retention Rate
First Time Full Time (FTFT) including Summer Start (Fall Cohort)	93	80	86%
First Time Part Time	15	12	80%



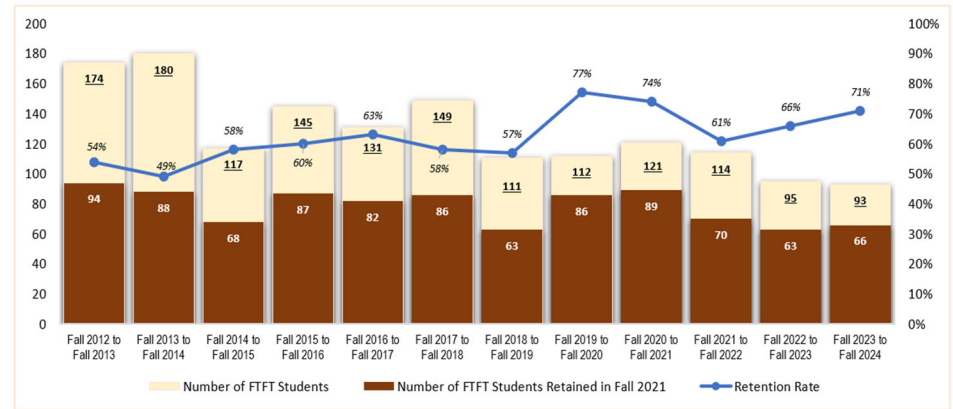
Fall to Spring	Fall 2012 to Spring 2013	Fall 2013 to Spring 2014	Fall 2014 to Spring 2015	Fall 2015 to Spring 2016	Fall 2016 to Spring 2017	Fall 2017 to Spring 2018	Fall 2018 to Spring 2019	Fall 2019 to Spring 2020	Fall 2020 to Spring 2021	Fall 2021 to Spring 2022	Fall 2022 to Spring 2023	Fall 2023 to Spring 2024
Number of FTFT Students	184	180	117	145	131	149	111	112	121	114	95	93
Number of FTFT Students Retained in SRPING	137	135	93	108	110	123	84	93	94	95	80	80
Retention Rate	74%	75%	79%	74%	84%	83%	76%	83%	78%	83%	84%	86%

## RETENTION RATE FALL TO FALL ONE YEAR RETENTION

Fall 2023 to Fall 2024	Total Enrolled	Returned in Fall 2023	Retention Rate
ALL First time degree-seeking students including Summer start	108	75	69%
By Gender			
Male	53	34	64%
Female	55	41	75%

### By Enrollment Status

Fall 2023 to Fall 2024	Total Enrolled	Returned in FA23	Retention Rate
First Time Full Time (FTFT) including Summer Start (Fall Cohort)	93	66	71%
First Time Part Time	15	9	60%



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	Fall 2023 to Fall 2024
Number of FTFT Students	174	180	117	145	131	149	111	112	121	114	95	93
Number of FTFT Students Retained in FALL	94	88	68	87	82	86	63	86	89	70	63	66
Retention Rate	54%	49%	58%	60%	63%	58%	57%	77%	74%	61%	66%	71%



# DEGREES CONFERRED

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

Degrees Awarded By Program	2012- 2013	2013- 2014	2014- 2015	2015- 2016	2016- 2017	2017- 2018	2018- 2019	2019- 2020	2020- 2021	2021- 2022	2022- 2023	2023- 2024
<b>Total Degrees Awarded</b>	<b>99</b>	<b>88</b>	<b>86</b>	<b>63</b>	<b>102</b>	<b>114</b>	<b>105</b>	<b>84</b>	<b>89</b>	<b>102</b>	<b>81</b>	<b>90</b>
<b>Associate of Arts (AA)</b>	<b>11</b>	<b>7</b>	<b>11</b>	<b>4</b>	<b>5</b>	<b>8</b>	<b>11</b>	<b>6</b>	<b>15</b>	<b>11</b>	<b>12</b>	<b>12</b>
Liberal Arts (LA)	11	7	11	4	4	6	10	5	12	10	10	11
STEM Disciplines (SD)	-	-	-	--	1	2	1	1	3	1	2	1
<b>Associate of Applied Science</b>	<b>70</b>	<b>56</b>	<b>52</b>	<b>33</b>	<b>33</b>	<b>54</b>	<b>39</b>	<b>23</b>	<b>16</b>	<b>40</b>	<b>24</b>	<b>27</b>
Agricultural Sciences (AG)	10	6	5	7	3	10	6	2	1	1	1	0
Air Conditioning and Refrigeration Technology (AC)	0	1	1	0	0	0	3	1	0	2	0	0
Automotive Mechanics Technology (AT) <i>former AM</i>	6	4	4	3	3	13	8	5	2	5	8	4
Construction Technology (CT)	2	7	4	1	3	1	4	0	3	12	8	9
Electrical Technology (ET)	7	3	2	3	4	6	5	2	0	4	2	0
General Electronics Technology (GE)	5	5	4	1	2	4	3	3	1	1	1	1
Library & Information Services (LS)	12	4	4	0	0	0	0	0	0	0	0	0
Nursing (NU)	1	0	3	2	2	2	2	1	2	2	0	2
Office Administration (OA)	18	19	10	9	7	8	6	0	2	4	1	3
Small Engine and Outboard Marine Technology (SE)	2	2	5	4	2	6	0	5	3	5	2	2
Tourism & Hospitality (TH)	7	5	10	3	7	4	2	4	2	4	1	6
<b>Associate of Science (AS)</b>	<b>18</b>	<b>25</b>	<b>23</b>	<b>26</b>	<b>63</b>	<b>52</b>	<b>55</b>	<b>55</b>	<b>58</b>	<b>50</b>	<b>45</b>	<b>51</b>
Agricultural Sciences (AG)	1	1	0	0	1	6	6	6	7	5	3	3
Business Accounting (BA)	5	4	3	5	2	8	4	3	4	0	4	1
Business Administration (BU)	0	2	2	4	2	4	9	8	9	9	6	7
Community and Public Health (CPH)					5	6	7	3	2	2	5	3
Criminal Justice (CJ)	0	3	0	1	9	3	1	8	9	7	3	10
Education (ED)	3	5	4	3	29	6	10	13	15	5	1	3
Environmental/Marine Science (ES)	3	2	3	2	4	0	4	3	2	1	3	1
General Electronics Technology (GE)	0	0	0	1	0	0	2	0	1	4	1	2
Information Technology (IT)	2	1	2	3	3	9	1	2	3	2	7	7
Library & Information Services (LS)	0	1	1	0	1	0	1	0	0	0	0	0
Nursing (NU)	4	6	6	7	4	8	6	4	5	3	11	10
Tourism & Hospitality (TH)	0	0	2	0	1	2	4	5	1	12	1	4
<b>Certificate of Completion</b>				<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>
Automotive Mechanics Technology (AT)				0	0	0	0	0	0	1	0	0

# COMPLETERS BY GENDER, STATE AND AGE

Academic Year													12 Year Trend Orange- highest
Graduates	2012- 2013	2013- 2014	2014- 2015	2015- 2016	2016- 2017	2017- 2018	2018- 2019	2019- 2020	2020- 2021	2021- 2022	2022- 2023	2023- 2024	
	99	88	86	63	102	114	105	84	89	102	81	90	
<b>GENDER</b>													
Male	46	38	29	26	41	57	44	34	30	49	39	42	
Female	53	50	57	37	61	57	61	50	59	53	42	48	
<b>COUNTRY / STATE</b>													
Chuuk	1	1	2	3	0	3	2	2	1	0	0	0	
Kosrae	2	1	1	1	1	3	1	1	1	2	0	0	
Palau	77	69	77	50	87	82	78	70	77	85	71	81	
Pohnpei	1	3	0	3	2	4	3	2	1	0	1	0	
RMI	1	0	0	0	2	5	2	2	0	2	0	0	
Yap	16	14	6	6	10	17	16	6	7	11	3	2	
Other	1	0	0	0	0	0	3	1	2	2	6	7	
<b>AGE</b>													
<18	0	0	0	0	0	0	0	0	0	0	1	0	
18-19	1	4	1	0	1	3	1	2	13	14	4	4	
20-21	33	35	31	22	21	36	46	34	28	32	27	25	
22-23	18	19	23	18	19	29	20	19	16	18	16	29	
24-25	12	8	7	6	6	13	4	4	2	12	12	4	
26-27	7	4	7	5	3	9	7	3	8	6	4	11	
28-29	4	2	4	2	5	1	4	3	6	5	4	3	
30-39	13	11	5	4	14	10	9	11	5	10	8	7	
40-49	9	4	6	6	23	7	9	7	7	2	3	7	
50-59	0	0	0	0	0	0	0	0	0	0	2	0	

# 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

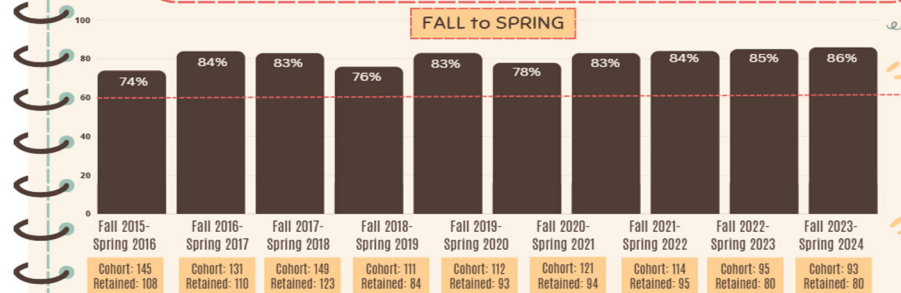
To be implemented starting Academic Year 2024–2025

## ISSA 2018–2023

ISSA 1 – At least 60% of registered students will complete enrolled courses (course completion) in any given semester. Stretch goal 70%.	ISSA 1 – At least 70% of registered students will complete enrolled courses (course completion) in any given semester. Stretch goal 85%.
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%.	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%.
ISSA 3 – At least 70% of registered students will complete enrolled general education courses in any given semester. Stretch goal 80%.	ISSA 3 – At least 70% of registered students will complete enrolled general education courses in any given semester. Stretch goal 80%.
ISSA 4 – At least 10% of students enrolled will graduate in 2 – 2.5 years. Stretch goal 15%.	The combined ISSA will read as follows: ISSA 4 – At least 25% of enrolled students will graduate within the 150% normal time to completion (3–3.5 years). Stretch goal 35%.
ISSA 5 – At least 20% of students enrolled will graduate in 3 – 3.5 years. Stretch goal 25%.	
ISSA 6 – At least 20% of students who completed degree programs will transfer to 4-year colleges/universities. Stretch goal 25%.	ISSA 5 – At least 20% of students who completed degree programs will transfer to 4-year colleges/universities. Stretch goal 25%.
ISSA 7 – At least 50% of students who completed degree/certificate programs will enter the workforce (job placement). Stretch goal 55%.	ISSA 6 – At least 50% of students who completed degree/certificate programs will enter the workforce (job placement). Stretch goal 55%.

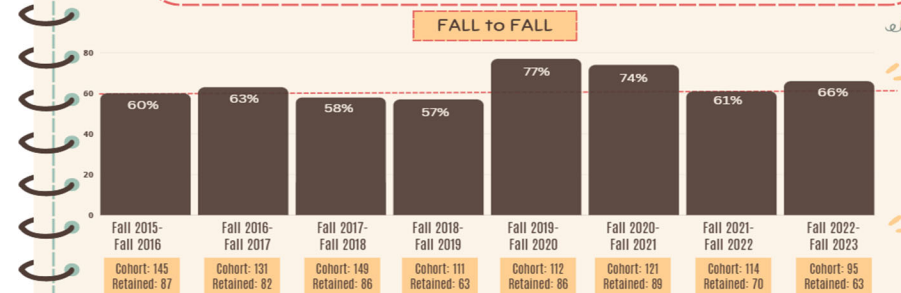
## Revised ISSA

## 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%



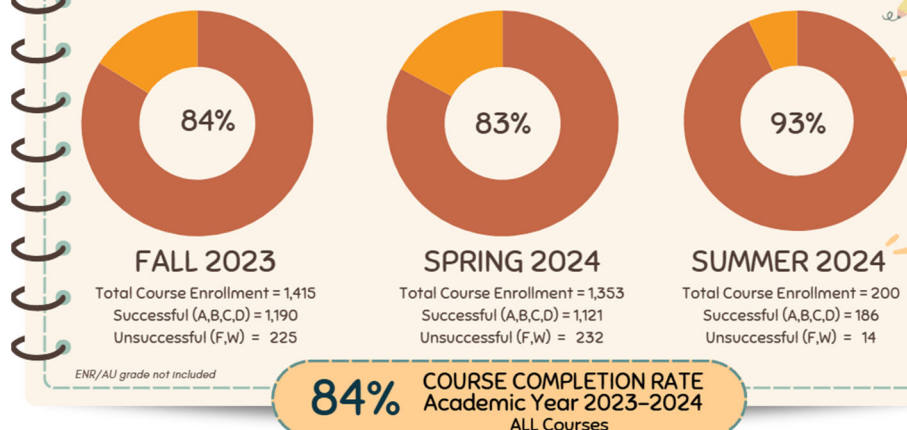
FALL COHORT IS DEFINED AS FULL-TIME, FIRST-TIME DEGREE-SEEKING STUDENTS IN THE FALL, ALSO INCLUDING STUDENTS ENROLLED IN THE FALL TERM WHO ENROLLED AS FIRST TIME IN THE PRIOR SUMMER TERM

## 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%



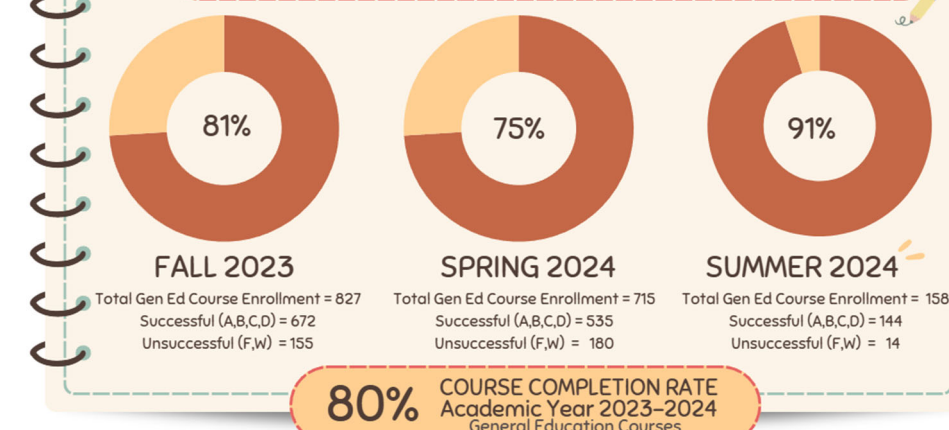
FALL COHORT IS DEFINED AS FULL-TIME, FIRST-TIME DEGREE-SEEKING STUDENTS IN THE FALL, ALSO INCLUDING STUDENTS ENROLLED IN THE FALL TERM WHO ENROLLED AS FIRST TIME IN THE PRIOR SUMMER TERM

## ISSA 1 AT LEAST 60% OF REGISTERED STUDENTS WILL COMPLETE ENROLLED COURSES (COURSE COMPLETION) IN ANY GIVEN SEMESTER. Stretch Goal: 70%



ENR/AU grade not included

## ISSA 3 AT LEAST 70% OF REGISTERED STUDENTS WILL COMPLETE ENROLLED GENERAL COURSES (COURSE COMPLETION) IN ANY GIVEN SEMESTER. Stretch Goal: 80%





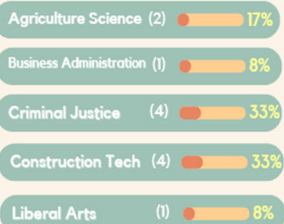
# ISSA 4

## Graduation Rate (2-2.5yrs)

AT LEAST 10% OF STUDENTS ENROLLED WILL GRADUATE IN 2 - 2.5 YEARS.

Stretch Goal: 15 %

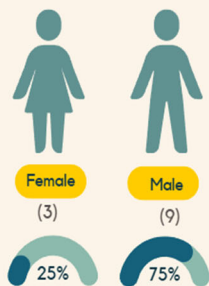
### Graduates by Program



### 2-year Graduation Rate



### Graduates by Gender



\*FA24 Graduates not yet included

# ISSA 6

## Transfer Rate

AT LEAST 20% OF STUDENTS WHO COMPLETED DEGREE PROGRAMS WILL TRANSFER TO 4-YEAR COLLEGES/UNIVERSITIES.

Stretch Goal: 25 %

**19%**

### AY 2022-2023 Graduates

(FA22, SP23, SU23)

15 of the 81 graduates transferred to University



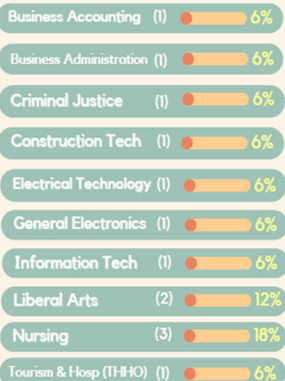
# ISSA 5

## Graduation Rate (3-3.5yrs)

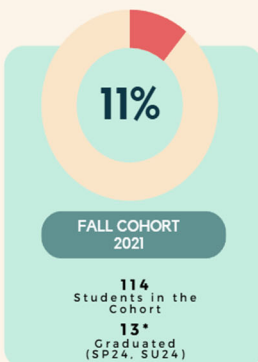
AT LEAST 20% OF STUDENTS ENROLLED WILL GRADUATE IN 3 - 3.5 YEARS.

Stretch Goal: 25 %

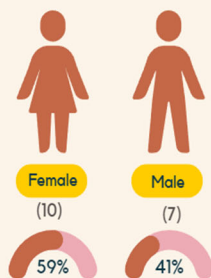
### Graduates by Program



### 3-year Graduation Rate



### Graduates by Gender



\*FA24 Graduates not yet included

# ISSA 7

AT LEAST 50% OF STUDENTS WHO COMPLETED DEGREE/CERTIFICATE PROGRAMS WILL ENTER THE WORKFORCE (JOB PLACEMENT).

Stretch Goal: 55 %

**69%**

### AY 2022-2023 Graduates

(FA22, SP23, SU23)

56 of the 81 graduates has entered the workforce



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# BUDGET INFORMATION

Projected FY 2024 Budget

Source: PCC Business Office

INCOME	AMOUNT (\$)
Tuition & Fees	1,575,630.50
Room	36,400.00
Board	54,600.00
ROP Contribution	2,967,594.00
ROP Tuition Assistance	60,000.00
ROP Navigation Program	50,000.00
ROP Endowment Donation	75,000.00
Sales of Service	95,000.00
Grants	2,145,061.00
Restricted Appropriations	125,331.93
COM Land Grant Funding	-
Fees & Miscellaneous Revenues	481,993.00
<b>Total Income</b>	<b>7,666,610.43</b>

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)	11,882.49
Advertising	8,150.00
Printing & Reproduction	29,913.00
Communication	150,369.21

# BUDGET INFORMATION

Projected FY 2024 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	211,373.12
Social Security	246,601.97
Salaries	3,522,885.31
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	88,072.13
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
PACMED	312,000.00
Institutional Membership & Fees	145,000.00
Scholarships	46,087.50
<b>Total Expenses</b>	<b>7,666,610.43</b>

# EMPLOYEE

## Full- Time Employees

	Male	Female	Total
Regular	41	75	116
Limited Term	33	18	51
Volunteer	0	2	2
Total	74	95	169

## Full Time Regular Contracts

	Male	Female	Total
Faculty	17	12	29
Administrators & Staff	29	63	92
Total	46	75	121

## Full Time Limited Term Contracts

	Male	Female	Total
Faculty	2	1	3
Administrators & Staff	33	18	51
Total	35	19	54

## All Faculty

	Male	Female	Total
Full Time	19	13	32
Volunteer	0	2	2
Total	19	15	34

Ethnicity	Full Time Administrators & Staff	Full Time Faculty
Palauan	118	20
Philippines	3	9
USA	1	0
Micronesia	12	1
Japan	0	1
Slovakia	0	1
Burmese	1	0
Australian	0	1
China	0	1
Total	135	34

Source: Human Resource Office, Fall 2024

# 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)
2024	\$10,255,919.65 (\$75,000-OEK)

# INFORMATION DIRECTORY

Subject	Contact/Location	Phone (488-2470/2471) Ask for extension no.
Add/Drop Courses	Admissions & Records	248, 265, 269
Admissions Application	Admissions & Records	248, 265, 269
Academic Advising	Student Life	488-3036
Academic Transcript	Admissions & Records	248, 265, 269
Books & Instructional Supplies	Academic Affairs Division	245, 246, 247
Cafeteria	Cafeteria	488-2357
Catalog	College Website	<a href="http://www.palau.edu">www.palau.edu</a>
Change of Major	Admissions & Records	248, 265, 269
Change of Name	Admissions & Records	248, 265, 269
Class Absences	Student Life	488-3036
	Academic Affairs Division	245, 246, 247
Closed Classes	Academic Affairs Division	245, 246, 247
Complete Withdrawal	Admissions & Records	248, 265, 269
Computer Labs	Buildings 61, 62, 63	241
Counseling	Student Life	488-3036
Credit by Exam	Academic Affairs Division	245, 246, 247
Dormitory	Student Housing Unit	488-3074
Endowment	Development Office	251, 252
Evening Classes	Academic Affairs Division	245, 246, 247
Financial Aid Support	Office of Financial Aid	270, 273
Financial Aid Transcript	Office of Financial Aid	270, 273
Financial Obligations	Business Office	231
Grades Report	Admissions & Records	248, 265, 269
Graduation Application	Admissions & Records	248, 265, 269
Graduation Requirements	Admissions & Records	248, 265, 269
	Student Life	488-3036
	Student Life	488-3036
Housing	Student Life	488-3036
Instructor's Office Hours	Faculty Offices	240
Internship	Academic Affairs Division	245, 246, 247
Library Card & Resources	Library	235, 257, 264
Mesekiu Newsletter	Development Office	251, 252
Non-Credit Courses	Continuing Education	239, 243
Official Transcript	Admissions & Records	248, 265, 269
Placement Test Scores	Learning Resource Center	488-3073
Refunds/Tuition	Business Office	231
Scholarship	Development Office	251, 252
Security	Physical Plant Division	268 / 775-3587
Snacks & Drinks	Bookstore	255
Short-Term Trainings	Continuing Education	239, 243
Student Activities	Student Services Division	234
Student Government	ASPPC / Student Services Div.	488-2461 / 234
Tutoring	Academic Tutoring Center	488-2659
	Learning Resource Center	488-3073
	Business Office	231
Tuition & Fees	Business Office	231
Withdrawal	Admissions & Records	248, 265, 269
Work Study Placement	Office of Financial Aid	270, 273

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.

