PALAU COMMUNITY COLLEGE

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

FACT BOOK 2025

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.pcc.palau.edu

PALAU COMMUNITY COLLEGE

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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 11, from 1955 to 1994. In 1994, the Republic of Palau entered into a Compact of Free Association with the U.S. This vast ocean area of some 3 million square miles - roughly the size of the continental U.S. is located just above the equator in the Western Pacific Ocean.

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 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.

UNIFYING PRINCIPLES *How We Behave*

Palau Community College believes in:

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

PCC 15-YEAR INSTITUTIONAL MASTER PLAN 2025-2039

Strategic Direction 1: INSTITUTIONAL EFFECTIVENESS AND CULTURE OF EVIDENCE
PCC will continue to implement data-driven processes that generate 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.

Strategic Direction 2: 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.

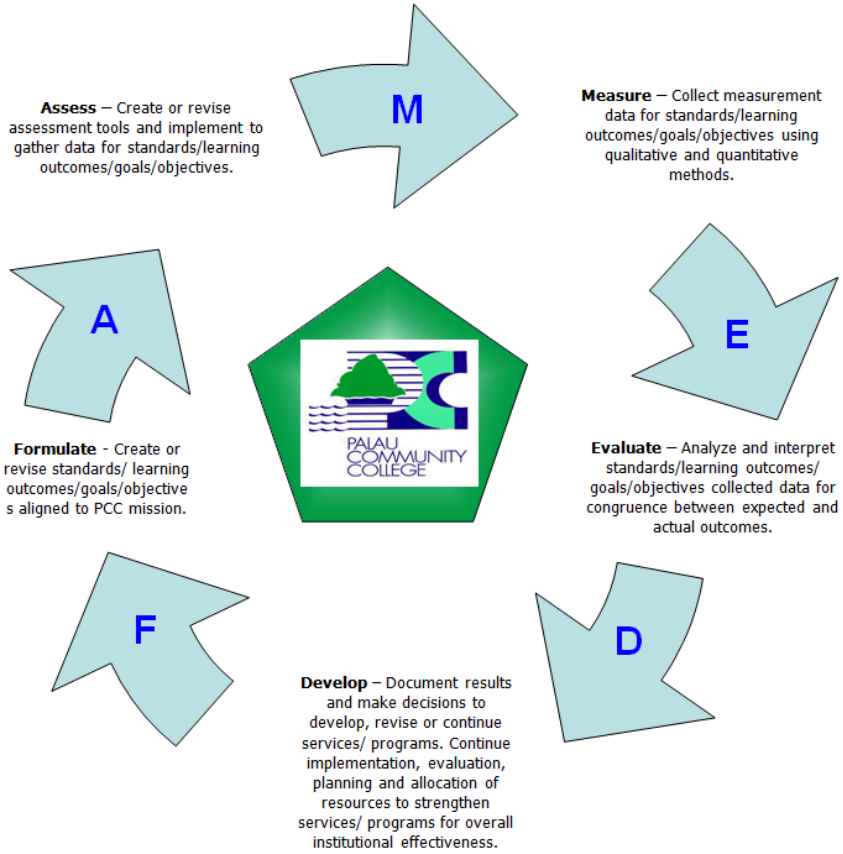
Strategic Direction 3: RESOURCES
PCC will diversify and increase resources to provide quality programs and services, facilities, technology, and human resources to support its mission and goals. The College will be prudent in the allocation of resources to support operations and in support of its short,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

Strategic Direction 4: GOVERNANCE AND 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.

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.*

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

INSTITTIONAL- 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. Course Completion
At least 70% of registered students will complete enrolled courses (course completion) in any given semester. *Stretch goal 85%.*

ISSA 2. Retention
PCC retains at least 60% of registered students from term to term; fall to spring; and fall to fall until completion of degree/ certificate programs. *Stretch goal 70%.*

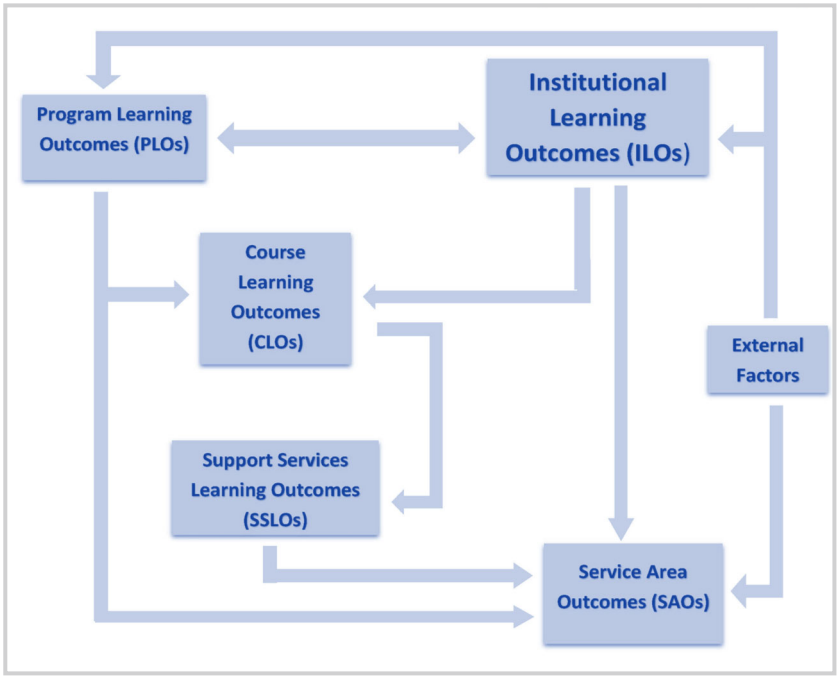
ISSA 3. Course Completion (General Education)
At least 70% of registered students will complete enrolled general education courses in any given semester. *Stretch goal 80%.*

ISSA 4. Graduation Rate
At least 25% of enrolled students will graduate within the 150% normal time to completion. *Stretch goal 35%.*

ISSA 5. Transfer Rates
At least 20% of students who completed degree programs will transfer to 4-year colleges/universities. *Stretch goal 25%.*

ISSA 5. Job Placement Rates
At least 50% of students who completed degree/certificate programs will enter the workforce (job placement). *Stretch goal 55%.*

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

Alvina Timarong	Chairperson
Emais Roberts, MD	Vice Chairperson
Romana Wong	Secretary/Treasurer
Leo Ben Teriong	Member/Trustee
Suanda D. Obakerbau	Student Trustee (2024-25)
Kara E. Rechelulk	Student Trustee (2025-26)

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
Kate Oiph	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
Cecil Meteolechol	Director, Library Services
Debbie Ngiraibai	Director, Finance
Johvanna Yaoch	Director, Computer Systems
Harline Haruo	Director, Human Resource
Clement Kazuma	Director, Physical Plant
Isumechraard Ngirairikl	Director, Financial Aid
McLane Masao	Director, Admissions and Records
Deidre Yamanguchi	Acting Director, Learning Resource Center
Lyndon Masami	Director, Cooperative Research & Extension
Ligaya Sara	Institutional Researcher
Howard Charles	President, Faculty Senate Association (FSA)
Alik Ulechong	President, Classified Staff Organization (CSO)
Righteous Adaba	President, Associated Students of Palau Community College (ASPCC)

FACULTY SENATE ASSOCIATION (FSA)

Howard Charles	President
Marvin Ngirutang	Vice President
Kleinton Rivera	Secretary
Arlyn Ignacio	Treasurer

CLASSIFIED STAFF ORGANIZATION (CSO)

Alik Ulechong	President
Lieslie Mark C. Taksiau	Vice President
Wililah Faungy Xavier	Secretary
Emengel Ida Singich	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)

ASSOCIATED STUDENTS OF PALAU COMMUNITY COLLEGE (ASPCC) OFFICERS 2025-2026

Righteous Adaba	President
Paula B. Sadang	President-Elect
Stanislaus F. Tellei	Secretary
Jomil Garcia	Treasurer
Garner S. Esebei	Freshmen Representative
Leis-Te'Andra R. Ilek	Freshmen Representative
Auryn U. Benhart	Sophomore Representative
Mitoko S. Charles	Sophomore Representative
Leleng M. Blailes	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:
American Samoa Community College, College of the Marshall Islands, College of Micronesia-FSM, Guam Community College, Hawai'i Community College, Windward Community College, University of Hawai'i Maui College, University of Hawai'i West Oahu, Northern Marianas College, University of Guam, Honolulu Community College, Kapi'olani Community College, University of Hawai'i at Hilo, Kaua'i Community College, University of Hawai'i Manoa

PHI THETA KAPPA INTERNATIONAL HONOR SOCIETY

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

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

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

FEDERAL TRIO PROGRAMS

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

Upward Bound Program (UB)

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

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.

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 assed of their skill level after the training and awarded a certificate of completion showing their competency level on the skills they have acquired from the training.

Adult High School

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

COOPERATIVE RESEARCH AND EXTENSION (CRE)

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

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

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

Research and Development Station (R & D)

The Research and Development Station in Ngermeskang, Ngeremlengui, serves the need of the Republic and the region in the area of agricultural research and experiment. At the R&D Station, the numerous research and experimental projects in agriculture, 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)
- Science (SC)

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)

BACHELOR OF SCIENCE IN SCIENCE DEGREE

BACHELOR OF SCIENCE (SC)

Built on the foundation of the Associate of Arts in STEM Discipline, the Bachelor of Science in Science degree pathway blends biological and physical sciences into a multidisciplinary experience. This program integrates biological and physical sciences to offer students a broad and cohesive understanding of scientific principles and their interrelated applications. Through a comprehensive curriculum, students engage in core coursework across life and physical sciences to gain broader, and more integrated understanding of the complexity and interconnectedness of science issues. The program also emphasizes cross disciplinary by incorporating courses in information technology, mathematics, and general education courses, thereby providing students with a versatile academic foundation.

Entrance Requirements – To enter the Bachelor of Science in Science Program, a student must meet one of the following:

1. Be a high school or adult high school graduate with a minimum cumulative grade point average of 2.5, OR
2. Posses a HiSET diploma with a minimum total scaled score of 45 on all five sets, OR
3. Posses a GED diploma with a minimum total score of 145 on each subject, OR
4. Be a currently enrolled student with a minimum cumulative grade point aver age of 2.5, OR
5. Posses an associate degree from an accredited post-secondary institution. Applicant must provide official transcript for the institution where associate degree was earned.

Exit Requirements – To earn the Bachelor of Science in Science Degree, students must meet the following criteria:

1. Satisfactorily complete all program requirements. Degree program, general education, and other required courses for each major are specified under "Programs and Courses."
2. Have a cumulative GPA of at least 2.0.
3. Have a grade of C or better in each required program course and each other required course.
4. Residency: Final 12 credits must be taken on PCC campus. The residency requirement may be waived for cause at the option of the Vice President of Education and Training.
5. File an application for graduation. Refer to the "Application for Graduation" section of the catalog for complete details.
6. Fulfill all financial obligations to the College.

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/week)

Short Term (Summer/Special Sessions)

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

The information in this factbook was compiled by the Institutional Research and Evaluation Office. The primary source of data was from the Admissions and Records Office, other data was also provided by Human Resource Office, Office of Financial Aid and Business Office. 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 2024 SPRING 2025 SUMMER 2025

Enrollment Status and Gender, FALL 2024				
	Male	Female	Total	%
Full Time	88	112	200	50.8%
Part Time	62	131	193	49.1%
Total	150	243	393	

Enrollment Status and Gender, SPRING 2025				
Enrollment Status	Male	Female	Total	%
Full Time	75	111	186	52.2%
Part Time	67	103	170	47.8%
Total	142	214	356	

Enrollment Status and Gender, SUMMER 2025				
Enrollment Status	Male	Female	Total	%
Full Time	0	0	0	0%
Part Time	60	77	137	100%
Total	60	77	137	

ENROLLMENT

Enrollment Status and Gender, All Students, Fall 2025				
Enrollment Status	Male	Female	Total	%
Full Time	78	96	174	44.5%
Part Time	79	138	217	55.5%
Total	157	234	391	

Country/State/Region and Gender, All Students, Fall 2025				
Country/State/	Male	Female	Total	%
CNMI	0	1	1	0.3%
Guam	0	1	1	0.3%
Nigeria	1	0	1	0.3%
Palau	136	207	343	88.8%
Philippines	4	4	8	2.1%
Pohnpei	2	1	3	0.8%
RMI	6	4	10	2.6%
ROC	0	1	1	0.3%
South Africa	0	1	1	0.3%
USA	2	2	4	1.02%
Yap	6	12	18	4.6%
Total	157	234	391	

Registration Status and Gender, All Students, Fall 2025				
Registration Status	Male	Female	Total	%
Continuing	93	126	219	56.1%
First Time	47	61	108	27.6%
Readmitted	3	4	7	1.8%
Returning	12	42	54	13.8%
Transfer	2	1	3	0.8%
Total	157	234	391	

ENROLLMENT TREND

Students FALL Headcount		FA 2013	FA 2014	FA 2015	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	Fall 2023	Fall 2024	12 Year Trend Green-Highest Red- Lowest
	Enrollment	**644**	**604**	**627**	**587**	**532**	**497**	**444**	**553**	**525**	**455**	**387**	**394**	
Enrolment Status	Full-Time	415	368	347	226	364	267	259	280	204	289	230	204	
	Part-time	229	236	280	361	168	230	185	273	321	166	157	190	
Gender	Male	303	286	287	268	238	189	203	235	239	206	219	154	
	Female	341	318	340	319	294	308	241	318	286	249	168	240	
Country State Region	Palau	516	471	479	448	409	429	380	495	472	412	340	337	
	Chuuk	30	24	17	11	8	4	1	0	0	0	0	0	
	Kosrae	18	16	15	11	14	4	10	4	3	0	1	1	
	Pohnpei	12	19	31	36	28	6	3	1	2	2	5	5	
	RMI	12	14	22	19	13	11	6	9	4	0	2	9	
	Yap	52	57	59	58	51	32	31	30	16	10	10	15	
	USA	0	0	0	1	1	2	1	0	12	6	14	7	
	Others	4	3	4	3	8	9	12	14	16	25	15	20	
Class Level	Freshmen	438	473	373	398	354	317	271	368	377	306	255	354	
	Sophomore	108	59	130	124	130	106	92	154	141	124	104	39	
	Unclassified	7	2	7	9	3	22	9	1	1	2	2	0	
	Enrichment	2	0	1	2	0	0	1	0	1	0	1	0	
	Undeclared	89	70	116	54	44	48	69	30	5	23	25	1	
	Dual	0	0	0	0	1	4	2	0	0	0	0	0	
Registration Status	Continuing	388	363	370	405	342	310	273	358	423	306	249	247	
	First-Time	170	140	184	127	141	99	104	105	48	89	91	117	
	Re-admitted	6	9	4	3	6	1	5	8	8	5	5	8	
	Returning	73	88	66	50	37	63	49	61	44	54	41	19	
	Transfer	7	4	3	2	2	3	5	6	2	1	1	3	
	Dual	0	0	0	0	1	4	2	0	0	0	0	0	
	CTE-LAB							6	15					

ENROLLMENT TREND

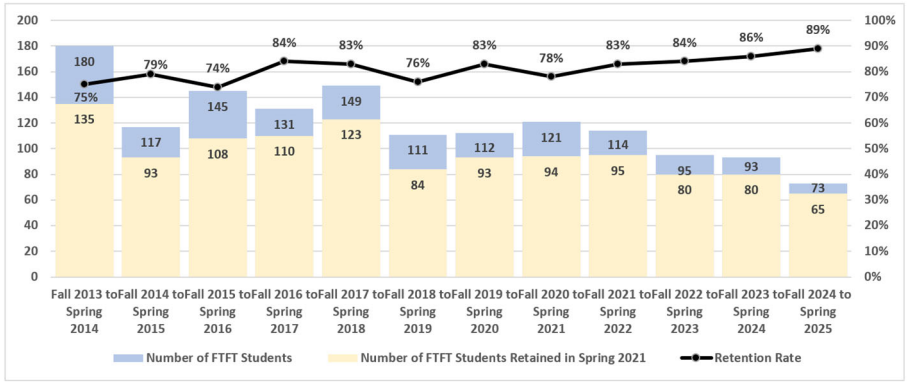
	ALL STUDENTS	FA 14	FA 15	FA 16	FA 17	FA 18	FA 19	FA 20	FA 21	FA 22	FA 23	FA 24	FA 25
Associates Degree Programs	School of Arts and Sciences	223	215	263	245	268	228	299	248	227	198	213	193
	Agricultural Sciences (AG)	33	45	48	43	17	15	21	20	16	10	26	23
	Criminal Justice (CJ)	17	19	25	18	17	19	28	26	44	26	16	15
	Community & Public Health (CPH)	21	18	14	11	6	8	10	11	12	8	6	14
	Education (ED)	41	36	54	30	62	48	51	30	20	38	41	31
	Environmental/Marine Science (ES)	10	8	11	16	15	8	11	18	18	14	22	17
	Liberal Arts (LA)	59	52	71	91	107	104	130	103	77	59	58	51
	Library & Information Services (LS)	12	5	5	0	7	1	3	1	2	0	0	0
	Palauan Studies (PW)	-	-		3	0	0	0	1	0	0	0	0
	Nursing (NU)	26	27	29	35	31	16	31	33	33	34	31	31
	STEM Disciplines	4	5	6	8	6	9	14	5	5	9	13	11
	School of Business	**178**	**153**	**147**	**135**	**103**	**85**	**135**	**163**	**120**	**104**	**109**	**100**
	Business Accounting (BA)	11	8	21	19	16	8	17	23	16	15	15	10
	Business Administration (BU)	13	14	22	35	25	24	34	56	35	27	33	28
	Information Technology (IT)	7	12	23	26	15	17	27	24	25	18	22	24
	Office Administration (OA)	88	69	42	32	14	9	18	19	17	8	8	13
	Tourism & Hospitality (TH)	59	50	39	23	33	27	39	41	27	36	31	25
	School of Technical Education	**131**	**135**	**109**	**94**	**52**	**50**	**87**	**106**	**83**	**57**	**63**	**51**
	Air Conditioning and Refrigeration Technology (AC)	6	11	9	7	4	1	2	2	0	0	0	2
	Automotive Technology (AT)	39	49	33	28	13	11	24	30	24	12	18	21
	Construction Technology (CT)	18	15	18	13	9	17	32	40	34	28	22	13
	Electrical Technology (ET)	25	21	17	11	3	2	6	9	7	6	6	3
	General Electronics Technology (GE)	17	20	16	19	9	9	11	13	10	6	3	3
	Small Engine and Outboard Marine Technology (SE)	26	19	16	16	14	10	12	13	8	5	14	3
	UNDECLARED (UND)	70	116	57	44	48	69	31	5	23	25	9	6
	TOTAL (Degree-Seeking)	**602**	**619**	**574**	**528**	**471**	**426**	**552**	**523**	**453**	**384**	**394**	**344**
Non-Degree Programs	CTE Lab School					17							
	Dual	0	0	0	1	4	2	0	0	0	0	0	16
	UNCLASSIFIED (UNC)	2	7	9	3	5	9	1	1	2	2	0	2
	ENRICHMENT (ENR)	0	1	2	0	0	1	0	1	0	1	0	29
	TOTAL (Non-Degree)	2	8	11	4	26	18	1	2	2	3	0	47
	GRAND TOTAL	**604**	**627**	**587**	**532**	**497**	**444**	**553**	**525**	**455**	**387**	**394**	**391**

RETENTION RATE
FALL TO SPRING

Fall 2024 to Spring 2025	Total Enrolled	Returned in Spring 2025	Retention Rate
All First time degree-seeking students including Summer start	93	70	75%
By Gender			
Male	41	32	78%
Female	52	38	73%

By Enrollment Status

Fall 2024 to Spring 2025	Total Enrolled	Returned in SP25	Retention Rate
First Time Full Time (FTFT) including Summer Start (Fall Cohort)	73	65	89%
First Time Part Time	20	5	25%



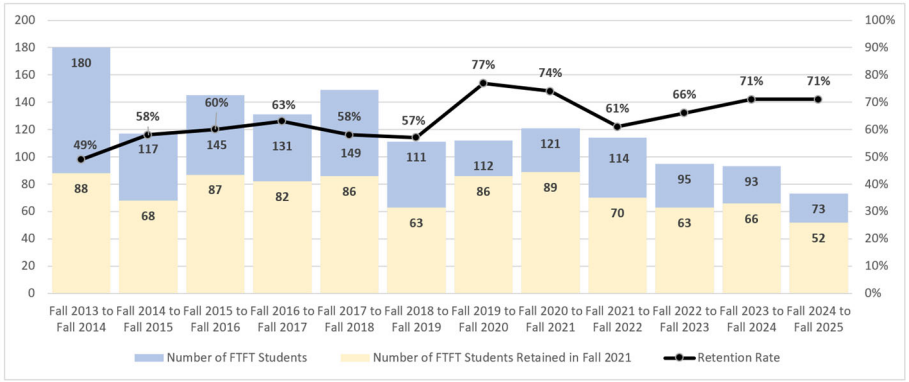
Fall to Spring	Fall 2013 to Spring 2014	Fall 2014 to Spring 2015	Fall 2015 to Spring 2016	Fall 2016 to Spring 2017	Fall 2017 to Spring 2018	Fall 2018 to Spring 2019	Fall 2019 to Spring 2020	Fall 2020 to Spring 2021	Fall 2021 to Spring 2022	Fall 2022 to Spring 2023	Fall 2023 to Spring 2024	Fall 2024 to Spring 2025
Number of FTFT Students	180	117	145	131	149	111	112	121	114	95	93	73
Number of FTFT Students Retained in SRPING	135	93	108	110	123	84	93	94	95	80	80	65
Retention Rate	75%	79%	74%	84%	83%	76%	83%	78%	83%	84%	86%	89%

RETENTION RATE
FALL TO FALL
ONE YEAR RETENTION

Fall 2024 to Fall 2025	Total Enrolled	Returned in Fall 2025	Retention Rate
ALL First time degree-seeking students including Summer start	93	52	56%
By Gender			
Male	41	24	59%
Female	52	28	54%

By Enrollment Status

Fall 2024 to Fall 2025	Total Enrolled	Returned in FA25	Retention Rate
First Time Full Time (FTFT) including Summer Start (Fall Cohort)	73	52	71%
First Time Part Time	20	2	10%



Fall to Fall	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	Fall 2024 to Fall 2025
Number of FTFT Students	180	117	145	131	149	111	112	121	114	95	93	73
Number of FTFT Students Retained in FALL	88	68	87	82	86	63	86	89	70	63	66	52
Retention Rate	49%	58%	60%	63%	58%	57%	77%	74%	61%	66%	71%	71%

DEGREES CONFERRED

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

Degrees Awarded By Program	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Total Degrees Awarded	88	86	63	102	114	105	84	89	102	81	90	82
Associate of Arts (AA)	7	11	4	5	8	11	6	15	11	12	12	13
Liberal Arts (LA)	7	11	4	4	6	10	5	12	10	10	11	12
STEM Disciplines (SD)	-	-	--	1	2	1	1	3	1	2	1	1
Associate of Applied Science (AAS)	56	52	33	33	54	39	23	16	40	24	27	31
Agricultural Sciences (AG)	6	5	7	3	10	6	2	1	1	1	0	3
Air Conditioning and Refrigeration Technology (AC)	1	1	0	0	0	3	1	0	2	0	0	0
Automotive Mechanics Technology (AT) former AM	4	4	3	3	13	8	5	2	5	8	4	5
Construction Technology (CT)	7	4	1	3	1	4	0	3	12	8	9	12
Electrical Technology (ET)	3	2	3	4	6	5	2	0	4	2	0	2
General Electronics Technology (GE)	5	4	1	2	4	3	3	1	1	1	1	1
Library & Information Services (LS)	4	4	0	0	0	0	0	0	0	0	0	0
Nursing (NU)	0	3	2	2	2	2	1	2	2	0	2	0
Office Administration (OA)	19	10	9	7	8	6	0	2	4	1	3	3
Small Engine and Outboard Marine Technology (SE)	2	5	4	2	6	0	5	3	5	2	2	4
Tourism & Hospitality (TH)	5	10	3	7	4	2	4	2	4	1	6	1
Associate of Science (AS)	25	23	26	63	52	55	55	58	50	45	51	38
Agricultural Sciences (AG)	1	0	0	1	6	6	6	7	5	3	3	3
Business Accounting (BA)	4	3	5	2	8	4	3	4	0	4	1	5
Business Administration (BU)	2	2	4	2	4	9	8	9	9	6	7	7
Community and Public Health (CPH)				5	6	7	3	2	2	5	3	2
Criminal Justice (CJ)	3	0	1	9	3	1	8	9	7	3	10	2
Education (ED)	5	4	3	29	6	10	13	15	5	1	3	11
Environmental/Marine Science (ES)	2	3	2	4	0	4	3	2	1	3	1	3
General Electronics Technology (GE)	0	0	1	0	0	2	0	1	4	1	2	0
Information Technology (IT)	1	2	3	3	9	1	2	3	2	7	7	2
Library & Information Services (LS)	1	1	0	1	0	1	0	0	0	0	0	0
Nursing (NU)	6	6	7	4	8	6	4	5	3	11	10	3
Tourism & Hospitality (TH)	0	2	0	1	2	4	5	1	12	1	4	0
Certificate of Completion			0	0	0	0	0	0	1	0	0	
Automotive Mechanics Technology (AT)			0	0	0	0	0	0	1	0	0	

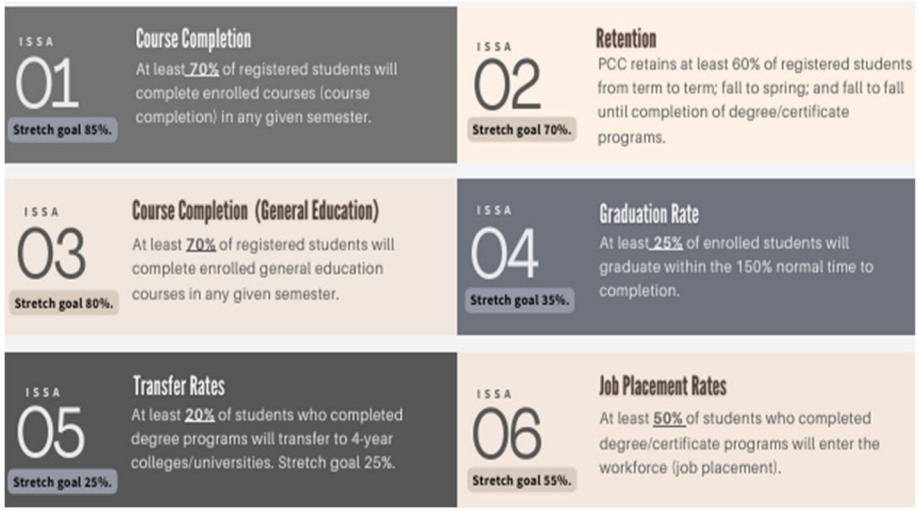
COMPLETERS
BY GENDER, STATE AND AGE

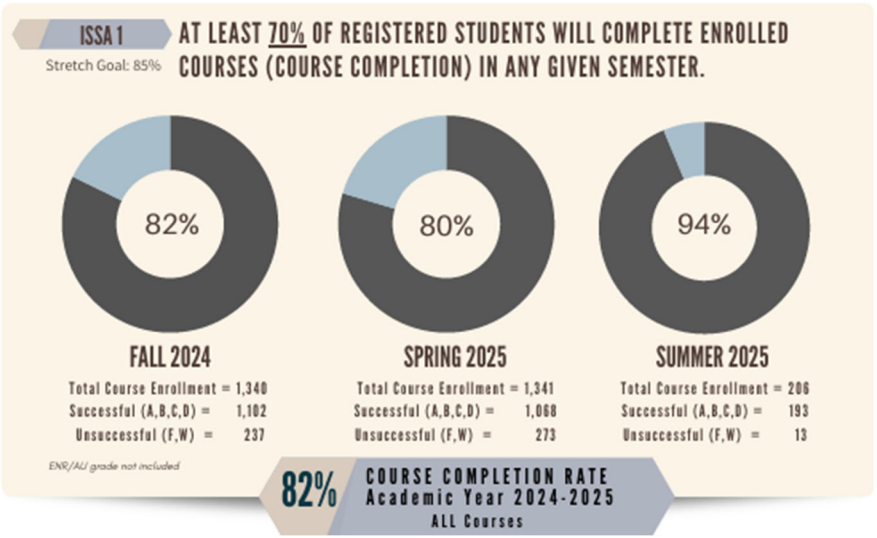
	Academic Year											
Graduates	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24	24-25
	88	86	63	102	114	105	84	89	102	81	90	82
Gender												
Male	38	29	26	41	57	44	34	30	49	39	42	34
Female	50	57	37	61	57	61	50	59	53	42	48	61
Country/State												
Chuuk	1	2	3	0	3	23	2	1	0	0	0	0
Kosrae	1	1	1	1	3	1	1	1	2	0	0	0
Palau	69	77	50	87	82	78	70	77	85	71	81	69
Pohnpei	3	0	3	2	4	3	2	1	0	1	0	1
RMI	0	0	0	2	5	2	2	0	2	0	0	0
Yap	14	6	6	10	17	16	6	7	11	3	2	2
Other	0	0	0	0	0	3	1	2	2	6	7	10
Age												
<18	0	0	0	0	0	0	0	0	0	1	0	0
18-19	4	1	0	1	3	1	2	13	14	4	4	7
20-21	35	31	22	21	36	46	34	28	32	27	25	26
22-23	19	23	18	19	29	20	19	16	18	16	29	22
24-25	8	7	6	6	13	4	4	2	12	12	4	5
26-27	4	7	5	3	9	7	3	8	6	4	11	1
28-29	2	4	2	5	1	4	3	6	5	4	3	2
30-39	11	5	4	14	10	9	11	5	10	8	7	6
40-49	4	6	6	23	7	9	7	7	2	3	7	7
50-59	0	0	0	0	0	0	0	0	0	2	0	6

INSTITTIONAL- SET STANDARDS FOR STUDENT ACHIEVEMENT

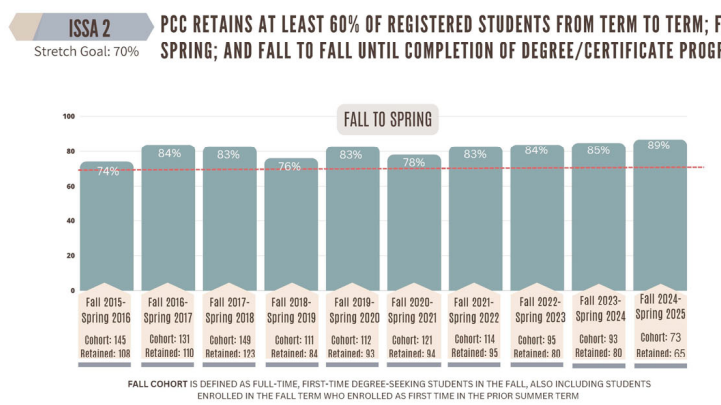
Required under

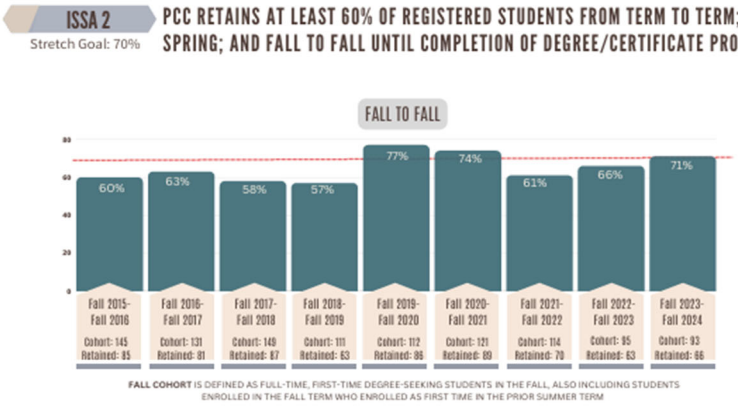
- U.S. Department of Education 34 Code of Federal Regulations (CFR) & USDOE guidelines for §602.16 (a) (1)(i) and §602.16 (f)(2)
- ACCJC Standard 1.B.2; I.B.3; and II.A.1
- ACCJC Eligibility Requirements #11
- ACCJC Annual Report





Academic Year	Total Course Enrollment	Successful Completion	Successful Rate	Unsuccessful Completion	Unsuccessful Rate
AY 2015-2016	4644	3509	76%	1135	24%
AY 2016-2017	4093	3333	81%	760	19%
AY 2017-2018	4143	3420	83%	723	17%
AY 2018-2019	6504	4761	79%	743	21%
AY 2019-2020	4319	3585	83%	734	17%
AY 2020-2021	4642	3879	84%	750	16%
AY 2021-2022	3879	3194	82%	685	18%
AY 2022-2023	3269	2770	85%	499	15%
AY 2023-2024	2968	2497	84%	471	16%
AY 2024-2025	2886	2363	82%	523	18%

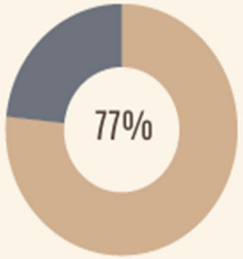




ISSA 3

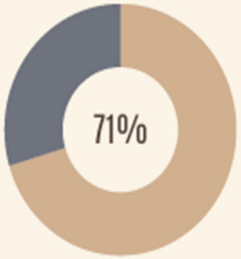
Stretch Goal: 80%

AT LEAST 70% OF REGISTERED STUDENTS WILL COMPLETE ENROLLED GENERAL EDUCATION COURSES IN ANY GIVEN SEMESTER.



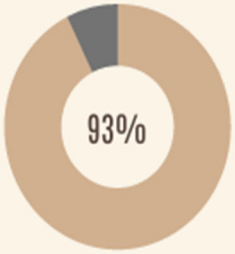
FALL 2024

Total Gen Ed Course Enrollment = 725
Successful (A,B,C,D) = 556
Unsuccessful (F,W) = 169



SPRING 2025

Total Gen Ed Course Enrollment = 758
Successful (A,B,C,D) = 539
Unsuccessful (F,W) = 219



SUMMER 2025

Total Gen Ed Course Enrollment = 165
Successful (A,B,C,D) = 153
Unsuccessful (F,W) = 12

76% COURSE COMPLETION RATE
Academic Year 2024-2025
General Education Courses

ISSA 4

Stretch Goal: 35%

AT LEAST 25% OF ENROLLED STUDENTS WILL GRADUATE WITHIN THE 150% NORMAL TIME TO COMPLETION.

80 Students — 84% 1-Term Retention Rate — Retained in Spring 2023

63 Students — 66% 1-Year Retention Rate — Retained in Fall 2023

12 Students — 13% 2-2.5 Year Graduation Rate — 100% Normal Time to Program Completion

27 Students — 28% 150% Normal Time to Program Completion — Completers of programs of at least 2 but less than 4 academic years

ISSA 5

Stretch Goal: 25%

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

26%

AY 2023– 2024 GRADUATES
(FA23, SP24, SU24)

23 of the **88** graduates transferred to University

- 19% — AY 2022-2023: 15 of the 81 graduates transferred to University
- 20% — AY 2021-2022: 16 of the 81 graduates transferred to University
- 18% — AY 2020-2021: 18 of the 102 graduates transferred to University
- 10% — AY 2019-2020: 8 of the 78 graduates transferred to University
- 7% — AY 2018-2019: 6 of the 87 graduates transferred to University
- 16% — AY 2017-2018: 19 of the 119 graduates transferred to University
- 19% — AY 2016-2017: 23 of the 119 graduates transferred to University
- 22% — AY 2015-2016: 14 of the 63 graduates transferred to University

ISSA 6

Stretch Goal: 55%

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

60%

AY 2023– 2024 GRADUATES
(FA23, SP24, SU24)

53 of the **88** graduates have entered the workforce

- 69% — AY 2022-2023: 56 of the 81 graduates has entered the workforce
- 55% — AY 2021-2022: 45 of the 81 graduates entered the workforce
- 65% — AY 2020-2021: 66 of the 102 graduates entered the workforce
- 60% — AY 2019-2020: 47 of the 78 graduates entered the workforce
- 53% — AY 2018-2019: 46 of the 87 graduates entered the workforce
- 62% — AY 2017-2018: 74 of the 119 graduates entered the workforce
- 57% — AY 2016-2017: 68 of the 119 graduates entered the workforce
- 41% — AY 2015-2016: 26 of the 63 graduates entered the workforce

BUDGET INFORMATION

Projected FY 2025 Budget

Source: PCC Business Office

INCOME	AMOUNT ($)
Tuition & Fees	1,575,630.50
Room	36,400.00
Board	54,600.00
ROP Contribution	3,030,594.00
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	2,354,813.00
Restricted Appropriations	125,331.93
COM Land Grant Funding	68,068.71
Fees & Miscellaneous Revenues	481,993.00
Total Income	**8,007,431.14**

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 & Reprodution	29,913.00
Communication	150,369.21
Utilities	463,000.00

BUDGET INFORMATION

Projected FY 2025 Budget

EXPENSES, Continued	AMOUNT ($)
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	222,183.92
Pension Plan	259,214.57
Social Security	3,703,065.31
Salaries	35,000.00
Adult High School	59,644.10
CTE Lab School	50,000.00
Micronesian Voyaging Society	38,000.00
Board of Trustees	38,000.00
COM Treaty Obligation	25,000.00
Pension Buy Back	39,784.90
Accreditation	80,000.00
Non - FAS Pension	29,626.20
Palau Health Care Plan	92,576.63
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
Bachelor of Science in Science Program	68,068.71
Institutional Membership & Fees	145,000.00
Scholarships	46,087.50
Total Expenses	**8,007,431.14**

EMPLOYEES

Full- Time Employees

	Male	Female	Total
Regular	41	60	101
Limited Term	33	19	52
Volunteer	0	1	1
Total	74	80	154

Full Time Regular Contracts

	Male	Female	Total
Faculty	13	12	25
Administrators & Staff	31	46	77
Total	44	58	102

Full Time Limited Term Contracts

	Male	Female	Total
Faculty	2	3	5
Administrators & Staff	33	14	47
Total	35	17	52

All Faculty

	Male	Female	Total
Full Time	13	12	25
Volunteer	0	1	1
Total	13	13	26

Ethnicity	Full Time Administrators & Staff	Full Time Faculty
Palauan	101	14
Philippines	7	8
USA	2	2
Micronesian	12	1
Japan	0	3
Slovakia	0	1
Burmese	1	0
China	0	2
Total	123	31

Source: Human Resource Office, Fall 2025

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)
2025	$11,472,451.66 ($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	www.palau.edu
Change of Major	Admissions & Records	248, 265, 269
Change of Name	Admissions & Records	248, 265, 269
Class Absences	Student Life Academic Affairs Division	488-3036 245, 246, 247
Closed Classes	Academic Affairs Division	245, 246, 247
Complete Withdrawal	Admissions & Records	248, 265, 269
Computer Labs	Btaches 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 Student Life	248, 265, 269 488-3036
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	ASPCC / Student Services Div.	488-2461 / 234
Tutoring	Academic Tutoring Center Learning Resource Center	488-2659 488-3073
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.

ORIGINAL 1969; REV. 1994, 1999,, 2008, 2009, 2010, 2011, 2015, 2016, 2018, 2023

HIRE PCC GRADUATES

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