


# 15-YEAR INSTITUTIONAL MASTER PLAN 2025-2039



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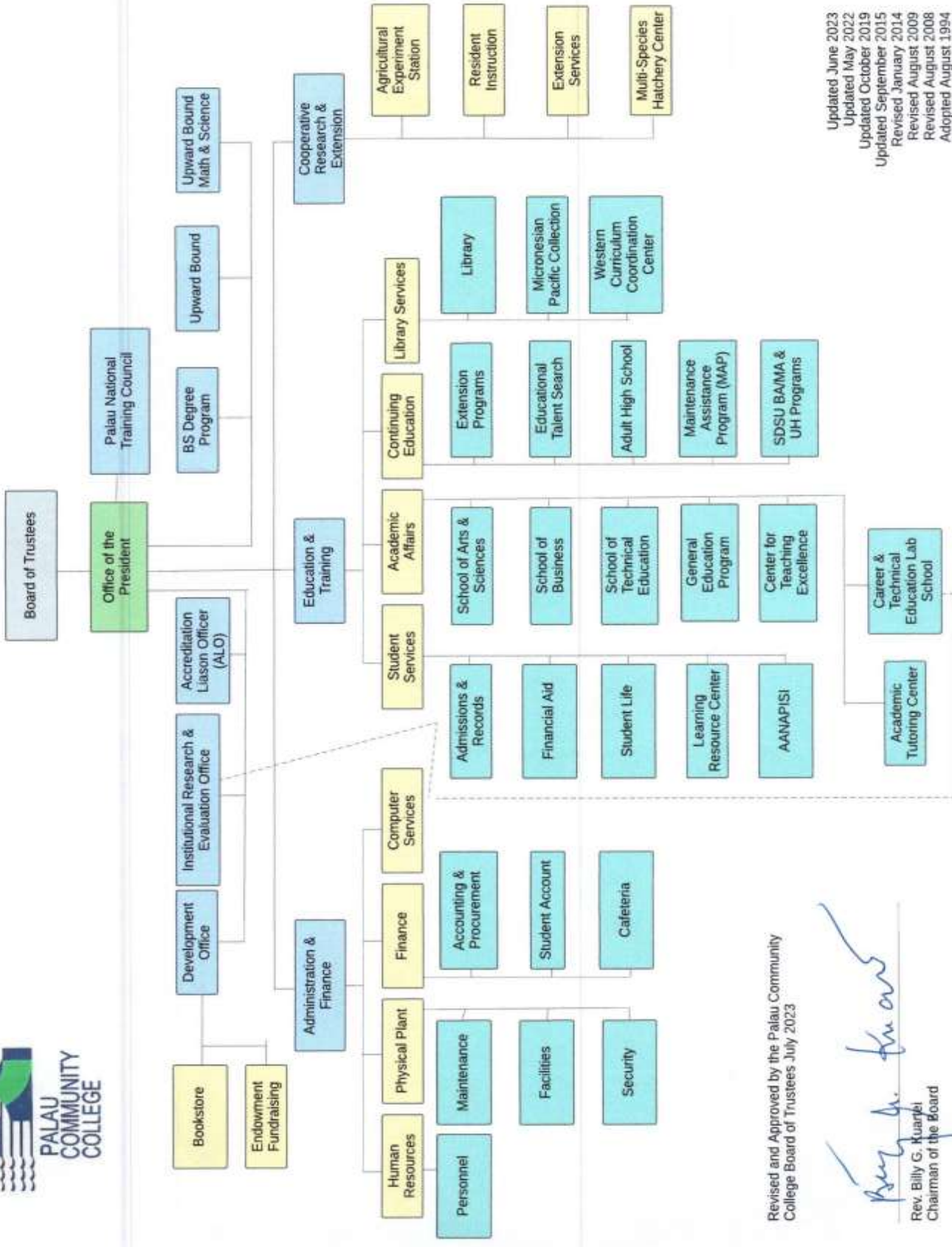
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Accredited by Accrediting Commission for Community and Junior Colleges (ACCJC)  
of the Western Association of Schools and Colleges (WASC)



# PCC Organizational Chart



Revised and Approved by the Palau Community College Board of Trustees July 2023

*Billy G. Kuangji*  
 Rev. Billy G. Kuangji  
 Chairman of the Board

Updated June 2023  
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## ***HISTORY***

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

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

Until 1977, the Micronesian Occupational Center and the Community College of Micronesia were two autonomous post-secondary institutions serving Micronesia. On March 29, 1977, Trust Territory Public Law No.7-29, amended later by Public Law 7-130, created the College of Micronesia as a public corporation under its own Board of Regents. The law, which took effect on October 1, 1977, joined into a single post-secondary educational system the Micronesian Occupational Center and the Community College of Micronesia (which included the CCM-affiliated School of Nursing). In May 1978, Micronesian Occupational Center officially became Micronesian Occupational College, a distinct and complementary part of the College of Micronesia. In September 1987, a treaty among the Republic of the Marshall Islands, the Federated States of Micronesia, and the Republic of Palau regarding the College of Micronesia was executed establishing complete autonomy of each college in the COM system to local governments. The treaty was terminated on March 31, 1993, which laid the foundation for Palau Community College. On March 1993, the Republic of Palau enacted RPPL No.4-2, establishing Palau Community College.

1927-1944	Mokko School (During Japanese Administration)
1948-1955	Palau Intermediate School - Palau District (TTPI)
1955-1969	Palau Vocational School - Palau District (TTPI)
1969-1977	Micronesian Occupational Center (TTPI)
1978-1993	Micronesian Occupational College (COM)
1993-Present	Palau Community College (ROP)

## ***GEOGRAPHICAL LOCATION***

Geographically, Palau is part of Micronesia which was administered by the United States 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 United States. 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. Palau Community College is conveniently located in downtown Koror, within walking distance of businesses and government offices.

## **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 a comprehensive accessible 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 (Semese mel a Ureor)***

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:

Teamwork – *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 tekoi*

People & Respect for Others – *Omengull ra tang ma tang el chad*

## **GENERAL EDUCATION PHILOSOPHY**

Palau Community College believes that education is the key to success by promoting the concept that learning is a lifelong process. With this belief, PCC provides general education to give each student an opportunity to develop an integrated overview of diverse fields of human knowledge, to become aware of skills and knowledge required to comprehend the changing world, to acquire basic principles and concepts that are part of different disciplines, to educate and enable students to cope with changing societies, and to prepare those interested in pursuing higher education beyond PCC.

### **Outcomes:**

Students will be able to:

- Critically think and solve problems.
- Communicate clearly, both orally and in writing.
- Use mathematical skills appropriate to our technological society.
- Appreciate knowledge about their own physical bodies, minds, physical worlds, and the environment.
- Be aware of different contemporary issues and cultures that affect their worlds.
- Appreciate different cultures and people.
- Appreciate the world of arts.

## ***INSTITUTIONAL LEARNING OUTCOMES (ILO)***

**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.

**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.

**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.

**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.

**Civic responsibility:** Apply the principles of civility and morality to situations in the contexts of a healthy family, work, community, environment, and world.

**Aesthetics:** Apply numerous means of inquiry to experience and appreciate the values of arts and nature.

## ***ACCREDITATION***

PCC is proud to have maintained its accreditation uninterrupted for three decades. Accreditation began in 1977 with the College, initially known as Micronesia Occupational Center and later Micronesia Occupational College, and now Palau Community College. PCC is accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC) of the 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- Accreditation Reaffirmed  
2016- Accreditation Reaffirmed  
2023- Accreditation Reaffirmed

**2025-2039**

# **15 Year Institutional Master Plan**

**of Palau Community College**

## **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 link the mission and vision in guaranteeing quality and excellence.

# **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.

**Goal 1.1** Strengthen institutional effectiveness, equity, diversity, and inclusion by collecting and analyzing data and information to aid in decision-making and continuous improvement of academic programs, student support services, and administrative services.

Objective	Procedure /Activity	Deliverables /Outcome	People Responsible	Needed Resources
<p>1.1.1 Enhance institutional data quality and reporting efficiency by ensuring effective data collection, management, and reporting capabilities to support the collection and analysis of data across all areas of the institution.</p>	<p>a. Regularly review and update procedures, systems, and practices related to data management            - Establish documentation of data management processes</p> <p>b. Enhance the data collection process and integrate data from different sources and systems.</p> <p>c. Implement Business Intelligence (BI) tools to enable data visualization and reporting</p> <p>d. Generate regular reports on the status of institutional data to keep stakeholders informed.            - Course assessment report            - Service Area Outcomes assessment report            - ISSA report            - Program Review report</p>	<ul style="list-style-type: none"> <li>• Procedures, systems, and practices related to data management are regularly reviewed and updated</li> <li>• Unified and efficient data system where information from different departments (i.e. admissions, financial aid, academic affairs) is collected, integrated, and easily accessible</li> <li>• BI tools are utilized for data visualization and reporting</li> <li>• Regular reports are provided to stakeholders in a timely manner</li> </ul>	<ul style="list-style-type: none"> <li>• Executive Committee</li> <li>• Institutional Research and Evaluation Office</li> <li>• Computer Services</li> <li>• Departments and Divisions</li> <li>• Technology Resource Committee</li> </ul>	<ul style="list-style-type: none"> <li>• Financial Resources</li> <li>• Technology Resources</li> </ul>
<p>1.1.2 Strengthen institutional assessment, research, and collaboration efforts to improve data-driven decision-making, foster partnerships, and conduct proactive research for continuous improvement in education quality and student success.</p>	<p>a. Regularly review and update the Institutional Effectiveness Survey (IES)</p> <p>b. Regularly review and update Program Review templates</p> <p>c. Conduct follow-up studies and ad-hoc research</p>	<ul style="list-style-type: none"> <li>• Institutional Effectiveness Survey (IES) are updated and aligned with Service Area Outcomes (SAOs)</li> <li>• Updated Program Review templates</li> </ul>	<ul style="list-style-type: none"> <li>• Institutional Assessment Committee</li> <li>• Deans</li> <li>• Institutional Research and Evaluation Office</li> </ul>	<ul style="list-style-type: none"> <li>• Financial Resources</li> </ul>

Objective	Procedure /Activity	Deliverables /Outcome	People Responsible	Needed Resources
	d. Enhance collaboration with external agencies for research and assessment initiatives.	<ul style="list-style-type: none"> <li>• Insights are gained from follow-up studies and ad-hoc research</li> <li>• Strengthened collaboration with external agencies, leading to improved research and assessment initiatives.</li> </ul>		
1.1.3 Continue to ensure timely and accurate reporting to federal and state governments, accreditation, and other external bodies to maintain compliance.	<p>a. Compile and verify relevant institutional data required for each report</p> <p>b. Adhere to the deadlines for required reports</p> <ul style="list-style-type: none"> <li>- IPEDS</li> <li>- NSLDS</li> <li>- Annual Fire Safety Report</li> <li>- ACCJC Annual and Fiscal Report</li> <li>- Grant-mandated reports</li> </ul>	<ul style="list-style-type: none"> <li>• Completed reports are submitted to federal and government agencies, accreditation, and other external bodies.</li> </ul>	<ul style="list-style-type: none"> <li>• Office of the President</li> <li>• Institutional Research and Evaluation Office</li> <li>• Office of the Financial Aid</li> <li>• Business Office</li> <li>• Admissions &amp; Records Office</li> <li>• Human Resources Division</li> <li>• Library</li> <li>• Accreditation Office</li> <li>• Grant-Funded Programs Office</li> </ul>	<ul style="list-style-type: none"> <li>• Financial Resources</li> <li>• Technology Resources</li> </ul>
1.1.4 Institutional Research and Evaluation Office to continue to serve as the primary repository for institutional data	<p>a. Upgrade and expand the database infrastructure to accommodate the growing volume of institutional data (i.e. course assessments, SAO assessment reports, program reviews, ISSA)</p> <ul style="list-style-type: none"> <li>- upgrade and migrate to new assessment software</li> </ul>	<ul style="list-style-type: none"> <li>• Enhanced database infrastructure enables efficient storage and management of increasing institutional data</li> </ul>	<ul style="list-style-type: none"> <li>• Computer Services</li> <li>• Deans</li> <li>• Institutional Research and Evaluation Office</li> </ul>	<ul style="list-style-type: none"> <li>• Financial resources</li> <li>• Technology Resources</li> </ul>

Objective	Procedure /Activity	Deliverables /Outcome	People Responsible	Needed Resources
	<ul style="list-style-type: none"> <li>- accessibility to authorized users within the college</li> </ul>	<ul style="list-style-type: none"> <li>• Improved accessibility of institutional data promotes transparency and collaboration</li> </ul>		

**Goal 1.2** Continue to coordinate institutional research and assessment practices to support decision-making processes.

Objective	Procedure /Activity	Deliverables /Outcome	People Responsible	Needed Resources
1.2.1 Continue to communicate the FAMED Assessment Cycle to support the decision-making process.	a. Provide training sessions and resources to educate new staff and faculty about the importance and implementation of the FAMED assessment cycle. <ul style="list-style-type: none"> <li>- Develop Training Manual</li> <li>- Incorporate FAMED Cycle into Orientation Materials</li> <li>- FAMED 101 presentation during convocation</li> </ul>	FAMED Assessment Cycle used in planning and decision-making processes	<ul style="list-style-type: none"> <li>• Office of the President</li> <li>• Institutional Research and Evaluation Office</li> <li>• Academic Affairs</li> <li>• Faculty &amp; Staff</li> </ul>	<ul style="list-style-type: none"> <li>• Financial resources</li> </ul>
1.2.2 Compile and disseminate comprehensive assessment reports	a. Review assessment reports to ensure that the action plans derived from assessment findings are practical  b. Disseminate assessment reports to relevant stakeholders  c. Monitor and track the implementation of action plans	Assessment reports are utilized for continuous improvement	<ul style="list-style-type: none"> <li>• Institutional Assessment Committee</li> <li>• Executive Committee</li> </ul>	<ul style="list-style-type: none"> <li>• Financial Resources</li> </ul>

## **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.

**Goal 2.1** PCC will maintain a vibrant and diverse range of education and training programs/offerings that reflect the changing learning environment to meet the needs of students and the community, through enhancing current programs and exploring new possibilities for program development.

Objective	Procedure/Activity	Deliverables/Outcome	People Responsible	Needed Resources
2.1.1 Ensure learning outcomes for programs, degrees, and certificates remain current and relevant to support student success	a. Conduct regular reviews and updates of the existing courses and programs b. Align with industry and accreditation standards	<ul style="list-style-type: none"> <li>• Approved current and relevant course outlines</li> <li>• Approved academic programs and certificate</li> </ul>	<ul style="list-style-type: none"> <li>• Dean of Academic Affairs</li> <li>• Assistant Accreditation Liaison Officer(s)</li> <li>• Associate Deans of Academic Affairs</li> <li>• Faculty</li> <li>• Committee on Programs and Curricula</li> </ul>	<ul style="list-style-type: none"> <li>• Financial resources</li> </ul>
2.1.2 Conduct systematic programs and department reviews based on Academic Affairs three-year cycle to enhance existing academic departments and programs	a. Assess courses regularly through the FAMED process to collect data b. Assess academic departments and programs every three years c. Use results and action plans from department, and program reviews to enhance departments/programs	<ul style="list-style-type: none"> <li>• Completed department and program reviews</li> <li>• Improved academic departments and programs</li> </ul>	<ul style="list-style-type: none"> <li>• Dean of Academic Affairs</li> <li>• Associate Deans of Academic Affairs</li> <li>• Faculty</li> <li>• Institutional Researcher</li> </ul>	<ul style="list-style-type: none"> <li>• Financial resources</li> </ul>
2.1.3 Offer new and relevant programs or reinstate temporarily suspended programs that directly respond to the evolving needs and interests of students and the community	a. Follow CPC procedures for developing and implementing new programs b. Follow Academic Policy (AP) 01-2023 "Temporarily Suspending a Curriculum Course or a Degree Program" to accommodate student needs	<ul style="list-style-type: none"> <li>• Approved new program proposals</li> <li>• Meet the needs of prospective students and the community</li> </ul>	<ul style="list-style-type: none"> <li>• Dean of Academic Affairs</li> <li>• Associate Deans of Academic Affairs</li> <li>• Faculty</li> <li>• Committee on Programs and Curricula</li> </ul>	<ul style="list-style-type: none"> <li>• Financial resources</li> </ul>
2.1.4 Use Career and Technical Education Lab School as a lab center for Education majors in Secondary Education track		<ul style="list-style-type: none"> <li>• Lab school or adopted school established</li> </ul>		
2.1.5 Strengthen partnerships with local businesses and organizations to offer work-integrated learning experiences, such as field studies and internships	a. Establish partnerships with local schools or educational institutions b. Establish relationships with government and non-government agencies c. Conduct meetings with the programs' Advisory Councils	<ul style="list-style-type: none"> <li>• Established Memorandum of Agreement/Understanding with partner agencies/organizations</li> </ul>	<ul style="list-style-type: none"> <li>• PCC President</li> <li>• Dean of Academic Affairs</li> <li>• Associate Deans of Academic Affairs</li> <li>• Faculty</li> <li>• Internship Coordinator</li> </ul>	<ul style="list-style-type: none"> <li>• Financial resources</li> </ul>

Objective	Procedure/Activity	Deliverables/Outcome	People Responsible	Needed Resources
2.1.6 Collaborate with community partners or industry experts to enhance courses that are relevant to the current job market	a. Hold regular Advisory Council members meetings b. Work with community partners or experts to align course activities with current job market expectations	<ul style="list-style-type: none"> <li>• Create and document a Memorandum of Agreement/Understanding</li> <li>• Courses are kept current and relevant</li> </ul>	<ul style="list-style-type: none"> <li>• Dean of Academic Affairs</li> <li>• Committee on Programs and Curricula</li> <li>• Faculty</li> </ul>	<ul style="list-style-type: none"> <li>• Financial resources</li> <li>• Academic resources</li> </ul>
2.1.7 Invest in new technologies and infrastructure to enhance students' learning experiences	a. Follow the Technology Resources Plan for technology updates and replacement cycles b. Maintain and expand infrastructure to accommodate students and provide conducive learning environments	<ul style="list-style-type: none"> <li>• Enhanced student learning experience</li> </ul>	<ul style="list-style-type: none"> <li>• Director of Physical Plan Unit</li> <li>• Dean of Academic Affairs</li> </ul>	<ul style="list-style-type: none"> <li>• Financial Resources</li> </ul>
2.1.8 Align and articulate courses with high schools	a. Program/Department faculty work with high school teachers to align courses b. Establish articulation agreements	<ul style="list-style-type: none"> <li>• Articulated agreement</li> <li>• Matriculated agreement</li> <li>• Facilitated agreement</li> </ul>	<ul style="list-style-type: none"> <li>• Dean of Academic Affairs</li> <li>• Faculty</li> </ul>	<ul style="list-style-type: none"> <li>• Financial Resources</li> </ul>

**Goal 2.2** To enhance recruitment strategies and initiatives to increase student enrollment and diversity.

Objective	Procedure/Activity	Deliverables/Outcome	People Responsible	Needed Resources
2.2.1 Facilitate and increase enrollment of: <ul style="list-style-type: none"> <li>a. Local high school students</li> <li>b. Returning students</li> <li>c. Local workforce</li> <li>d. FSM and RMI</li> </ul>	<ul style="list-style-type: none"> <li>a. High School Visits</li> <li>b. Campus Awareness</li> <li>c. Media Blitz</li> <li>d. Direct Mailing</li> <li>e. Community Awareness/ Participation</li> <li>f. Off-Island Recruitment</li> <li>g. PCC Alumni volunteers to help recruit new students from FSM and RMI</li> <li>h. Offer travel grants</li> <li>i. Tuition waiver for employees and their dependents (PRRM 10.2.3)</li> </ul>	<ul style="list-style-type: none"> <li>• Increased enrollment annually:               <ul style="list-style-type: none"> <li>❖ High school students</li> <li>❖ Returning students</li> <li>❖ Local Workforce</li> <li>❖ FSM and RMI</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Recruitment Team</li> </ul>	<ul style="list-style-type: none"> <li>• Financial resources</li> </ul>
2.2.2 Recruit student participants of Upward Bound (UB), Upward Bound Math and Science (UBMS), and Educational Talent Search (ETS) Program graduates	<ul style="list-style-type: none"> <li>a. As stipulated in the programs' plans of operation</li> </ul>	<ul style="list-style-type: none"> <li>• College Placement</li> </ul>	<ul style="list-style-type: none"> <li>• Recruitment Team</li> <li>• Upward Bound</li> <li>• Upward Bound Math and Science</li> <li>• Educational Talent Search</li> </ul>	<ul style="list-style-type: none"> <li>• Financial resources</li> </ul>
2.2.3 Recruit and enroll prospective students from the Adult High School (AHS) College Preparatory Program	<ul style="list-style-type: none"> <li>a. Recruit Adult High School graduates</li> </ul>	<ul style="list-style-type: none"> <li>• Enroll Adult High School graduates</li> </ul>	<ul style="list-style-type: none"> <li>• Recruitment Team</li> <li>• Director of Adult High School</li> </ul>	<ul style="list-style-type: none"> <li>• Financial resources</li> </ul>

**Goal 2.3** PCC will retain at least 60% of students from term to term and year to year (ISSA 2).

Objective	Procedure/Activity	Deliverables/Outcome	People Responsible	Needed Resources
2.3.1 Continue hosting Day Care Center to benefit PCC students	a. Maintain a collaborative agreement with PCAA and MHHS	<ul style="list-style-type: none"> <li>• On-campus Day Care Center for students in need</li> </ul>	<ul style="list-style-type: none"> <li>• Academic Affairs</li> <li>• PCAA</li> <li>• MHHS</li> </ul>	<ul style="list-style-type: none"> <li>• Financial resources</li> </ul>
2.3.2 Increase success rate at the course, certificate, and degree level by enhancing intervention strategies to foster and ensure inclusion and equitable access to student support services	a. Counseling b. Advising c. Tutoring d. SS100 Course e. Academic Probation Sessions f. Referrals from instructors g. Student Progress Report (SPR) h. Dialogue between faculty and counselors i. Assess enrolled Individualized Educational Plans (IEP) j. Follow-up phone calls to continuing students	<ul style="list-style-type: none"> <li>• Increased passing rate at the course level</li> <li>• Increased graduation rate for certificate and degree programs</li> <li>• Reduced number of academic probations</li> <li>• Reduced financial aid warning</li> <li>• Increased retention rate from year to year</li> </ul>	<ul style="list-style-type: none"> <li>• Faculty</li> <li>• Counselors</li> <li>• Dean of Academic Affairs</li> <li>• Dean of Students</li> <li>• Director of Student Life</li> <li>• Director, Office of Financial Aid</li> <li>• Director of Learning Resource Center (LRC)</li> <li>• Institutional Researcher</li> </ul>	<ul style="list-style-type: none"> <li>• Financial resources</li> </ul>

**Goal 2.4** PCC will ensure that Learning Support Services are sufficient to support instructional programs.

Objective	Procedure/Activity	Deliverables/Outcome	People Responsible	Needed Resources
2.4.1 Continue to support the Learning Resource Center and Academic Tutoring Center services	a. Secure funding (write a proposal) to support the program b. Administrative services c. Provide office space and facility needs d. Support sufficient personnel, needed equipment, and instructional materials	<ul style="list-style-type: none"> <li>• Adequately funded student support services</li> <li>• Adequate learning support services to support instructional programs</li> </ul>	<ul style="list-style-type: none"> <li>• Dean of Students</li> <li>• Dean of Academic Affairs</li> <li>• Director of Learning Resource Center</li> </ul>	<ul style="list-style-type: none"> <li>• Financial resources</li> <li>• Academic resources</li> </ul>

**Goal 2.5** PCC will help students transfer to a four-year college.

Objective	Procedure/Activity	Deliverables/Outcome	People Responsible	Needed Resources
2.5.1 Increase the transfer rate of PCC graduates	a. Provide transfer workshops to graduating students b. Assist with financial aid, scholarship, and loan application processes to four-year colleges/universities	<ul style="list-style-type: none"> <li>• Increased number of PCC graduates accepted into four-year colleges/universities</li> </ul>	<ul style="list-style-type: none"> <li>• Dean of Students</li> <li>• Director of Student Life</li> <li>• Director of Learning Resource Center</li> </ul>	<ul style="list-style-type: none"> <li>• Financial resources</li> </ul>

**Goal 2.6** PCC continues to strengthen programs and services in the area of student support services.

Objective	Procedure/Activity	Deliverables/Outcome	People Responsible	Needed Resources
2.6.1 Use Service Area Outcomes (SAO) assessment results to maintain or make improvements to student support services	a. Communicate results with responsible personnel b. Conduct a regular Service Staff Satisfaction Survey at the end of the spring semester	<ul style="list-style-type: none"> <li>• 90% of students are satisfied with the Student Support Services</li> <li>• 90% of Student Services staff surveyed are satisfied with the service area each year</li> </ul>	<ul style="list-style-type: none"> <li>• Dean of Students</li> <li>• Student Support Unit Directors</li> <li>• Institutional Researcher</li> </ul>	<ul style="list-style-type: none"> <li>• Financial resources</li> </ul>
2.6.2 Support a diverse student population through continued outreach efforts, programs, and College events/activities	a. Assist students in creating student clubs b. Support students with state organizations (e.g., nomination, elections, induction, swearing-in ceremonies, and activities) c. Plan and conduct activities for dormitory residents through retreats and the Tuesday Night Program d. Encourage and support diverse student participation in sports activities as well as campus activities e. Ensure that students are familiar with LRC tutoring and counseling services through New Student Orientation f. Assist Associated Students of Palau Community College (ASPCC) activities g. Conduct regular student recruitment	<ul style="list-style-type: none"> <li>• Maintained or increased the number of college activities that support diversity and students accessing support services</li> <li>• Increased participation of a diverse student population</li> </ul>	<ul style="list-style-type: none"> <li>• Dean of Students</li> <li>• Director of Student Life</li> <li>• Director of Learning Resource Center</li> <li>• Associated Students of Palau Community College (ASPCC)</li> <li>• Recruitment Team</li> </ul>	<ul style="list-style-type: none"> <li>• Financial resources</li> </ul>
2.6.3 Provide comprehensive counseling, academic advising, and career counseling services to students	a. Assess incoming student Individualized Educational Plans (IEP) b. Assess continuing student needs	<ul style="list-style-type: none"> <li>• Increased passing rate at course level, persistence/retention rate, graduation rate, and students graduating within the expected time frame</li> </ul>	<ul style="list-style-type: none"> <li>• Director of Student Life</li> <li>• Director of Learning Resource Center</li> <li>• Academic advisors</li> <li>• Career and Transfer Counselor</li> </ul>	<ul style="list-style-type: none"> <li>• Financial resources</li> </ul>

	<p>c. Advise and counsel students</p> <p>d. Conduct career counseling, Career and Transfer Workshops, and Jobsite Visits</p>	<ul style="list-style-type: none"> <li>• Decreased number of students on Academic/Financial Aid probation</li> </ul>	<ul style="list-style-type: none"> <li>• Institutional Researcher</li> </ul>	
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**Goal 2.7** The PCC Library will continue to support student success by providing equitable library services and accessibility to relevant resource materials that support students’ needs.

Objective	Procedure/Activity	Deliverables/Outcome	People Responsible	Needed Resources
2.7.1 Maintain a variety of relevant and accessible library resource materials	<p>a. Select and procure relevant print and non-print resources that support College programs</p> <p>b. Manage collections to ensure the relevancy and currency of resources</p> <p>c. Continue to expand the Micronesia-Pacific (Micro-P) Collection</p> <p>d. Comply with copyright laws, digitize selected Micro-P materials</p>	<ul style="list-style-type: none"> <li>• Updated library collections</li> <li>• Provided accessibility to a variety of relevant resources</li> <li>• Preserved selected Micro-P resources through digitization</li> </ul>	<ul style="list-style-type: none"> <li>• Director of Library Services</li> <li>• Library staff</li> </ul>	<ul style="list-style-type: none"> <li>• Financial resources</li> </ul>
2.7.2 Update the library webpage to reflect current library services and provide access to relevant online resources	<p>a. Conduct training for web page development</p> <p>b. Add useful library links to the library webpage: online service “Ask a Library Staff,” keyword search box for PCC Library online catalog, and EBSCO online database link</p> <p>c. Add a link to PCC Online LMS</p> <p>d. Review and update the library webpage once a year or as necessary</p>	<ul style="list-style-type: none"> <li>• By 2029, the library webpage has been updated to include the new webpage features</li> </ul>	<ul style="list-style-type: none"> <li>• Library staff</li> <li>• College Computer Technicians</li> </ul>	<ul style="list-style-type: none"> <li>• Financial resources</li> </ul>

Objective	Procedure/Activity	Deliverables/Outcome	People Responsible	Needed Resources
<p>2.7.3 Provide and enhance library services and programs to support student needs</p>	<p>a. Conduct library instruction upon request</p> <p>b. Provide library services and programs</p> <p>c. Use SAO and SLO assessment results, including library survey results, as a basis for enhancement of library services and programs</p> <p>d. Use the ACRL Framework for Information Literacy for Higher Education (see Appendix E) as a guide for enhancing and developing services and programs</p> <p>e. Update the Library Procedures Manual regularly</p> <p>f. Support staff participation in professional development opportunities</p> <p>g. Have library personnel possess at least an Associate degree in Library and Information Services or related programs</p> <p>h. Have the library be managed by a librarian holding appropriate credentials in Library Science degree (minimum qualification is a bachelor's degree in Library Science) from an American Library Association's (ALA) accredited institution</p>	<ul style="list-style-type: none"> <li>• Make the Library Procedures Manual an official document of the College</li> <li>• 90% of students who received the library instruction through SS100 are familiar with the available library services and resources</li> <li>• Maintained and enhanced library services and programs so they continue to be relevant and equitable to meet students' needs</li> <li>• Skilled library staff ensures ideal services and improved delivery of library services to students</li> <li>• Identified clear mission statement, division goals, and library procedures to meet service area outcomes</li> </ul>	<ul style="list-style-type: none"> <li>• Director of Library Services</li> <li>• Library staff</li> <li>• Institutional Researcher</li> </ul>	<ul style="list-style-type: none"> <li>• Financial resources</li> </ul>

<b>Objective</b>	<b>Procedure/Activity</b>	<b>Deliverables/Outcome</b>	<b>People Responsible</b>	<b>Needed Resources</b>
2.7.4 Provide access to computers to support student needs	a. Maintain computers at the Library Computer Lab  b. Follow the technology replacement cycle as outlined in TRC's Technology Plan for library computers and equipment  c. Support staff participation in relevant technology training	<ul style="list-style-type: none"> <li>• Available computers for student use with accessibility to current, relevant, and a variety of information resources</li>   <li>• Followed TRC Technology Plan in keeping computers and equipment up to date</li> </ul>	<ul style="list-style-type: none"> <li>• Director of Library Services</li> <li>• Library staff</li> </ul>	<ul style="list-style-type: none"> <li>• Financial resources</li> </ul>

**Goal 2.8** PCC will ensure the continuity of non-credit programs through Continuing Education to accommodate the needs of students and the community.

Objective	Procedure/Activity	Deliverables/Outcome	People Responsible	Needed Resources
2.8.1 Develop learning outcomes (LOs) for Continuing Education (CE), Professional Development, and Compensatory Education offerings	a. Develop learning outcomes based on the requested training needs b. Indicate learning outcomes in all course outlines, syllabus, and assessment reports for every course conducted c. Use course evaluation results to make recommendations for course improvement	<ul style="list-style-type: none"> <li>• All CE courses clearly identify learning outcomes</li> <li>• Clear criteria, including learning outcomes and assessments, are outlined for each CE Certificate</li> </ul>	<ul style="list-style-type: none"> <li>• Dean of Continuing Education</li> <li>• Course Instructors</li> </ul>	<ul style="list-style-type: none"> <li>• Financial resources</li> </ul>
2.8.2 Implement articulation of CE to Credit for advancement	a. Seek guidance and approval from ACCJC for the articulation of CE to Credit b. Align eligible CE courses with PCC Certificate courses c. Develop a fast-track schedule for eligible CE course	<ul style="list-style-type: none"> <li>• Transferable CE course offerings to Academic credits</li> </ul>	<ul style="list-style-type: none"> <li>• PCC President</li> <li>• Dean of Continuing Education</li> <li>• Dean of Academic Affairs</li> </ul>	<ul style="list-style-type: none"> <li>• Financial resources</li> </ul>
2.8.3 Conduct state visits to assess community training needs and disseminate information relevant to training opportunities	a. Contact individual state government offices to set up a recruitment and training plan b. Develop a recruitment and training plan to address the needs of each interested state c. Prepare a calendar of state visits d. Disseminate application forms and assist interested applicants	<ul style="list-style-type: none"> <li>• The communities are informed and familiarized with the CE program offerings</li> <li>• Training needs are identified and CE will respond to the identified needs</li> </ul>	<ul style="list-style-type: none"> <li>• Dean of Continuing Education</li> <li>• Director of Adult High School</li> </ul>	<ul style="list-style-type: none"> <li>• Transportation</li> <li>• Facilities</li> <li>• Financial resources</li> </ul>
2.8.4 Develop a working relationship with government agencies, private sectors, and non-profit organizations to assess training needs and establish program sponsorship	a. Solicit support from government and private enterprises to sponsor training programs b. Create a schedule of course offerings for interested government agencies, private sectors, and non-profit organizations	<ul style="list-style-type: none"> <li>• CE certificate program offerings align with the needs of government agencies, private sectors, and non-profit organizations</li> <li>• Mutually beneficial partnerships with agencies and private businesses result in sponsorships for programs offered through the CE</li> </ul>	<ul style="list-style-type: none"> <li>• Dean of Continuing Education</li> </ul>	<ul style="list-style-type: none"> <li>• Financial resources</li> </ul>

Objective	Procedure/Activity	Deliverables/Outcome	People Responsible	Needed Resources
2.8.5 Provide fast-track trainings or non-credit courses on the basics of teaching skills to support in-service training of teachers	<ul style="list-style-type: none"> <li>a. Work closely with the Ministry of Education as well as private schools in Palau to identify teachers who need the training</li> <li>b. Schedule and conduct the training</li> <li>c. Develop content-specific course learning outcomes for each course offering</li> </ul>	<ul style="list-style-type: none"> <li>• Fast-Track courses offered in:               <ul style="list-style-type: none"> <li>- Introduction to Teaching</li> <li>- Classroom Management</li> <li>- Teaching Methodologies/ Strategies</li> <li>- Assessment and Evaluation</li> <li>- Lesson Planning and Presentation</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Dean of Continuing Education</li> <li>• Instructors</li> </ul>	<ul style="list-style-type: none"> <li>• Financial resources</li> </ul>
2.8.6 Develop learning outcomes for the Non-Instrumental Navigation and Sea-Faring class	<ul style="list-style-type: none"> <li>a. Work with Master Navigator to develop learning outcomes for the courses</li> <li>b. Assess and use assessment results to make recommendations for improvement if needed</li> </ul>	<ul style="list-style-type: none"> <li>• Certificate for all levels of the Non-Instrumental Navigation and Sea-Faring class</li> </ul>	<ul style="list-style-type: none"> <li>• Dean of CE and Course Instructor</li> <li>• Micronesia Voyaging Society (MVS) and Traditional Navigation Society in Yap</li> <li>• Master Navigator</li> </ul>	<ul style="list-style-type: none"> <li>• Financial resources</li> </ul>

**Goal 2.9** PCC will ensure that all other Community-Based Programs are accessible and offered throughout Palau.

Objective	Procedure/Activity	Deliverables/Outcome	People Responsible	Needed Resources
2.9.1 Implement and continue the Maintenance Assistance Program (MAP) to the extent that external funding is available	<ul style="list-style-type: none"> <li>a. Secure funding for continued funding of MAP training programs</li> <li>b. Work with the Pacific Power Association (PPA) to support training programs</li> </ul>	<ul style="list-style-type: none"> <li>• Certificated Programs in:               <ul style="list-style-type: none"> <li>- Water/Waste Water Pump Training</li> <li>- Bus Maintenance Training</li> <li>- Air Conditioning Training</li> <li>- CIP inspector's Training</li> <li>- Compact Road Maintenance Training</li> <li>- Building Maintenance</li> <li>- Power Plant Operation Training</li> <li>- Pacific Lineman Training</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Dean of Continuing Education</li> </ul>	<ul style="list-style-type: none"> <li>• Financial Resources</li> </ul>

**Goal 2.10** PCC will strengthen and diversify its partnerships with external agencies to help with the achievement of its mission and goals.

Objective	Procedure/Activity	Deliverables/Outcome	People Responsible	Resources
2.10.1 Maintain formal partnership agreements with external agencies to support the needs of students and the community	<ul style="list-style-type: none"> <li>a. Create and document working Memorandum of Understanding (MOU) or Memorandum of Agreement (MOA)</li> <li>b. Recruit and enroll students who are already in service</li> <li>c. Collaborate with involved external agencies to accommodate in-service students</li> <li>d. Maintain a working relationship with Palau Community Action Agency (PCAA) to continue providing childcare services for PCC students</li> </ul>	<ul style="list-style-type: none"> <li>• Documented MOUs or MOAs</li> <li>• Provided support to help external agencies, students, and the community</li> </ul>	<ul style="list-style-type: none"> <li>• PCC President</li> <li>• Vice President of Administration and Finance</li> <li>• Dean of Academic Affairs</li> <li>• Dean of Continuing Education</li> </ul>	<ul style="list-style-type: none"> <li>• Financial resources</li> </ul>

Objective	Procedure/Activity	Deliverables/Outcome	People Responsible	Resources
2.10.2 Provide online learning opportunities through partnerships with other degree-granting institutions	<ul style="list-style-type: none"> <li>a. Create and document working MOUs or MOAs</li> <li>b. Collaborate with the identified universities and institutions to determine the feasibility of offering four-year degree programs at PCC</li> <li>c. Establish partnerships with other institutions to provide bachelor's, master's, and doctorate degree programs through blended mode of learning</li> <li>d. Secure funding to support the programs and students</li> <li>e. Provide academic facilities to accommodate students and support teaching</li> </ul>	<ul style="list-style-type: none"> <li>• Documented MOUs or MOAs</li> <li>• Provided students with opportunities to pursue higher education beyond a two-year college degree</li> <li>• Improved or expanded academic facilities to support learning and teaching</li> </ul>	<ul style="list-style-type: none"> <li>• PCC President</li> <li>• Vice President of Administration and Finance</li> <li>• Dean of Academic Affairs</li> <li>• Dean of Continuing Education</li> </ul>	<ul style="list-style-type: none"> <li>• Financial resources</li> </ul>
2.10.3 Establish and maintain course articulation agreements with other institutions of higher education	<ul style="list-style-type: none"> <li>a. Adhere to the Pohnpei Accord articulation agreement</li> <li>b. Establish and maintain articulation agreements with other institutions of higher education</li> </ul>	<ul style="list-style-type: none"> <li>• Updated MOUs and MOAs</li> <li>• Compliance with the Pohnpei Accord articulation agreement</li> </ul>	<ul style="list-style-type: none"> <li>• PCC President</li> <li>• Dean of Academic Affairs</li> <li>• Faculty</li> </ul>	<ul style="list-style-type: none"> <li>• Financial Resources</li> </ul>
2.10.4 Maintain Memorandum of Understanding with Penn Foster Career School (formerly known as Thompson Education Direct)	<ul style="list-style-type: none"> <li>a. Revisit and update MOU</li> </ul>	<ul style="list-style-type: none"> <li>• Delivery of Certificated Programs as stipulated on the PCC website under Special Programs.</li> </ul>	<ul style="list-style-type: none"> <li>• Academic Affairs</li> </ul>	<ul style="list-style-type: none"> <li>• Collaborating Agencies</li> </ul>

**Extracted from an approved plan of work from CRE**

**Goal 2.11** The Cooperative Research and Extension Division will 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.

Objective	Procedure/Activity	Deliverables/Outcome	People Responsible	Needed Resources
2.11.1 Promote Small Island Agriculture System that addresses sustainable plant and animal production	Horticulture/Crop Production: <ol style="list-style-type: none"> <li>a. Taro Production</li> <li>b. Evaluation of Cassava</li> <li>c. Evaluation of Sweet Potato</li> <li>d. Banana Production</li> <li>e. Root Crop Germplasm Collection</li> <li>f. Tissue Culture of Taro Varieties and salt water resistant taro varieties</li> <li>g. Orchard Nursery and field development-map and management</li> <li>h. <i>Passiflora sp.</i> Trials</li> <li>i. Vanilla orchid trials</li> <li>j. Integrated Agroforestry/Livestock</li> <li>k. Mutation Breeding for important economic plant varieties-yield and strength selection</li> <li>l. Animal Husbandry</li> </ol>	<ul style="list-style-type: none"> <li>• Improved agriculture production system, food security, and quality of life.</li> <li>• Increased locally produced food, family income, and sustainable development.</li> </ul>	<ul style="list-style-type: none"> <li>• Researchers</li> <li>• Research Assistant</li> <li>• Field Assistant</li> </ul>	<ul style="list-style-type: none"> <li>• Hatch Funds/Allocated resources</li> <li>• Human resources</li> </ul>
2.11.2 Promote Integrated Pest Management (IPM)	Biological Control: <ol style="list-style-type: none"> <li>a. Cassava Spider Mite</li> <li>b. Taro Leafhopper</li> <li>c. Siam Weed</li> <li>d. Taro Aphid</li> <li>e. Mimosa</li> <li>f. Mikania</li> <li>g. Sweet Potato Weevil</li> <li>h. IPM Best Management Practice</li> <li>i. Pesticides Applicators Training</li> <li>j. CRB mapping, physical, and biocontrol</li> </ol>	<ul style="list-style-type: none"> <li>• Improved crop yield</li> <li>• Reduced dependency on chemicals</li> <li>• Increased family income</li> <li>• Protect the environment</li> </ul>	<ul style="list-style-type: none"> <li>• Extension Specialist</li> <li>• Extension Agents</li> </ul>	<ul style="list-style-type: none"> <li>• Smith Lever Funds/Allocated resources</li> <li>• Human resources</li> </ul>

Objective	Procedure/Activity	Deliverables/Outcome	People Responsible	Needed Resources
2.11.3 Promote the development of the aquaculture industry	Develop hatchery protocol for seed production of: a. Rabbit Fish b. Grouper c. Milk Fish d. Mullet e. Shrimp f. Trochus g. Mangrove Crab h. <i>Stichopus</i> i. Live feed production	<ul style="list-style-type: none"> <li>• Improved production system</li> <li>• Protection of the environment</li> <li>• Improve the economy</li> </ul>	<ul style="list-style-type: none"> <li>• Researchers</li> <li>• Research Assistant</li> <li>• Staff</li> </ul>	<ul style="list-style-type: none"> <li>• Hatch Funds/Allocated resources</li> <li>• Human resources</li> </ul>
2.11.4 Disseminate research findings to the communities	a. Publications b. Marketing c. Training d. Workshops/Classes e. Community outreach	<ul style="list-style-type: none"> <li>• Informed population of new knowledge and research findings</li> </ul>	<ul style="list-style-type: none"> <li>• Extension Specialist</li> <li>• Extension Agents</li> <li>• Staff</li> </ul>	<ul style="list-style-type: none"> <li>• Smith Lever Funds/Allocated resources</li> <li>• Human resources</li> </ul>
2.11.5 Support the development of tissue culture technology	a. Develop a protocol for tissue culture technique b. Mass propagation of tissue-cultured plants c. Distribution of plants	<ul style="list-style-type: none"> <li>• Improved tissue culture techniques</li> <li>• Pest and disease-free planting materials</li> <li>• Increased farm produce</li> </ul>	<ul style="list-style-type: none"> <li>• Researcher</li> <li>• Tissue Culture Technician</li> <li>• Staff</li> </ul>	<ul style="list-style-type: none"> <li>• Hatch Funds/Allocated resources</li> <li>• Human resources</li> </ul>
2.11.6 Promote the development of value-added/new product	a. Development of new products: <ul style="list-style-type: none"> <li>• Flour</li> <li>• Pastries</li> <li>• Ice Cream</li> <li>• Pasta</li> </ul> b. Improve product shelf life c. Improve marketability	<ul style="list-style-type: none"> <li>• Reduced dependencies on foreign imports.</li> <li>• Increased consumption of locally produced food</li> <li>• Improve the economy</li> </ul>	<ul style="list-style-type: none"> <li>• Food Technologist</li> <li>• Staff</li> </ul>	<ul style="list-style-type: none"> <li>• Hatch Funds/Allocated resources</li> <li>• Human resources</li> </ul>
2.11.7 Support the promotion of food safety and nutrition	Conduct food nutrition and food safety classes	<ul style="list-style-type: none"> <li>• Increased knowledge and awareness of food safety and nutrition</li> </ul>	<ul style="list-style-type: none"> <li>• Extension Agent</li> <li>• Staff</li> </ul>	<ul style="list-style-type: none"> <li>• Smith Lever Funds/Allocated resources</li> <li>• Human resources</li> </ul>

Objective	Procedure/Activity	Deliverables/Outcome	People Responsible	Needed Resources
2.11.8 Promote youth development of environmental awareness	a. Courses in life skills b. Marine Science Program c. Water Quality Management and Awareness d. Dry Litter Implementation and Management Awareness e. School Outreach Program f. Geospatial Zoning of Agri/Aqua, Soil properties, and Ecology	<ul style="list-style-type: none"> <li>• Increased knowledge and awareness of the environment</li> <li>• Increased student interest in science-related fields</li> </ul>	<ul style="list-style-type: none"> <li>• Extension Agent</li> <li>• Staff</li> </ul>	<ul style="list-style-type: none"> <li>• Smith Lever Funds/Allocated resources</li> </ul>
2.11.9 Work to identify locally grown plants and crops as bio-fuel sources	Conduct bio-fuel research	<ul style="list-style-type: none"> <li>• Identified plants and crops as bio-fuel sources</li> </ul>	<ul style="list-style-type: none"> <li>• Researcher</li> </ul>	<ul style="list-style-type: none"> <li>• Hatch Funds/Allocated resources</li> </ul>
2.11.10 Have the College Research and Development Station to serve as a repository for local root crops	a. Collect and maintain all varieties of root crops b. Preserve varieties of root crops using tissue culture techniques	<ul style="list-style-type: none"> <li>• Maintained and preserved Palau's endemic root crop resources</li> </ul>	<ul style="list-style-type: none"> <li>• Researchers</li> <li>• Extension Agents</li> <li>• Staff</li> </ul>	<ul style="list-style-type: none"> <li>• Hatch Funds/Allocated resources</li> <li>• Human resources</li> </ul>

## **STRATEGIC DIRECTION 3**

### **RESOURCES**

PCC will diversify and increase resources to provide quality programs and services, facilities, technology, and human resources to support its vision, mission, and goals. PCC will be prudent in the allocation of its resources.

**Goal 3.1 Financial Resources** - PCC will secure and allocate financial resources to support operations and activities.

Objective	Procedure /Activity	Deliverables/Outcome	People Responsible	Needed Resources
3.1.1 Secure enough funding to support the annual operation of the College	<ul style="list-style-type: none"> <li>a. Secure, at minimum, a level annual funding/appropriation from ROP government</li> <li>b. Insure and maintain insurance for all college facilities</li> <li>c. Increase revenue through increased tuition and fees</li> <li>d. Maximize auxiliary services to increase revenue</li> <li>e. Collect outstanding student accounts</li> <li>f. Obtain Indirect Cost Agreement with federal programs</li> <li>g. Settle \$60K+ outstanding balances/accounts from the 2005 Mini-games</li> <li>h. Settle \$32K+ outstanding balances/accounts from MOE</li> <li>i. Seek additional federal/non-federal funding</li> </ul>	<ul style="list-style-type: none"> <li>• College receives, at minimum, a level annual funding/appropriation from ROP government</li> <li>• College facilities in Koror are insured</li> <li>• Revenues increased due to increase in tuition and fees, auxiliary services, and collection of outstanding student accounts</li> <li>• Indirect Cost Agreement with federal programs successfully negotiated</li> <li>• Collect outstanding balances from 2005 Mini-games and MOE</li> <li>• Additional federal and non-federal sources of funding secured</li> </ul>	<ul style="list-style-type: none"> <li>• Board of Trustees</li> <li>• PCC President</li> <li>• Executive Committee</li> </ul>	<ul style="list-style-type: none"> <li>• Financial resources</li> </ul>

<b>Objective</b>	<b>Procedure /Activity</b>	<b>Deliverables/Outcome</b>	<b>People Responsible</b>	<b>Needed Resources</b>
<p>3.1.2 Through 2039, seek to generate and utilize effective use of resources to increase the PCC Endowment Fund toward its ultimate goal of \$30 million.</p>	<p>a. Continue to implement the Endowment Fund Investment Policy Statement</p> <p>b. Increase PCC, NGO, and Government bi-weekly allotments</p> <p>c. Conduct annual fundraising- Thanksgiving (i.e. business partnerships, organizations, etc.)</p> <p>d. Implement other fundraising activities/options</p> <p>e. Support Special Legislation, Statutes</p> <p>f. Solicit US-based institutional donations through 501 (c3) status- establish 501(c3)</p> <p>g. Bequeath Estates (plan) to Endowment</p> <p>h. Continue to invest 10% of PCC Bookstore proceeds in the PCC Endowment Fund.</p> <p>i. Solicit support from College alumni</p>	<ul style="list-style-type: none"> <li>• Increased bi-weekly contributions</li> <li>• Annual endowment Fundraising</li> <li>• Passage of legislation appropriating funds toward Endowment Fund</li> <li>• Designated 501(c3) secured</li> <li>• Expanded and/or privatized PCC Bookstore/Snack Shop</li> </ul>	<ul style="list-style-type: none"> <li>• Board of Trustees</li> <li>• PCC President</li> <li>• Executive Committee</li> <li>• Development Office</li> </ul>	<ul style="list-style-type: none"> <li>• Financial resources</li> </ul>

**Goal 3.2 Facilities & Equipment** - PCC will improve a system of acquisition and management of property, facilities, and depreciable assets such as vehicles, information technology, and major equipment.

Objective	Procedure /Activity	Deliverables/Outcome	People Responsible	Needed Resources
<p>3.2.1 Through 2039, provide adequate, safe, and accessible facilities to meet the needs of a learning-centered institution ensuring equity and inclusion.</p>	<p>a. Plan, build, renovate, and maintain adequate number of classrooms to meet student needs.</p> <p>b. Plan, build, renovate, and maintain adequate number of offices to support programs and services.</p> <p>c. Plan and build new facilities to meet emerging needs of the College.</p>	<ul style="list-style-type: none"> <li>• New academic building (Science/IT and general classrooms)</li> <li>• New one-million-gallon water tank at Koror campus</li> <li>• Two-story building to be situated between Sebus and Smuuch</li> <li>• Functional baseball/softball field along coral reef highway</li> <li>• Functional PCC wharf with floating dock and bigger ramp</li> <li>• As-built drawings prepared and filed for all PCC buildings</li> <li>• Fenced PCC campus for security Purposes</li> <li>• Installed and monitored security cameras around campus</li> <li>• PCC Rock Island (Metukerikull)</li> <li>• Construct Assembly Hall 2.0</li> </ul>	<ul style="list-style-type: none"> <li>• Board of Trustees</li> <li>• PCC President</li> <li>• Executive Committee</li> <li>• Physical Plant</li> </ul>	<ul style="list-style-type: none"> <li>• Financial resources</li> </ul>
<p>3.2.2 Continue to maintain existing maintenance working plan matrices to keep track of projects and accomplishments, to</p>	<p>a. Continue to conduct weekly campus walk-</p>	<ul style="list-style-type: none"> <li>• Established to-do lists</li> <li>• Completed work order requests</li> </ul>	<ul style="list-style-type: none"> <li>• Board of Trustees</li> <li>• PCC President</li> <li>• Executive Committee</li> </ul>	<ul style="list-style-type: none"> <li>• Financial resources</li> </ul>

<b>Objective</b>	<b>Procedure /Activity</b>	<b>Deliverables/Outcome</b>	<b>People Responsible</b>	<b>Needed Resources</b>
assist in identifying areas of improvement, and to ensure safety and quality.	<p>throughs and establish to-do lists</p> <p>b. Continue to perform services requested through work orders</p> <p>c. Continue to utilize log sheets/forms for services, such as AC repair, vehicle maintenance, and building inspection</p> <p>d. Implement approved action plans or recommendations stated in program reviews</p>	<ul style="list-style-type: none"> <li>• Recorded services provided to keep track of projects</li> <li>• Implemented approved program review action plans and recommendations</li> </ul>	<ul style="list-style-type: none"> <li>• Physical Plant</li> </ul>	
3.2.3 Continue to maintain a complete and accurate inventory of equipment/facilities	<p>a. Conduct inventory with Serial Numbers</p> <ul style="list-style-type: none"> <li>- Facilities</li> <li>- Cars</li> <li>- Cooling/Air-conditioning</li> <li>- Computers, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Straight-line depreciation method and disposal of old equipment</li> </ul>	<ul style="list-style-type: none"> <li>• Vice President of Administration and Finance</li> <li>• Physical Plant Division</li> <li>• Finance Division</li> <li>• Executive Committee</li> </ul>	<ul style="list-style-type: none"> <li>• Financial resources</li> </ul>
3.2.4 Dispose equipment and hazardous waste properly (Collaborate with Strategic Approach to International Chemical Management (SAICM))	<p>a. Dispose waste in accordance to policies and procedures from appropriate agencies.</p>	<ul style="list-style-type: none"> <li>• Safe disposal of equipment and hazardous waste to ensure a safe learning environment.</li> </ul>	<ul style="list-style-type: none"> <li>• Physical Plant</li> <li>• Executive Committee</li> </ul>	<ul style="list-style-type: none"> <li>• Financial resources</li> </ul>

**Goal 3.3 Technology Resources** – PCC will provide a framework to carry out technology enhancements through careful planning, systematic organization, and coordinated implementation to support and promote the mission of the College.  
(See Appendix C – Technology Plan)

Objective	Procedure /Activity	Deliverables/Outcome	People Responsible	Needed Resources
See Appendix C for the Palau Community College Technology Plan	Refer to Technology Plan	Refer to Technology Plan	Refer to Technology Plan	Refer to Technology Plan

**Goal 3.4 Human Resources** – PCC will recruit, hire, promote, and retain a diverse and qualified workforce needed to achieve institutional priorities.

Objective	Procedure /Activity	Deliverables/Outcome	People Responsible	Needed Resources
3.4.1 Recruit and maintain diverse, qualified, and appropriately credentialed personnel.	<ul style="list-style-type: none"> <li>a. Publicly advertise all vacancies</li> <li>b. Review, select, and recommend/hire personnel</li> <li>c. Offer adequate compensation and benefits package</li> </ul>	<ul style="list-style-type: none"> <li>• Diverse, qualified, and credentialed personnel</li> </ul>	<ul style="list-style-type: none"> <li>• Office of the President</li> <li>• Human Resources Division (HRD)</li> <li>• Division/Department Heads</li> </ul>	<ul style="list-style-type: none"> <li>• Financial Resources</li> </ul>
3.4.2 Periodically update the Personnel Rules and Regulations Manual (PRRM)	<ul style="list-style-type: none"> <li>a. Review PRRM every four years</li> </ul>	<ul style="list-style-type: none"> <li>• Updated Personnel Rules &amp; Regulations</li> </ul>	<ul style="list-style-type: none"> <li>• Board of Trustees</li> <li>• Office of the President</li> <li>• Policy Review Committee (PRC)</li> </ul>	<ul style="list-style-type: none"> <li>• Financial Resources</li> </ul>

Objective	Procedure /Activity	Deliverables/Outcome	People Responsible	Needed Resources
3.4.3 Improve and expand ongoing staff and faculty development programs	a. Offer professional development opportunities  b. Evaluate Non-US graduate credentials through World Education Services (WES)	<ul style="list-style-type: none"> <li>• Faculty and staff attend trainings (i.e. in-house trainings, on-island trainings, etc.)</li> <li>• Associates, Baccalaureate and Master degrees offered on site</li> <li>• Authenticated credentials (US equivalency) of Non-US graduate employees</li> </ul>	<ul style="list-style-type: none"> <li>• Human Resources Division (HRD)</li> <li>• Division/Department Heads</li> </ul>	<ul style="list-style-type: none"> <li>• Financial Resources</li> </ul>
3.4.4 Periodically review the performance appraisal and evaluation process	a. Beginning 2025, HRD will assess and update the performance evaluation instrument  <i>*Subsequent assessments will be done by the PRC when it convenes to review the PRRM following their established review schedule</i>  b. Establish an ad-hoc committee to plan and implement procedures to assess performance evaluation process	<ul style="list-style-type: none"> <li>• Improved performance appraisal and evaluation instrument</li> <li>• Improved evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>• Office of the President</li> <li>• Human Resources Division</li> <li>• Policy Review Committee</li> </ul>	
3.4.5. Review, propose and establish benefits for faculty and staff a. Salary increment b. Life insurance c. Employee recognition d. Retirement package	a. Secure funding to support college salary adjustment initiatives	<ul style="list-style-type: none"> <li>• Established benefits</li> </ul>	<ul style="list-style-type: none"> <li>• Office of the President</li> <li>• Human Resources Division</li> <li>• Administration and Finance Department</li> </ul>	<ul style="list-style-type: none"> <li>• Financial Resources</li> </ul>

<b>Objective</b>	<b>Procedure /Activity</b>	<b>Deliverables/Outcome</b>	<b>People Responsible</b>	<b>Needed Resources</b>
e. Dental and eye insurance f. <i>Badek</i> (contribution)	b. Initiate dialog to re-offer group life insurance for employees  c. Implement established employee recognition program in the PRRM  d. Continue to implement retirement package program in the PRRM  e. Initiate dialog to offer dental and eye coverage in the current health insurance benefit package  f. Establish a more efficient <i>badek</i> collection process			
3.4.6 Develop a succession plan	a. Identify positions that would require succession plan  b. Assess position requirements for succession planning  c. Announce vacancy and hire successor at least 6 months before the end of the term of the current position holder.	<ul style="list-style-type: none"> <li>• Succession plan in place</li> </ul>	<ul style="list-style-type: none"> <li>• Office of the President</li> <li>• Human Resources Division</li> <li>• Division/Department Heads</li> </ul>	<ul style="list-style-type: none"> <li>• Financial Resources</li> </ul>

**Goal 3.5** PCC is committed to protect its human resources and safeguard its physical resources. It will develop a systematic approach of emergency preparedness to facilitate current responsive and recovery measures to address health, safety, and emerging environmental threats, including, but not limited to, terrorism, natural disasters, and pandemic situations in order to ensure a safe and secure learning and working environment for college faculty, staff, students, and community members. (See Appendix D – Emergency Procedures Manual)

<b>Objective</b>	<b>Procedure /Activity</b>	<b>Deliverables/Outcome</b>	<b>People Responsible</b>	<b>Needed Resources</b>
<p>3.5.1 Protect the well-being of students and faculty and staff through an intensive awareness campaign of emergency preparedness</p>	<p>a. Periodically review current Emergency Procedures Manual (EPM)</p> <p>b. Educate the college community of the EPM through the following but not limited to:</p> <ul style="list-style-type: none"> <li>- Conduct a systematic process of orienting students, faculty and staff</li> <li>- Create and post emergency procedures infographics</li> <li>- Create and post campus map showing safe areas</li> <li>- Create and disseminate emergency quick guide</li> </ul>	<ul style="list-style-type: none"> <li>• Updated Emergency Procedures Manual</li> <li>• Well-informed college community</li> </ul>	<ul style="list-style-type: none"> <li>• Campus Emergency and Safety Committee</li> <li>• Executive Committee</li> </ul>	<ul style="list-style-type: none"> <li>• Financial resources</li> </ul>

Objective	Procedure /Activity	Deliverables/Outcome	People Responsible	Needed Resources
	<p>c. Attend emergency preparedness trainings/workshops</p> <p>d. Actively participate in National Emergency Committee meetings and activities</p>			
<p>3.5.2 Establish effective college-wide system of communication in emergency situations</p>	<p>a. Continue to assess and improve campus emergency communication systems</p> <p>b. Secure funding to procure college-wide emergency communication systems such as:</p> <ul style="list-style-type: none"> <li>- Ultra High Frequency (UHF) / Very High Frequency (VHF) or similar equipment</li> <li>- Upgrade telephone / intercom system</li> <li>- Establish campus alarm system</li> <li>- Establish public address system / voice messaging system</li> <li>- Establish regular practice drills</li> </ul>	<ul style="list-style-type: none"> <li>• Improved system of communication</li> </ul>	<ul style="list-style-type: none"> <li>• Office of the President</li> <li>• Administration and Finance Department</li> <li>• Campus Emergency and Safety Committee</li> </ul>	<ul style="list-style-type: none"> <li>• Financial resources</li> </ul>

## **STRATEGIC DIRECTION 4**

### **GOVERNANCE AND INSTITUTIONAL CULTURE**

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

**Goal 4.1** The leadership and governance of PCC will continue to be transparent and collaborative in order to foster a positive institutional culture that instills confidence and trust.

Objective	Procedure Activity	Deliverables/Outcome	People Responsible	Needed Resources
<p>4.1.1 The college leadership and governance continue to contribute to the institution's culture of excellence through improved Board effectiveness and as mandated in RPPL 4-2</p>	<p>a. Continue to implement a comprehensive orientation program for new board members, including the budget, capital projects, outcome/quality reports (accreditation, annual, audit, Fact Book), Protocol Manual, policies and procedures manuals, General Catalog</p> <p>b. The Board annually assesses its membership and recommends necessary legislative actions</p> <p>c. Develop and publish CEOs search and selection process</p> <p>d. The Board continues to conduct regular evaluations for all Board members, including analysis, interpretation, and use in professional development growth</p> <p>e. The Board continues to attend ACCT-sanctioned and ACCJC-sponsored trainings</p> <p>f. The Board schedules and hold its annual retreat no later than June</p>	<ul style="list-style-type: none"> <li>• Orientation program and procedures adopted and published in Board Protocol Manual</li> <li>• Annual attendance of Boardmanship Training</li> <li>• Attend ACCT meeting</li>   <li>• A prospective board member is recommended to the ROP President when a board seat becomes vacant</li>   <li>• Search and selection process developed and adopted</li> <li>• Process published in Protocol Manual</li>   <li>• Annual evaluation completed, analyzed, and interpreted</li> <li>• Professional development programs identified/implemented</li>   <li>• Renewal of Membership</li> <li>• Attendance in trainings</li>   <li>• Board Calendar</li> <li>• Retreat records of meetings</li> <li>• Support organizational strength and team leverage</li> <li>• Protocol Manual reviewed and revisions made.</li> </ul>	<ul style="list-style-type: none"> <li>• Board members</li> <li>• PCC President</li> <li>• Vice President of Administration and Finance</li> <li>• Institutional Researcher</li> </ul>	<ul style="list-style-type: none"> <li>• Financial resources</li> </ul>

	<p>of each year. The retreats will include key college staff</p> <p>g. The Board continually assesses, the effectiveness of its policies and procedure every three years</p>			
4.1.2 Continue to engage in decision-making structures and processes as stipulated under RPPL 4-2	a. Regularly review the current decision-making structure and processes (Organizational chart depicting the current administrative structure; President's Cabinet; informative/consultative steps in decision-making process)	<ul style="list-style-type: none"> <li>• Updated policies and publications</li> <li>• Updated Organizational Chart</li> </ul>	<ul style="list-style-type: none"> <li>• Board of Trustees (BOT) standing committees with Ad hoc members</li> <li>• Board of Trustees (BOT)</li> <li>• Office of President</li> </ul>	<ul style="list-style-type: none"> <li>• Financial Resources</li> </ul>
4.1.3. Utilize, assess, and enhance clearly defined communication channels and methods in which instructions, ideas, and concerns are openly communicated throughout the institution and the community to ensure inclusion and equity	a. Regularly review and update major College publications	<ul style="list-style-type: none"> <li>• Updated the General Catalog, Administrative Procedures Manual, Technology Plan, Personnel Rules and Regulations Manual, and Emergency Operations Plan that allow meaningful and informative communications at and between all levels, including upward and downward, and feedback system</li> </ul>	<ul style="list-style-type: none"> <li>• Task Force – appointed by the President</li> <li>• Director of Development Office</li> </ul>	<ul style="list-style-type: none"> <li>• Financial Resources</li> </ul>
4.1.4 Regularly and effectively communicate the values and expectations regarding ethics, equity, social responsibility, and community involvement	<p>a. Continue to implement an orientation program to every new staff member of the College</p> <p>b. Regularly evaluate the effectiveness of the program, starting in 2025</p>	<ul style="list-style-type: none"> <li>• Every new personnel will receive a packet that includes the College's mission and vision statements, the ten unifying principles, institutional learning outcomes, code of ethics, and the sexual harassment policy</li> <li>• Starting in 2025, assessment results are available and used in decision-making</li> </ul>	<ul style="list-style-type: none"> <li>• Director of Human Resources</li> <li>• Institutional Researcher</li> </ul>	

**Goal 4.2** PCC will strengthen its effort to instill a sense of common purpose among its employees of diverse backgrounds, values, and experiences.

Objective	Procedure /Activity	Deliverables/Outcome	People Responsible	Needed Resources
4.2.1 Continue to communicate effectively the Mission, Vision, Values, Institutional Learning Outcomes, Strategic Directions, and Institution-Set Standards for Student Achievement to the college community	<p>a. Continue to print flyers, posters, and banners to be displayed in all offices and other strategic locations throughout the campus and on the College website</p> <p>b. Review Mission and Vision statements on a five-year cycle for currency and relevancy</p>	<ul style="list-style-type: none"> <li>• Continuous reaffirmation of shared college identity</li> <li>• Mission, Vision, Values, Institutional Learning Outcomes and Strategic Directions are accessible online</li>   <li>• Reaffirmed Mission and Vision</li> </ul>	<ul style="list-style-type: none"> <li>• Office of the President (Development Office)</li> <li>• Ad Hoc Committee/Task Force</li> </ul>	<ul style="list-style-type: none"> <li>• Financial resources</li> </ul>
4.2.2 Develop and improve activities that foster institutional culture and inclusion to instill a sense of belonging and promote school spirit.	<p>Continue to plan and implement activities among staff and students, such as but not limited to the following:</p> <ul style="list-style-type: none"> <li>a. School song</li> <li>b. Mesekiu night</li> <li>c. Charter Day</li> <li>d. Endowment Fundraising</li> <li>e. Convocation</li> <li>f. End of Year Get together</li> <li>g. Holiday luncheon</li> <li>h. Service recognition system (PCC logo Pin, Retirement package)</li> <li>i. Recreational Activities (Utilization of Mesekiu Gym)</li> </ul>	<ul style="list-style-type: none"> <li>• Increased sense of belonging and inclusion achieved as reflected in assessment results</li> </ul>	<ul style="list-style-type: none"> <li>• Office of the President</li> <li>• Administration and Finance</li> <li>• Education and Training</li> <li>• Cooperative Research Extension</li> <li>• Board of Trustees</li> </ul>	<ul style="list-style-type: none"> <li>• Financial Resources</li> <li>• External Grant</li> </ul>

**Goal 4.3** PCC will enhance and build upon the positive image of Palau Community College in Palau, the region and the world.

Objective	Procedure /Activity	Deliverables/Outcome	People Responsible	Needed Resources
4.3.1 Foster a positive image and perception to the community	<p>a. Continue to increase the use of social media, print, radio broadcast, and television to promote programs and services, and to keep constituents informed of College activities. (Book regular spot on the radio program, spot in local newspaper, college hour, television Program)</p> <p>b. Collaborate with NPR (National Public Radio), to establish radio program to be housed at Ukall Building</p> <p>c. Continue to increase the circulation/distribution of Mesekiu News locally, regionally and globally</p> <p>d. Ensure online copy of newsletter to be available online through e-media</p> <p>e. Continue to maintain PCC advertisements in PNCC telephone directory</p>	<ul style="list-style-type: none"> <li>• Positive perception of Palau Community College locally, regionally and globally</li> <li>• Special time periods for PCC promotional programs and services</li> <li>• PCC is featured permanently in local telephone directory</li> </ul>	<ul style="list-style-type: none"> <li>• Board of Trustees</li> <li>• PCC President</li> <li>• Executive Committee</li> <li>• Development Office</li> <li>• Faculty &amp; Staff</li> <li>• Students</li> </ul>	<ul style="list-style-type: none"> <li>• As needed/required</li> <li>• Facility</li> </ul>
4.3.2 Establish and Strengthen MOC/PCC Alumni Association	<p>a. Establish contact in each State and Territories</p> <p>b. Establish contact on each of the FSM, RMI, must have been to PCC so he/she can update prospective students about PCC</p>	<ul style="list-style-type: none"> <li>• Established Alumni Association to support the school in fund raising, recruitment, promotion matters, alumni training needs, homecoming, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Refer to Recruitment Plan</li> <li>• Development Office</li> </ul>	

	<p>c. Update Alumni booklet</p> <p>d. Establish Alumni Drive (Mesekiu news distribution/Social Media)</p>			
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## Appendix A- Recruitment Plan



October 28, 2024

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

**FROM:** Dean Hilda N. Reklai 

**SUBJECT:** Proposed Palau Community College Recruitment Plan

The Student Services Managers Team met, reviewed, and finalized the proposed PCC Recruitment Plan. After thorough discussions and careful consideration several times over several months, we are excited to present you with the plan with a strategy aimed at increasing student enrollment at our college.

The primary goal of this Recruitment Plan is to enhance our outreach efforts by targeting the high schools in Palau, the Federated States of Micronesia (FSM), and the Republic of the Marshall Islands (RMI). By diversifying our recruitment efforts, we aim to not only increase enrollment numbers but also foster a richer and more diverse student body.

By expanding our recruitment efforts, we will be able to reach out to more potential students and increase our enrollment numbers. This will also benefit the college in terms of revenue, as more students enrolled means more tuition money for the College.


In addition to the plan, we will also need a Recruitment Team to oversee the program and ensure that the goals and objectives are met and that the timeline of activities is followed. We believe that this team will be integral to the success of the plan.

We appreciate your consideration of this Recruitment Plan and look forward to your feedback. Together, we can work towards increasing our student enrollment and enhancing the diversity and vibrancy of our college community.

Thank you for your time and consideration. We look forward to hearing from you soon.

  
Hilda N. Reklai, Dean of Students

  
Lisa Rafael, Dir. Admissions & Records

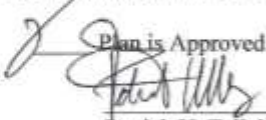
  
Isimechraan Ngirairikl,  
Dir. Office of Financial Aid

  
Thomas Borja, Dir. LRC/AANAPISI

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

Plan is Approved

Plan is Disapproved

  
Patrick U. Tellei, EdD  
President

  
Date

**Attachment: Recruitment Plan**

## **PCC Student Recruitment Plan**

### **Statement of Commitment**

Palau Community College (PCC) is committed to providing an aggressive recruitment strategy aligned with the 15-Year Institutional Master Plan. The College also recruits returning students and the local workforce to increase and maintain the college's enrollment.

Finally, PCC will continue to expand its recruitment effort to accept interested and qualified students from the region including the Federated States of Micronesia (FSM) and the Republic of the Marshall Islands (RMI) to maintain the diversity of its student population as required by accreditation.

### **Recruitment Strategies**

1. To arrange visits to all local high schools in spring semesters for recruitment purposes.
2. Communicate with the Federated States of Micronesia (FSM) and the Republic of the Marshall Islands (RMI) Department of Education (high schools).
3. To support the organization and activities of the college Career Technical Education Week on campus that will introduce potential students to the college academic programs.
4. To work with the College Development Office to develop and disseminate information through flyers and different types of media about the college's programs and services, and encourage prospective students to apply and enroll at the college.
5. To contact state governments for possible meetings/recruitment of potential new and returning students.
6. To expand and increase the dual enrollment program to all high school juniors and seniors.

## ACTIVITIES

**High School Visits:** This activity is the regular recruitment session with the high school seniors. It will be conducted throughout the high schools in the ROP. The recruitment session is designed to inform prospective students of academic programs and services, benefits, and advantages of attending PCC. All potential students will begin the application process for admissions and financial aid.

**Off-Island Recruitment:** The activity is to recruit high school seniors from the FSM and the RMI. The Dean of Students will send a letter of request to the Department of Education requesting assistance in recruiting interested high school students to begin their application process for admission.

**Campus Awareness:** This activity will include career/technical education week and the College expo. This will promote awareness and understanding among students and the community about the college programs and the available opportunities. It will also include outreach to state governments to promote available training opportunities.

**Media Blitz:** This activity is aimed mainly at high schools and communities within the Republic of Palau. This activity is designed to inform the community of services, programs, and events that are taking place at the college.

**Direct Mailing:** This activity is designed to cultivate ongoing communication between College and high school seniors throughout the Micronesian island nations. It will begin early in each school year with the Admission Counselor acquiring the names and addresses of all high schools throughout FSM and RMI. Communications will be established through contact people with all high schools to complete applications and enrollment processes for all interested students.

**Community Awareness:** To contact state governments for possible meetings/recruitment of potential students and reach out to PCC students who did not complete or did not return to school. The Recruitment Team of the college will be involved in this activity. This is designed to inform the community of the programs and services available at the college.

**PCC Alumni:** This activity is designed to utilize the experiences and support of alumni in recruiting potential students from their communities.

### Activities & Timelines

HIGH SCHOOL VISITS	TIME FRAME	PERSON RESPONSIBLE
1. Schedule local high school visits.	October	<ul style="list-style-type: none"> <li>• Director of Admission and Records</li> <li>• Recruitment Team</li> </ul>
2. Prepare recruitment packets and confirm transportation.	October	
3. Meet with the recruitment team to finalize the schedule (date, time & school).	November - December	
4. High School Recruitment Begins	February	
5. Begin inputting and processing applications for admissions	March-May	
6. Correspondence with applicants regarding missing documents/information for the admission application package continues.	April	
7. Mailing of acceptance letter to accepted student with copies to the Office of Financial Aid.	May	

CAMPUS AWARENESS	TIME FRAME	PERSON RESPONSIBLE
1. To disseminate college brochures and information during the Career Technical Education Week on campus.	March	• Recruitment Team
2. Campus Expo	February	• Recruitment Team
3. Conduct state visits to disseminate college brochures and information.	April	• Recruitment Team

MEDIA BLITZ /MARKETING	TIME FRAME	PERSON RESPONSIBLE
1. Publish timelines of college major activities & events.	June - November	<ul style="list-style-type: none"> <li>Recruitment Team</li> </ul>
2. Schedule radio talk shows	June - November	
3. Advertise to the community through all appropriate forms of media.	June - November	

DIRECT MAILING	TIME FRAME	PERSON RESPONSIBLE
1. Acquire names and addresses of all high school principals/contact people from FSM and RMI and establish communication to recruit prospective students.	September	<ul style="list-style-type: none"> <li>Director of Admission and Records</li> <li>Director of the Office of Financial Aid</li> </ul>
2. Correspondence and mailing of required Admissions & Financial Aid materials to prospective students.	October - November	
3. Correspondence with applicants regarding missing documents/information for admission and financial aid application packages continue	December	
4. Mailing of acceptance letters to students.	April - June	

COMMUNITY AWARENESS	TIME FRAME	PERSON RESPONSIBLE
1. Mail request letter to set up meetings with State Governments.	January	• Director of Admissions and Records
2. Meet with the recruitment team to finalize the schedule (date, time & venue).	February	
3. Recruitment Begins		• Recruitment Team
4. Correspondence with applicants regarding missing documents/information for the admission application package continues.	April	• Director of Admissions and Records
5. Mailing of acceptance letter to accepted student with copies to the Office of Financial Aid.	May	• Director of Admissions and Records

PCC ALUMNI	TIME FRAME	PERSON RESPONSIBLE
1. Identify/contact potential alumni to assist in recruiting prospective students.	November	• Director of Admissions and Records
2. Mail recruitment packets to alumni.	December	

**RECRUITMENT TEAM:**

- Dean of Students
- Director, Admissions and Records
- Director, Office of Financial Aid
- Associate Dean of Academic Affairs
- LRC/AANAPISI
- Business Office Representative
- ASPCC Representative
- Faculty

## Appendix B- Retention Plan



October 21, 2024

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

**FROM:** Dean Hilda N. Reklai   
Chair, Retention Committee

**SUBJECT:** Proposed Palau Community College Retention Plan

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

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

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

Hilda N. Reklai  
Chairperson

Jay Olegeriil  
Co-Chair

Marianne Temaungil  
Member

Ulai Ikesiil  
Member

Isumechraard Ngirairiki  
Member

Lisa Rafael  
Member

Thomas Borja  
Member

Rilang Roberto  
Member

Shamira Cruz  
Member

Histo Ulenchong  
Member

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

Plan is Approved       Plan is Disapproved

See Notes in Plan for further Review

Patrick U. Tellei, EdD  
President

10/22/2024  
Date

Attachment: Retention Plan



**PALAU COMMUNITY COLLEGE  
RETENTION PLAN  
2022 – 2025**

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

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

Vision - "We strive to guarantee quality and excellence"

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Developed Aug. 2021

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

#### **Statement of Commitment to Student Retention**

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

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

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

#### **Retention Committee Charge (Organization)**

The charge of the committee is to:

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

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

#### **Definition**

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

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

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

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


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

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

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

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

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

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*JTB* 10/22/21


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

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

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

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

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

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

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

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

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

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### Basic Assumption (Rationale)

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

### Strategies

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

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

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

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

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

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

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

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

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

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

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

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

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

6. **Key Performance Indicators (KPIs)** – The success of the Retention Plan will be evaluated through the following Key Performance Indicators (KPIs). At the end of the plan cycle, data will be collected and analyzed to assess the effectiveness of the plan, with adjustments made as necessary.
- **Course Completion Rate:** Attain 70% of the registered students who successfully complete their enrolled courses in any given semester.
  - **Retention Rate:** Attain 60% of the registered students from term to term; fall to fall; and fall to spring.
  - **General Education Course Completion:** Attain a 70% completion rate of student who completes their enrolled general education courses in any given semester.
  - **Graduation Rate:** Achieve a 25% graduation rate within 150% of normal time (3 years).
  - **Transfer Rate:** Attain 20% of students who complete degree programs and transfer to a four-year college or university.
  - **Job Placement Rate:** Attain 50% of students who complete degree or certificate programs and enter the workforce within six months of graduation.
  - **Advising Program Satisfaction:** Attain 80% student satisfaction with the mandatory advising program, as measured by survey responses as reflected from the Institutional Effectiveness Survey (IES).
  - **Instructor/Class Satisfaction:** Attain 80% student satisfaction with instructors and classes, as indicated by instructor evaluations.
  - **Overall Student Satisfaction:** Attain 80% student satisfaction, as reflected by the Institutional Effectiveness Survey (IES).
7. **Continuous Improvement – Feedback** – The Annual Retention Report will be compiled by the Retention Committee with data analysis and assistance from the Institutional Research and Evaluation Office (IREO). The report will indicate PCC's progress towards these performance indicators. The report will be distributed to the President, Vice Presidents, Deans, Accreditation Liaison Officers, and appropriate divisions/departments for review and recommendations. The Annual Retention Report will be shared at the Annual PCC Convocation and made available on the college website and in the PCC Library.

Appendices:

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

References:

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

Developed Aug. 2021

A handwritten signature in black ink, followed by the date "10/22/21".

*Appendix C- Technology Plan*

PALAU COMMUNITY COLLEGE



# 5-Year Technology Plan

**2025 - 2029**



TECHNOLOGY RESOURCES COMMITTEE  
2024

# 5-YEAR TECHNOLOGY PLAN

## 1/2025 – 12/2029

### I. INTRODUCTION AND OVERVIEW

#### **Overview**

Technological innovation in a dynamic educational setting requires careful planning, systematic organization, and coordinated implementation. With this in mind, Palau Community College established its first 5-Year Technology Plan to provide a framework to carry out technology enhancements to support and promote the mission of the College. The plan provides a structure that identifies the relationship between student access to information technology and faculty and staff access, training and support. To meet the educational and workforce demands, through the plan, the College provides students, faculty and staff with access, integration, and application of current and emerging technologies and methods of conducting research.

#### **Background**

The first cycle of the 5-Year Technology Plan was initiated in December 2005 with the start of a campus-wide computer inventory and needs assessment. As recommended by the accreditation team, the College created the Technology Resources Committee (TRC) to address specific technology needs and identify goals, tasks and timeframes to address those needs.

### II. TECHNOLOGY RESOURCES COMMITTEE

#### **Overview**

The Technology Resources Committee (TRC) is a standing committee established by the College for the coordination of campus-wide computing. It oversees all technology resources for the College. The committee is comprised of management personnel, faculty, staff and a student leader from the student body association. The committee meets when the need arises to discuss and review activities related to computing resource planning and management as well as network connectivity issues. TRC will not only assess campus computer resources but will also update the 5-Year Technology Plan annually for the coordination of campus-wide computing inline with the following objectives:

- The 5-Year Technology Plan will use the budget or allocated funds for technology for each fiscal year.
- The College will use the 5-Year Technology Plan for annual fiscal decisions made for the acquisition, deployment, use, and support of information technology on campus.
- The College will use the 5-Year Technology Plan to set strategic directions for the use and support of information technology and to provide standards, guidelines, and procedures needed to implement and support information technology on campus effectively.

**Mission Statement**

Based upon the goals and objectives of the College, the Technology Resources Committee shall address all issues pertaining to maintaining a user-friendly and accessible networked system of computers that provides reliable and secure information for the management functions of the College. The committee shall review, recommend and approve all computer related activities relative to hardware, software, consulting, training, services and products that support the computer resource and/or its users.

**III. 5-YEAR TECHNOLOGY PLAN 2025-2029 GOALS AND PLAN OF ACTION****Overview**

This plan will be the 4<sup>th</sup> cycle of a 5-year plan. Most of the previous plan's goals and tasks were carried over with a few newly added tasks and others removed. Some tasks that were carried over were reworded to better align with this plan while others were renumbered to accommodate additions as well as deletions. This plan's goals are:

1. Continue to monitor funding and process for purchasing of college technology
2. Continue to acquire and assess needed software for college use
3. Continue to upgrade college local area network (LAN)
4. Continue established replacement of hardware on a systematic cycle
5. Continue to increase technology support
6. Continue to support distance education activities
7. Implement online registration for all students
8. Continue to support the IT laboratory classroom technology needs
9. Continue to provide adequate technology training for appropriate personnel
10. Continue to monitor and assess technology plan and equipment

Newly added tasks are:

Goal 1, Task 1: Annually review, update, and approve the process for requesting technology needs and disseminate the information throughout the College.

Goal 1, Task 4: Open a bank account with a debit card to use for technology purchases and online subscriptions.

Goal 4, Task 2: The following areas were included: Program/Department faculty workstations, Academic Tutoring Center, Career Technical Education Lab School, Upward Bound Classic, Upward Bound Math and Science, and Academic Affairs Student Laptops for Sign-Out

## 5-YEAR TECHNOLOGY PLAN 2025-2029 GOALS AND PLAN OF ACTION (4TH 5-YEAR CYCLE)

Last updated on: \_\_\_\_\_

1. Continue to Monitor Funding and Process for Purchasing of College Technology ^				
Tasks	Responsible Person	Timeframe	Status	Costs
1.1 Annually review, update, and approve the process for requesting technology needs and disseminate the information throughout the College.^	TRC	1/25 – 12/29	Ongoing	\$0
1.2 Include the process for requesting technology needs in the Administrative Procedures Manual (APM) ^	APM Chair; Director, Computer & Data Processing	1/25 – 12/25	TRC Chair will write memo to APM Chair and/or Director, Finance	\$0
1.3 Conduct annual review of Technology, Online, and Hybrid fee statements at the end of the fiscal year ^	TRC	1/25 – 12/29	Ongoing	\$0
1.4 Open a bank account with a debit card to use for technology purchases and online subscriptions.^	TRC; Business Office; Computer Services	1/25 – 3/25	Immediate action needed	\$0

2. Continue to Acquire and Assess Needed Software for College Use* ^				
Tasks	Responsible Person	Timeframe	Status	Costs
2.1 Continue to identify needed software through annual surveys for employees ^	Institutional Researcher; Computer Systems Analyst; TRC	1/25 – 12/29	Ongoing	\$0
2.2 Continue to purchase needed software with educational discounts ^ 2.2.1 Pay for license, maintenance, support, and upgrade fees for software used at the college ^	TRC	1/25 – 12/29	Ongoing	Varies (\$1,000-\$20,000)
2.3 Continue to research and make use of free or open source software ^	TRC	1/25 – 12/29	Ongoing	\$0
2.4 Make use of cloud computing and palau.edu Google user accounts and apps ^	TRC	1/25 – 12/29	Ongoing	Varies (\$0-\$20,000)

^^ added goal/task for 2025-2029 plan  
^ Carried over from 3<sup>rd</sup> Cycle

++ added goal/task for 2019-2024 plan  
+ Carried over from 2<sup>nd</sup> Cycle

\*\*added goal/task for 2013-18 plan  
\*Carried over from 2007-12 plan

3. Continue to Upgrade College Local Area Network (LAN) ^				
Tasks	Responsible Person	Timeframe	Status	Costs
3.1 Continue to purchase/replace network devices based on needs and technology trends to keep them robust, secure, and current. (e.g. firewall, switches, network cables, access point/hubs) ^	Computer Services Staff	1/25 – 12/29	Ongoing	Varies (\$1,000-\$20,000)
3.2 Continue to subscribe as necessary to hardware and network device services for technical support and assistance^	Computer Services Staff	1/25 – 12/29	Ongoing	Varies (\$1,000-\$20,000)
3.3 Involve TRC with the planning of any new building or relocation ahead of time to plan for needed network connection devices ^	TRC Chairperson; Physical Plant Director	1/25 – 12/29	Ongoing	\$0
3.4 Continue to train technical support staff to oversee and maintain the network ^	Computer Services	1/25 – 12/29	Ongoing	Varies (\$0-\$10,000)
3.5 Increase Internet speed, if necessary, to accommodate campus-wide needs ^	TRC Members	1/25 – 12/29	Ongoing	Varies (\$1,000-\$20,000)

^^ added goal/task for 2025-2029 plan  
^ Carried over from 3<sup>rd</sup> Cycle

++ added goal/task for 2019-2024 plan  
+ Carried over from 2<sup>nd</sup> Cycle

\*\*added goal/task for 2013-18 plan  
\*Carried over from 2007-12 plan

4. Continue Established Replacement of Hardware on a Systematic Cycle ^				
Tasks	Responsible Person	Timeframe	Status	Costs
4.1 Upgrade or replace servers every <b>Five Years</b> or as necessary ^ <ul style="list-style-type: none"> <li>• Business</li> <li>• Network Monitor Controller Server</li> <li>• DHCP Server</li> <li>• Financial Aid</li> <li>• On-line course server</li> <li>• DNS server</li> <li>• UB server</li> <li>• Talent Search</li> <li>• LRC server</li> <li>• TracDat</li> <li>• College-wide Network Access Storage (NAS)</li> </ul>	Computer Services Staff; Department/Division Heads	1/25 – 12/29	Ongoing	Varies (\$5,000 - \$20,000 per server)
4.2 Replace computers and power surges every <b>THREE YEARS</b> or as necessary (purchase date in parentheses) ^ <ul style="list-style-type: none"> <li>• Room 61</li> <li>• Room 62</li> <li>• On-line lab</li> <li>• Learning Resource Center</li> <li>• Continuing Education</li> <li>• Staff computers</li> <li>• Faculty laptops</li> <li>• Program/Department faculty workstations ^^</li> <li>• Library computer lab</li> <li>• Academic Tutoring Center ^^</li> <li>• Career Technical Education Lab School ^^</li> <li>• Upward Bound Classic ^^</li> <li>• Upward Bound Math and Science ^^</li> <li>• Academic Affairs Student Laptops for Sign-Out ^^</li> </ul>	TRC; Department/Division Heads	1/25 – 12/29	Ongoing	Varies (\$1,000-\$35,000)

^^ added goal/task for 2025-2029 plan  
^ Carried over from 3<sup>rd</sup> Cycle

++ added goal/task for 2019-2024 plan  
+ Carried over from 2<sup>nd</sup> Cycle

\*\*added goal/task for 2013-18 plan  
\*Carried over from 2007-12 plan

4.3	Maintain an updated Computer Technology Equipment Inventory <sup>^</sup>	Computer Services; Department/Division Heads; Physical Resources	1/25 – 12/29	Ongoing	\$0
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#### 5. Continue to Increase Technology Support<sup>^</sup>

Tasks	Responsible Person	Timeframe	Status	Costs
5.1 Continue to equip the library with technology equipment to support teaching/learning needs as necessary (e.g. smart tv, projectors, security gates, etc.) <sup>^</sup>	Director of Library Services; TRC	1/25 – 12/29	Ongoing	\$5,000/yr.
5.2 Continue to provide support for web-based conferencing <sup>^</sup>	Computer Services Staff	1/25 – 12/29	Ongoing	\$2,000/yr.
5.3 Continue to provide training for computer technology support personnel <sup>^</sup>	Director HR Division; Dean, CE Dept; Dean, Academic Affairs Dept; TRC Members	1/25 – 12/29	Ongoing	TBA
5.4 Continue to maintain a quarterly repository of all network server backups at the Library and in Cloud storage <sup>^</sup>	Director of Data & Processing; Computer Services Division	1/25 – 12/29	Ongoing	\$1,000

#### 6. Continue to Support Distance Education Activities<sup>^</sup>

Tasks	Responsible Person	Timeframe	Status	Costs
6.1 Continue to support Distance Education Committee (DEC), as a subcommittee of TRC, to develop and review policies and procedures necessary for the implementation and evaluation of the distance education program <sup>^</sup>	TRC; DEC (Revisit DEC membership)	1/25 – 12/29	Ongoing	N/A
6.2 Continue working with the Accreditation Liaison Officer (ALO) to ensure, through DEC, that distance education activities comply with accreditation standards <sup>^</sup>	TRC (through DEC); ALO	1/25 – 12/29	Ongoing	TBA

<sup>^^</sup> added goal/task for 2025-2029 plan  
<sup>^</sup> Carried over from 3<sup>rd</sup> Cycle

<sup>++</sup> added goal/task for 2019-2024 plan  
<sup>+</sup> Carried over from 2<sup>nd</sup> Cycle

<sup>\*\*</sup> added goal/task for 2013-18 plan  
<sup>\*</sup> Carried over from 2007-12 plan

6.3	Continue to ensure dedicated server, computers and other necessary equipment to support online and hybrid courses are purchased, maintained and upgraded as necessary ^	Dean, Academic Affairs Dept; Computer Services staff	1/25 – 12/29	Ongoing	\$1,000- \$50,000
6.4	Continue to train faculty and other necessary support staff in developing and/or overseeing distance education courses^	Instructional Media Specialist; Computer Services staff	1/25 – 12/29	Ongoing	TBA

#### 7. Implement Online Registration for All Students^

Tasks	Responsible Person	Timeframe	Status	Costs
7.1 Establish an online payment system so that the online registration system is possible ^	VP of Administration & Finance; Director of Finance	1/25 – 12/29	Ongoing NOTE: Check with Bank of Hawaii regarding PayPal	TBA
7.2 Pilot online registration and provide training as needed ^	Computer Services Staff; Director of Admissions & Records	1/25 – 12/29	Ongoing	TBA
7.3 Continue to research a new Student Information System (SIS) that is affordable, secure and reliable ^	Computer Services Staff; Director of Admissions & Records	1/25 – 12/29	Ongoing	TBA

#### 8. Continue to Support the IT Laboratory Classroom Technology Needs^

Tasks	Responsible Person	Timeframe	Status	Costs
8.1 Continue to upgrade or replace IT Program laboratory classroom(s) computers and equipment as needed ^	TRC; IT Instructors; Dean, Academic Affairs Dept.	1/25 – 12/29	Ongoing	\$40,000
8.2 Continue to upgrade or replace needed software for the IT Program laboratory classroom(s) ^	TRC; IT Instructors; Dean, Academic Affairs Dept.	1/25 – 12/29	Ongoing	\$10,000

^^ added goal/task for 2025-2029 plan  
^ Carried over from 3<sup>rd</sup> Cycle

++ added goal/task for 2019-2024 plan  
+ Carried over from 2<sup>nd</sup> Cycle

\*\*added goal/task for 2013-18 plan  
\*Carried over from 2007-12 plan

9. Continue to Provide Adequate Technology Training for Appropriate Personnel <sup>^</sup>				
Tasks	Responsible Person	Timeframe	Status	Costs
9.1 Continue to conduct surveys for staff/faculty on an annual basis and analyze survey results and recommend needed technology trainings <sup>^</sup>	Human Resources Division; Department/Division Heads; Computer Systems Analyst; Instructional Media Specialist	1/25 – 12/29	Ongoing	\$0
9.2 Continue to provide appropriate technology training as needed for faculty and staff <sup>^</sup>	Director, HR; Dean of CE; Instructional Media Specialist; Computer Services Staff	1/25 – 12/29	Ongoing	TBA

10. Continue to Monitor and Assess Technology Plan and Equipment <sup>^</sup>				
Tasks	Responsible Person	Timeframe	Status	Costs
10.1 Continue to conduct and analyze survey results used to identify technology needs <sup>^</sup>	Institutional Researcher; Computer Systems Analyst; Instruction Media Specialist; TRC	1/25 – 12/29	Ongoing	\$0
10.2 Continue to annually assess faculty computers used to support teaching <sup>^</sup>	Institutional Researcher; Instruction Media Specialist; Computer Services Staff	1/25 – 12/29	Ongoing	\$0

<sup>^^</sup> added goal/task for 2025-2029 plan  
<sup>^</sup> Carried over from 3<sup>rd</sup> Cycle

<sup>++</sup> added goal/task for 2019-2024 plan  
<sup>+</sup> Carried over from 2<sup>nd</sup> Cycle

<sup>\*\*</sup> added goal/task for 2013-18 plan  
<sup>\*</sup> Carried over from 2007-12 plan

10.3 Continue to semesterly assess student computer labs used to support learning <sup>^</sup>	Institutional Researcher; Instruction Media Specialist; Computer Services Staff	1/25 – 12/29	Ongoing	\$0
10.4 Continue to annually assess staff computers to support work related needs <sup>^</sup>	Institutional Researcher; Department/Division Heads; Computer Services Staff	1/25 – 12/29	Ongoing	\$0
10.5 Continue to review and develop appropriate technology-related policies and processes <sup>^</sup> 10.5.1 TRC Technology Processes 10.5.2 Cyber Security Policy 10.5.3 Technology Use Agreement 10.5.4 Student Wi-Fi User Agreement 10.5.5 Assigned Technology Responsibility Agreement	TRC	1/25 – 12/29	Ongoing	\$0
10.6 Continue to monitor, review, and revise this Technology Plan <sup>^</sup>	TRC	1/25 – 12/29	Ongoing	\$0

<sup>^^</sup> added goal/task for 2025-2029 plan  
<sup>^</sup> Carried over from 3<sup>rd</sup> Cycle

<sup>++</sup> added goal/task for 2019-2024 plan  
<sup>+</sup> Carried over from 2<sup>nd</sup> Cycle

<sup>\*\*</sup>added goal/task for 2013-18 plan  
<sup>\*</sup>Carried over from 2007-12 plan

#### IV. APPENDICES

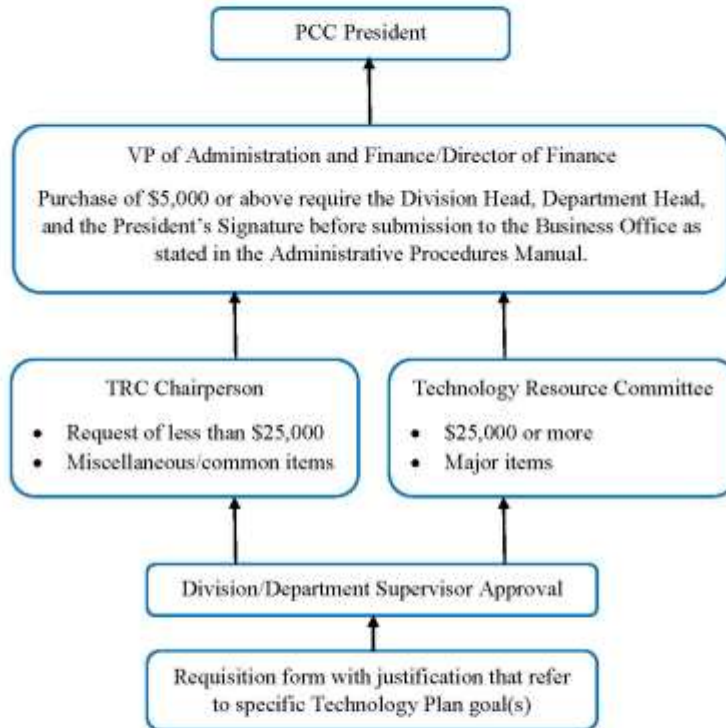
- A. TRC Technology Processes
- B. Cyber Security Policy
- C. Technology Use Agreement
- D. Student Wi-Fi User Agreement
- E. Distance Education Manual

# APPENDIX A

## TECHNOLOGY RELATED PROCESSES

### Request and Purchase Approval Process

Approved in February 7, 2011; Revised as part of this cycle

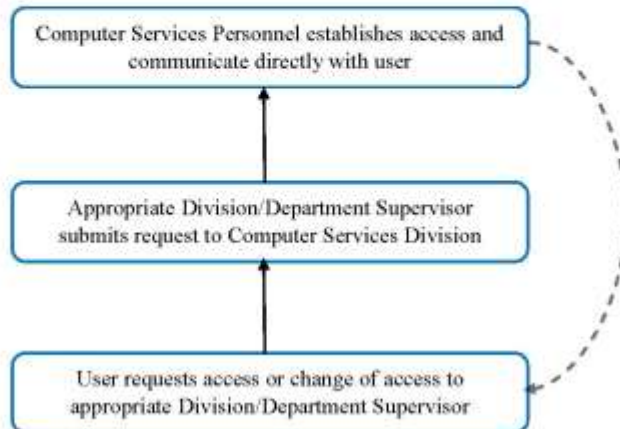


**NOTE:**

- Any software and hardware technology requests must be reviewed and approved by TRC.
  - Requests of less than \$25,000 will be reviewed and approved by the TRC chairperson. TRC review and approval may be necessary depending on requested items.
  - Request of \$25,000 or above will be reviewed and approved by TRC.

### System Access Process

Developed as part of this cycle



**NOTE:**

- To ensure that the College's computer/technology related operational systems are secure, only department/division supervisors from the offices directly responsible for these systems may determine the following: access to the systems, specific roles, and/or the users' rights.

## palau.edu Email Access Process

Developed as part of this cycle

### STUDENT EMAILS

Computer Services Division staff will create email addresses for new students by the end of the fourth week of instruction

Director/Staff from the Office of Admissions and Records will email list of enrolled students to Computer Services Division staff by the end of the second week of instruction

### EMPLOYEE EMAILS

Computer Services Division staff will create/revise employee email address/access and notify Human Resources Division

Director/Staff from the Human Resources Division will email list of new hires to Computer Services Division staff before new employee orientation

Director/Staff from the Human Resources Division will email list of employees with changed employee status to Computer Services Division staff immediately after approval of personnel action or end of contract

**APPENDIX B**  
**CYBER SECURITY POLICY**  
**(Approved on September 14, 2018)**

**Palau Community College**  
**CYBER SECURITY POLICY**

**1 PURPOSE OF CYBER SECURITY POLICY**

Cyber Security Policy is a formal set of rules by which those people who are given access to Palau Community College (PCC) technology and information assets must abide.

The Cyber Security Policy's main purpose is to inform college users (employees, contractors, and other authorized users) of their obligatory requirements for protecting the technology and information assets of the college. It describes the technology and information assets that the college must protect and identifies many of the threats to those assets. It also describes common security threats and user responsibilities for accessing secured and controlled Internet services.

**2 WHAT THE COLLEGE IS PROTECTING**

It is the obligation of all users of the college to protect the technology and information assets of the college. This information must be protected from unauthorized access, theft and destruction. The technology and information assets of the college are made up of the following components:

- Computer hardware, CPU, discs, Email, web, application servers, PC systems, application software, system software, etc.
- System Software including: operating systems, database management systems, and backup and restore software, communications protocols, and so forth.
- Application Software: used by the various departments and divisions within the college. This includes custom written software applications, and commercial off the shelf software packages.
- Communications Network hardware and software including: routers, routing tables, hubs, modems, multiplexers, switches, firewalls, private lines, and associated network management software and tools.

**3 CLASSIFICATION OF INFORMATION**

User information found in computer system files and databases shall be classified as either confidential or non-confidential. The college shall classify the information controlled by them. The college department/division heads are required to review and approve the classification of the information they control and determine the appropriate level of security to best protect it.

Administrators must be responsible for maintaining the integrity of computer systems and data held on them and for ensuring the systems are not misused. The college and administrators will identify who should have access to the computer systems and data held on them.

### 3.1 Data Classification System:

**Public** – Information that may or must be open to the general public. It is non-confidential. It is defined as information with no existing local, national, or international legal restrictions on access or usage. Examples include:

- Publicly posted web site
- Publicly posted job announcements

**Internal** – Information that must be guarded due to proprietary, ethical, or privacy considerations and must be protected from unauthorized access, modification, transmission, storage or other use. It is also confidential. This classification applies even though there may not be a civil statute requiring this protection. Internal data is information that is restricted to personnel who have a legitimate reason to access it. Examples include:

- General employment data (e.g., excluded SSN, salary)
- Contracts

**Confidential** – Highly sensitive data intended for limited, specific use by a workgroup, department, or group of individuals with a legitimate need-to-know. Explicit authorization by a specific college personnel (administrator or other designated college personnel) is required for access because of legal, contractual, privacy, or other constraints. Confidential data has a very high level of sensitivity. Examples include:

- Social Security Number
- Student ID number (if it is the same as the Social Security Number)
- Credit card number
- Personal identity information (PII)

## 4 THREATS TO SECURITY

In computer security, a threat is a possible danger that might exploit a vulnerability of breach security and therefore cause possible harm. A threat can be either intentional, accidental, or otherwise a circumstance, capability, action, or event. There are different kinds of security threats, both internal and external, including the following common ones:

#### 4.1 EMPLOYEES

One of the biggest security threats are employees. This is mitigated by the following being done:

- ✓ Authorizing rights to systems for appropriate users
- ✓ Discouraging sharing of accounts and login information unless authorized
- ✓ Removing or limiting access to systems when employees are separated or disciplined
- ✓ Physically securing computer assets, so that only staff with appropriate need can access
- ✓ Ensuring the Technology Resource Use Agreement is understood and followed

#### 4.2 AMATEUR HACKERS AND VANDALS

These people are the most common type of attackers on the Internet. The probability of attack is extremely high and there is also likely to be a large number of attacks. These are usually crimes of opportunity. These amateur hackers are scanning the Internet and looking for well-known security holes that have not been plugged. Web servers and electronic mail are their favorite targets. Once they find a weakness they will exploit it to plant viruses or Trojan horses, or use the resources of your system for their own means. If they do not find an obvious weakness, they are likely to move on to an easier target.

This is mitigated by the following being done:

- ✓ Installing up-to-date security programs, including antivirus, anti-malware software, or anti-spyware
- ✓ Subscribing the college to updated Network Firewalls (every three years)
- ✓ Encouraging employees and students to logout from any site when not in use
- ✓ Considering hosting options for commonly accessed internal services (ex. Web & email service)
- ✓ Educating employees and students not to click on links, open emails and files or run programs that they did not expect to receive
- ✓ Assisting employees to update their OS and other software frequently

#### 4.3 CRIMINAL HACKERS AND SABOTEURS

The probability of this type of attack is low, but not entirely unlikely given the amount of sensitive information contained in databases. The skill of these attackers is medium to high as they are likely to be trained in the use of the latest hacker tools. The attacks are well planned and are based on any weaknesses discovered that will allow a foothold into the network.

This is mitigated by the following being done:

- ✓ Encouraging employees and students to create strong passwords
- ✓ Keeping web application firewalls and anti-virus and other software updated
- ✓ Limiting access at the administrator level

## **5 USER RESPONSIBILITIES**

This section establishes usage policy for the computer systems, networks and information resources of the college. It pertains to all employees, students, and contractors who use the computer systems, networks, and information resources as business partners, and individuals who are granted access to the network for the business purposes of the college.

All users are expected to have knowledge of these security policies and are required to report violations to the Computer Services Office where the Computer Service Director will take appropriate action.

### **5.1 TECHNOLOGY RESOURCE USE AGREEMENT**

All students and employees must agree to and sign the Technology Resource Use Agreement. All students must agree to the Student Wi-Fi User Agreement upon connecting to the Student Wi-Fi.

## **6 ACCESS CONTROL**

A fundamental component of the College's Cyber Security Policy is controlling access to the critical information resources that require protection from unauthorized disclosure or modification. The fundamental meaning of access control is that permissions are assigned to individuals or systems that are authorized to access specific resources. Access controls exist at various layers of the system, including the network. Access control is implemented by logon ID and password. At the application and database level, other access control methods can be implemented to further restrict access. The application and database systems can limit the number of applications and databases available to users based on their job requirements.

### **6.1 USER SYSTEM AND NETWORK ACCESS – NORMAL USER IDENTIFICATION**

All users will be required to have a unique logon ID and password for access to systems. The user's password should be kept confidential and **MUST NOT** be shared with any other employee whatsoever. All users should comply with the following rules regarding the creation and maintenance of passwords:

- ✓ Avoid words that can be found in an English or foreign dictionary. That is, do not use any common name, noun, verb, adverb, or adjective. These can be easily cracked using standard "hacker tools". Instead, passwords should be at least 8 characters long and should be a combination of uppercase and lowercase letters, numbers and symbols.

- ✓ Passwords should not be posted on or near computer monitors or towers or otherwise be readily accessible in the area around the computer.
- ✓ It is strongly recommended that passwords be changed every 6-12 months or as necessary.
- ✓ User accounts will be frozen after 5 failed logon attempts.
- ✓ Logon IDs and passwords will be suspended after 30 days without use, except for those systems being used once a semester.

Users are not allowed to access password files on any network infrastructure component. Password files on servers will be monitored for access by unauthorized users. Copying, reading, deleting or modifying a password file on any computer system is prohibited.

Users will not be allowed to log on as a System Administrator. Users who need this level of access to production systems must request a Special Access account.

Employee Logon IDs and passwords will be deactivated as soon as possible if the employee is terminated, fired, suspended, or otherwise leaves the employment of the college. Student accounts will be deleted each semester.

Supervisors / Managers shall immediately and directly contact the college Human Resource office personnel to report change in employee status that requires terminating or modifying employee logon access privileges. The Human Resource office will inform the computer service personnel to take appropriate action.

Employees who forget their passwords must call the Computer Service office to get new passwords assigned to their accounts. The employee must identify himself/herself to the Computer Service office.

## **6.2 SYSTEM ADMINISTRATOR ACCESS**

System Administrators, network administrators, and security administrators will have full access rights to host systems, routers, hubs, and firewalls as required to fulfill the duties of their jobs.

All system administrator passwords will be changed immediately after any employee who has access to such passwords is terminated, fired, suspended, or otherwise leaves the employment of the college.

## **6.3 SPECIAL ACCESS**

Special access accounts are provided to individuals requiring temporary or permanent system administrator privileges in order to perform their jobs. These accounts are monitored by the college and require the permission of the college department/division heads. Special accounts may expire or be renewed as directed by department and/or division heads.

#### **6.4 CONNECTING TO THIRD-PARTY NETWORKS**

This policy is established to ensure a secure method of connectivity provided between PCC and all third-party companies and other entities required to electronically exchange information with the college. When third-party entities need to be connected, the appropriate personnel will notify the Computer Services Office for connection and the third-party entity must sign the Technology Resource Use Agreement.

“Third-party” refers to vendors, consultants and business partners doing business with the college, and other partners that have a need to exchange information with the college. Third-party network connections are to be used only by the employees of the third-party, only for the business purposes of the college. The third-party company will ensure that only authorized users will be allowed to access information on the college network. The third-party will not allow Internet traffic or other private network traffic to flow into the network. A network connection will terminate right after the third-party has completed its business with college.

This policy applies to all third-party connection requests and any existing third-party connections.

#### **6.5 CONNECTING DEVICES TO THE NETWORK**

Only authorized devices may be connected to the College network(s). Authorized devices include PCs and workstations owned by the college that comply with the configuration guidelines of the college. Other authorized devices include network infrastructure devices used for network management and monitoring. Connection to the network will be completed by the Computer Service office personnel.

NOTE: Users are not authorized to attach any device that would alter the topology characteristics of the Network or any unauthorized storage devices, e.g. thumb drives and writable CD's.

#### **6.6 REMOTE ACCESS**

Only authorized persons may remotely access the college's systems. Remote access is provided to those employees, contractors and business partners of the college that have a legitimate business need to exchange information, copy files or programs, or access computer applications. The authorized connection can be remote PC to the network or a remote network to the college network connection. The only acceptable method of remotely connecting into the internal network is using a secure ID assigned by the college Computer Services.

#### **6.7 UNAUTHORIZED REMOTE ACCESS**

The attachment of any devices (e.g. hubs) to a user's PC or workstation that is connected to the college LAN is not allowed without college permission. Additionally, users may not install personal software designed to provide remote control of the PC or workstation. This type of remote access bypasses the authorized highly secure methods of remote access and poses a threat to the security of the entire network.

## 7 PENALTY FOR SECURITY VIOLATION

The college takes the issue of security seriously. Those individuals who use the technology and information resources of the college must be aware that they can be disciplined if they violate this policy. **Upon violation of this policy, an employee of the college may be subject to disciplinary procedures as stated in the Technology Resource Use Agreement.**

In a case where the accused person is not an employee of the college, the matter shall be submitted to the appropriate college personnel. The appropriate college personnel may refer the information to law enforcement agencies and/or prosecutors for consideration as to whether criminal charges should be filed against the alleged violator(s).

## 8 SECURITY INCIDENT HANDLING PROCEDURES

This section provides some policy guidelines and procedures for handling security incidents. The term "security incident" is defined as any irregular or adverse event that threatens the security, integrity, or availability of the information resources on any part of the college network.

Some examples of security incidents are:

- Illegal access of a college computer system. For example, a hacker logs onto a production server and copies the password file.
- Damage to a college computer system or network caused by illegal access. Releasing a virus or worm would be an example.
- Denial of service attack against a college web server. For example, a hacker initiates a flood of packets against a Web server designed to cause the system to crash.
- Malicious use of system resources to launch an attack against another computer outside of the college network. For example, the computer service office notices a connection to an unknown network and a strange process accumulating a lot of server time.

Employees who believe their computer systems have been subjected to a security incident, or has otherwise been improperly accessed or used should report the situation to Computer Service immediately. The employee shall not turn off the computer or delete suspicious files. Leaving the computer in the condition it was in when the security incident was discovered will assist in identifying the source of the problem and in determining the steps that should be taken to remedy the problem.

**APPENDIX C**  
**TECHNOLOGY USE AGREEMENT**  
**(Approved on February 7, 2011)**



Palau Community College  
P.O. Box 9  
Koror, PW  
Republic of Palau 96940

### Technology Resources Use Agreement

This agreement is made between Palau Community College and the employee (print name) \_\_\_\_\_ for the duration of his/her employment. This agreement in its entirety covers electronic rights and responsibilities. Members of the faculty and staff have the right to the computer related technology at the college. This right and the resulting right to the college technology services and application carry the responsibilities that attach to the use of any college computer related technology. Any revocation of any of these rights is subject to the normal due process available to any member of the faculty and staff. The college expects members of the faculty and staff to become familiar with individual and institutional responsibilities for the use of the college computer related technology and to protect its electronic information.

#### Electronic Rights and Responsibilities Terms and Agreements

The college owns and is responsible for all computer related technology, and, therefore, all communications and activity conducted over it. Authorized use of the computer related technology shall be consistent with the mission of Palau Community College and its technology policy. **For each college employee who is assigned a specific computer to use, one Internet Protocol (IP) number is assigned for one employee, whether it is a desktop or laptop computer he or she uses.** Any moving or replacement of college computers requires contacting the staff at the Computer Service and filling out the computer inventory form, to be used for keeping track of the college computer related technology.

This policy defines the acceptable usage of the computer technology resources for the college employees. The computer systems should be used for work purposes, with an addition of privileges such as:

- To send and receive necessary and occasional personal communications;
- To prepare and store personal data in a reasonable manner
- To access the Internet for brief personal research and inquiries outside of working hours, provided that employees adhere to all other usage policies.

This policy also defines unacceptable uses of computer technology resources of Palau Community College. The college reserves the right, upon reasonable cause for suspicion, to access all aspects of its computing systems and networks, including employees' login sessions to determine if a user is violating this policy.

Misuse of Palau Community College computer technology resources is prohibited, but not limited to:

- **Prohibited use**  
Employees may not use any of the college computer technology resources for any illegal purposes or violation of any project's policy, in a manner contrary to the best interests of the

college, in any way that discloses confidential or proprietary information of the college or its employees and students, or for personal gain.

- **Copyright Infringement**  
Any download on the college Internet line that will infringe a copyright of a material, audio or video is totally prohibited and will be subject to a suspension and termination of the offender's Internet connection at the college.
- **Damage of PCC property (laptops/desktops/printers)**  
Employees may not misuse PCC property or let their family members play with their computers. If the property is damaged, they are liable and will be responsible for the damage.
- **Harassing, Discriminatory, and Defamatory**  
Under no circumstances may employees use the college's computer technology resources to transmit, receive, or store any information that is discriminatory, harassing, or defamatory in any way. The college does not tolerate discrimination or harassment based on gender, pregnancy, childbirth (or related medical conditions), race, color, religion, national origin, ancestry, age, physical disability, mental disability, medical condition, marital status, sexual orientation, family care or mental leave status, or any other status protected by Republic of Palau Public Law (RPPL) and PCC Personnel Rules and Regulations.
- **Game Playing**  
Computers are not to be used for recreational game playing during working hours.
- **Gambling**  
Computers are not to be used for Internet gambling at any time.
- **Music and Movie download**  
Computers are not to be used to download music or movies through the Internet.
- **Online Shopping**  
Computers are not to be used for Internet online shopping for personal purposes.
- **Private Commercial Purpose**  
Computer resources shall not be used for personal or private commercial purposes or for financial gain.
- **Political Advertising or Campaigning**  
Computer resources and networks shall not be used for political purposes.
- **Pornography**  
Computers are not to be used to visit sites that are considered obscene. In the event that an employee disregards this policy and continually visits unauthorized sites, it will be grounds for disconnection from Internet after a warning has been issued to that employee. The college has the right to view private files that have been downloaded to check for the propriety of downloaded files and monitor bandwidth usage. The college prohibits employees from using its computer resources to send sexually oriented images or messages.

- **Unlicensed Software and Software Piracy**  
The use of unlicensed software on college computers is prohibited. All software in use on the college computers must be officially licensed software. College employees are prohibited from distributing college owned software to individuals or agencies outside of the college.
- **College E-mail usage**  
E-mail is a working tool for the college employees and the use of e-mail is primarily for official purposes; therefore, passwords are given to employees that are assigned e-mail accounts. Only authorized employees are permitted to use the password of another employee to access that employee's e-mail account. Misuse of passwords and the unauthorized sharing of passwords are prohibited.
- **FORWARDING E-MAILS**  
Users may not forward e-mail to others without the expressed permission of the sender. The expressed permission is necessary since frequently e-mail contains confidential or proprietary information. All employees must consider that e-mail messages meant for a single reader may not be meant for widespread distribution.
- **CHAIN LETTERS**  
Employees are prohibited from initiating or forwarding chain letters via e-mail.
- **SPAMMING**  
Employees are prohibited from sending spam (unsolicited e-mail).
- **SPOOFING**  
Employees are prohibited from hiding their identity (spoofing) when sending e-mail. Any anonymous or pseudonymous e-mail messages are prohibited.

Misuse of Palau Community College computer resources will be subjected to these disciplinary procedures:

- First Offense – warning from the Technology Resources Committee
- Second Offense – computer will be disconnected from the Internet for one week
- Third Offense – employee will be subject to disciplinary action pursuant to PCC Personnel Rules and Regulations manual

**Agreement Signatures**

I, \_\_\_\_\_, hereby agree to the terms of this agreement  
Please sign your name and the Cyber Security Policy.

\_\_\_\_\_  
Date

**APPENDIX D**  
**STUDENT WI-FI USER AGREEMENT**



# STUDENT WI-FI USER AGREEMENT

The purpose of this agreement is to set forth terms and conditions, as well as standards and guidelines, for the acceptable uses of Palau Community College Student Wi-Fi Service. The college expects student to become familiar with individual and institutional responsibilities for the use of the college student Wi-Fi and also to protect its electronic information. By choosing to use student Wi-Fi service, the user agrees to abide by the college Student Wi-Fi User Agreement. All relevant School rules, regulations and policies apply including the Cyber Security Policy.

## Student Wi-Fi Terms & Conditions

- You must be registered Palau Community College student.
- The student Wi-Fi network can be accessed using any Wi-Fi-enabled device, such as a laptop computer, PDA or smart phone.
- Though the student Wi-Fi network is designed to cover all of the campus common areas, no guarantee is made for signal strength or availability.
- For security reasons, time limit for connectivity is three (3) hour. The connection will disconnect by itself so you have to login again if you need more time in the internet.
- Printing is not available via student Wi-Fi network. Printing is available at Open Lab or Online Lab located in Btaches building.
- The School assumes no responsibility for any alterations or interference with a computing device's configurations, operation or data files resulting from connection to the student Wi-Fi network.
- The School is not responsible for the content, accuracy or availability of any external sites the student want/need to go in.
- The School is not responsible for any loss of data, or for theft or damage to personal equipment or software.
- Although wireless connections are secured with encryption, school is not responsible for users who transmit credit card information, passwords or any other sensitive personal or business information over the student Wi-Fi network. Anti-virus and security protection are the responsibility of the user and not the school.
- The School reserves the right to terminate a wireless Internet session at any time.

## Student Wi-Fi User Agreement

The use of the Service for the following activities is prohibited:

1. **Sharing Username and Password** – Sharing username and password to anyone is unacceptable. User who provides such information to others to gain internet access will be subject to disciplinary action depending on the number of offense.
2. **Copyright Infringement** – Any download using the service that will infringe a copyright of a material, audio, video or document is totally prohibited and will be subject to disciplinary action depending on the number of offense.

3. **Spamming and Invasion for Privacy** – Sending of unsolicited bulk and/or commercial message over the internet using the service or using the service for activities that invade another’s privacy is prohibited.
4. **Private Commercial Purpose** – Using the service for personal gain; for example, by selling your username and password to others, or by performing work for profit with school resources in a manner not authorized by the School.
5. **Defamatory or Abusive Language** – Using the service to transmit, post, upload, or otherwise make available defamatory, harassing, abusive, or threatening material or language that encourages bodily harm, destruction of property or harasses another is prohibited.
6. **Hacking** – Accessing illegally or without authorization to computers, accounts, equipment, or networks belonging to another party, or attempting to penetrate security measures of another system is prohibited.
7. **Pornography** – Student Wi-Fi is not to be used to visit sites that are considered obscene. The college prohibits users from using its service to send sexually oriented images or messages. In the event that a student disregards this policy and continually visits unauthorized sites, it will be grounds for internet access loss after a warning has been issued to that user.

**Supervision and Monitoring**

The college reserves the right, upon reasonable cause for suspicion, to access all aspects of its computing systems and networks, including students’ login sessions to determine if a user is violating any agreement mentioned above. The college has the right to determine which uses constitute acceptable use and to limit access to such uses. The college has the right to limit the time of access and priorities among competing acceptable uses. The college also reserves the right to view private files that have been downloaded to check for the propriety of downloaded files and monitor bandwidth usage.

**Consequences for Violation**

Violations to any of these rules may result in disciplinary action depending on the degree, severity and number of times the rule is violated.

- First Offense – warning from the Computer Services
- Second Offense – user will lose access to the service. Computer Services will need valid reason for reactivation
- Third Offense – user will lose internet access permanently

I, \_\_\_\_\_  
(print and sign name)

hereby agree to the terms of this agreement and the Cyber Security Policy.

Date: \_\_\_\_\_

**APPENDIX E**  
**DISTANCE EDUCATION MANUAL**  
**(Developed on April 29, 2016; Revised in 2018)**  
**(Checklists revised in 2020)**



## **Distance Education Manual**

### **Developing Hybrid/Online Courses or Resource Repositories**

(Revised 2020; 2018)

This Distance Education Manual is designed to teach faculty the steps to make the transition to online/hybrid from a face-to-face environment smoother and more problem free for you and your students. Keep in mind that the difference between face-to-face traditional instruction and online/hybrid instruction is in the method of delivery. The course material presented to online/hybrid students should be the same as in the classroom which uses the traditional face-to-face delivery method. This manual is also designed to assist faculty with creating resource repositories for traditional courses.

According to the United States Department of Education (USDOE), "Distance education means education that uses certain technologies to deliver instruction to students who are separated from the instructor, and to support regular and substantive interaction between the students and the instructor. The interaction may be synchronous (student and instructor are in communication at the same time) or asynchronous. The technologies may include:

- the Internet,
- audio conferencing, or
- one-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices."

(<https://ifap.ed.gov/fsahandbook>).

#### **Definitions as used by Palau Community College (PCC):**

- **Online** - Course content, activities and interaction are fully online except for major exams or course activities (e.g. presentations, midterm and final exams). Good study and technology skills are recommended for student success. Students **MUST** access the online course material through a required login and password (no open access). Student use of the online materials is a required element of the course.

Online courses require the instructor to check students' progress and participation in all activities through the online platform. Instructors must check the course site on a daily basis to see how students are progressing through the course content and to communicate with students on a regular basis. Instructors may schedule optional synchronous sessions which could include the possible use of chat rooms, Skype, FB messenger, Zoom meetings and other similar technologies or meet with students if requested by them.

- **Hybrid** - class meets face-to-face for some number of instructional hours. However, some portion of instructional hours is scheduled to be replaced with online hours. The instructor may or may not meet with students during online sessions (Online hours can be synchronous or asynchronous or a combination of both so long as students are informed of the requirements ahead of time). Good study and technology skills are recommended for success. Login and password are required.

Hybrid courses combine the traditional face-to-face classroom with an online environment also. The traditional classroom time is reduced as some classroom activities and resources are placed online giving students more flexibility with time but still allows for face-to-face instructor guidance. The

instructor is able to follow student progress more closely with the traditional classroom setting yet assign work and research to be done either with instructor's presence or as outside classroom activities. The online activities need to be such that cover the remaining contact hours. (For example, if a 3 credit lecture course which requires 3 contact hours a week meets one hour in the classroom, the activities online should take approximately two more hours to complete. In this way, 3 contact hours are covered.) Face-to-face meetings have a set day and time for students to attend. However, it is important to note that the online work can be at the student's convenient time provided the work is completed by the instructor's set deadline.

Instructors must conduct at least one in-class session per week in the assigned classroom for hybrid courses. More may be scheduled as needed. Instructors are encouraged to meet with students in the on line computer lab as needed. It is advised to do this for the first week or two for student understanding of a hybrid student learning style.

Faculty teaching online/hybrid courses are expected to check online/hybrid course sites daily for student messages and are expected to reply to all messages or emails within 24 hours. Assignments are expected to be returned with comments/grades in a timely manner, usually within a week period at the most. Faculty must inform students of their progress on a regular basis and are expected to comply with all academic policies, procedures and requirements whether in a full time or adjunct position. An orientation for students conducted by the instructor of the hybrid/online course is mandatory.

#### • RESOURCE REPOSITORY

Faculty may also choose to use the LMS as a repository for resources for traditional classes. Should an instructor choose to do this, he/she needs to consult with the Distance Education Chairperson or Instructional Media Specialist for training. Orientation for students is mandatory as students need to have a username and password.

#### **Procedures for developing an online/hybrid course:**

This document outlines the steps for faculty in the development of online courses.

1. Discuss the idea with your department/program head. *Note:* Courses must be approved by the curriculum committee (CPC) before they can be considered for online/hybrid/resource repository development. New courses go through the process for proposing new courses.
2. Complete the Online/Hybrid Course/Resource Repository Development Proposal Form.
3. Submit the form to Distance Education Committee (DEC)
4. Take part in course training prior to developing course
5. Develop course completely from first day of instruction to final exam a month before the first offering of the course online. If used as a Resource Repository, major resources should be ready for use.
6. Inform DEC when development is completed and ready for students
7. Have course approved by DEC

Training will be provided by the Distance Education Committee (DEC) chairperson and/or Instructional Media Specialist. Faculty must work with the DEC chairperson and/or Instructional Media Specialist when designing the course and also agree to be orientated to teaching online. All technical issues and problems with the course site should be directed to the PCC Online Administrator.

**Basic Online Course Requirements:**

1. Course must use the PCC approved learning management system (LMS).
2. Course design must include *Online Course Building Checklist* but can be further developed if faculty developer wishes.
3. Courses need to be completed and approved by DEC at *least a month* before semester being offered begins.
4. Courses need to have *major assignments scheduled and proctored by instructor* in the PCC Online Lab (e.g. midterm and final exams)
5. Courses need to include at least two discussion boards/forums where students post to each other's postings.
6. Courses need to have course evaluation with final exam if possible and should have this done prior to start of final exam. Course evaluation will be developed by the Institutional Research and Evaluation Office (IREO). If there is no final exam, the course evaluation needs to be done before the submission of the last assignment or activity of the course.
7. Major assignments need to be *changed each semester* to prevent copying by students from semester to semester. This can be as minor as just changing topics for essays to changing multiple choice or true/false questions to using completely new short answer questions for midterms and final exams.
8. Once a course is developed, it will be cloned for *all* sections.
9. Adjunct faculty and full time faculty new to teaching on line must undergo online teaching training *prior* to the first day of instruction.
10. Full time faculty are responsible for course content and development, PCC Online Administrator for technical support, and DEC chair and Instructional Media Specialist for course development training.
11. PCC Online Administrator does not develop or design courses. When assistance is needed, contact the DE chairperson or Instructional Media Specialist. PCC Online Administrator is responsible for technical support only.
12. Student/course orientation must be offered each semester for students who wish to attend. Orientation must be done by the end of the first week of instruction.
13. Orientations must be conducted by the teaching faculty of the course sections. Online courses will conduct the orientations at 5:00pm or later to accommodate working students. If necessary, due to full time slots, 4:00pm should be the earliest time scheduled for orientations. Courses with labs will conduct orientation in the Online Lab during the first course lab.
14. Faculty are expected to log in at least once a day to check for student messages and student participation. Faculty should refer students to advisors if regular participation is not occurring.

### Basic Hybrid Course Requirements:

1. Course must use the PCC approved and implemented learning management system (LMS).
2. Course design must include *Hybrid Course Building Checklist* but can be further developed if faculty developer wishes.
3. Courses need to be completed and approved by DEC at *least a month* before semester being offered begins.
4. Courses need to have *major assignments scheduled and proctored by instructor* in the on line computer lab if on the course site (midterm and final exams at least). Instructors may wish to conduct major exams and quizzes during in-class sessions instead.
5. Courses need to have course evaluation completed as with traditional course delivery method. Course evaluation will be done at a scheduled time during an in-class meeting.
6. Major assignments need to be *changed each semester* to prevent copying by students from semester to semester. This can be as minor as just changing topics for essays to changing multiple choice or true/false questions to using completely new short answer questions for midterm or final exam.
7. Once a course is developed, it will be cloned for *all* sections. Online courses will be used for hybrid courses with instructor deciding how much will be used in hybrid mode.
8. Adjunct faculty and full time faculty new to teaching on line must undergo hybrid teaching training *prior* to the first day of instruction.
9. Full time faculty are responsible for course content and development, PCC Online Administrator for technical support, and DEC chair and Instructional Media Specialist for course development training.
10. PCC Online Administrator does not develop or design courses. When assistance is needed, contact the DE chairperson or Instructional Media Specialist. PCC Online Administrator is responsible for technical support only.
11. Student/course orientation must be offered each semester for students who wish to attend. Orientation must be done by the end of the first week of instruction.
12. Orientations must be conducted by the teaching faculty of the course sections. Hybrid courses will conduct the orientations during the already scheduled course time. Courses with labs will conduct orientation in the Online Lab during the first scheduled course lab.
13. Faculty are expected to log in at least once a day to check for student messages and student participation. Faculty should refer students to advisors if regular participation is not occurring.

Training will be provided by the Distance Education Committee (DEC) chairperson and/or

Instructional Media Specialist. Faculty must work with the DEC chairperson and/or Instructional Media Specialist when designing the course and also agree to be orientated to teaching online. All technical issues and problems with the course site should be directed to the PCC Online Administrator.

All courses, whether hybrid or online must be up to date with current dates and information.

Resources and links should be checked prior to each semester taught to ensure they are current.

Resource Repositories need to also check resources and links for currency.



ONLINE, HYBRID OR RESOURCE REPOSITORY PROPOSAL

Today's date: \_\_\_\_\_

Proposing Faculty: \_\_\_\_\_ Program/Dept.: \_\_\_\_\_

Course Title and Number: \_\_\_\_\_

Contact Information: Email: \_\_\_\_\_ Telephone: \_\_\_\_\_

Check appropriate request:  Online  Hybrid  Resource Repository

Proposed Semester/Year Delivery Date: \_\_\_\_\_

Proposing Faculty Signature: \_\_\_\_\_

Program/Department Chair Approval: (print/sign) \_\_\_\_\_

Distance Education Committee Use		
Request Received (date):	Course Approval (date):	Approved by DE Chair / Designee:
_____	<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Date: _____ State reason for disapproval below: _____	Print/Sign: _____ _____

Detached and submit the top to Distance Education Committee Chairperson.

XX

To have your request approved by the College Distance Education Committee, please ensure the following.

1. Course must be a Committee on Programs and Curricula (CPC) approved course.
2. If a new course, the CPC process for approval must be completed before designing as hybrid or online course can begin.
3. Course offered in online or hybrid delivery must be consistent with face-to-face delivery in terms of content and course rigor.
4. For proper course development, follow requirements outlined in the Distance Education Manual.
5. Course needs to be fully developed and ready for review at least one month prior to the semester being offered.
6. Important Note: All online and hybrid courses including resource repository undergo monitoring by the Dean and/or the Associate Dean of Academic Affairs twice a semester/session. Monitoring ensures quality of learning and teaching.

**PALAU COMMUNITY COLLEGE  
Online Course Building Checklist**

**Course:** \_\_\_\_\_

Overview: As you're developing your course on PCC Online, here is a checklist to ensure that the necessary information is included in your course.

**Course Overview/Introduction Section**

This section contains (or links to) the following:

Required items	Yes	No	Comments
Course number			
Course name/title			
Course description			
Course delivery mode (e.g. online or hybrid) and clear explanation of what it means			
Instructor name, contact information (MUST include email, phone number, extension number, office), and office hours. Include instructor's expected response time for responding to student inquiries, questions, or emails.			
Syllabus (must include disability disclaimer and a section on plagiarism/cheating including consequences)			
Netiquette guidelines for students			
PCC Academic Policy – Attendance			
PCC Academic Policy – Academic Integrity			
Course learning outcomes with rubric			
Course schedule of activities			
For courses that requires writing and/or research, include appropriate MLA/APA resources/references			

**Instructional Design and Delivery**

Required items	Yes	No	Comments
All weeks/topics are fully developed and visible.			
Each week/topic is clearly identified/labeled with an overview of what will be covered.			
Organization and sequencing of the course content is logical and clear.			

Revised Dec. 2020

<ul style="list-style-type: none"> <li>● Instructional materials are easily located, clearly labeled, and are accessible.</li> <li>● Instructional materials are appropriate (e.g. relevant, clear, etc.).</li> <li>● Instructions for assignments/activities including rubrics and submission methods are logical and clear.</li> <li>● Due dates for course activities are correctly set.</li> </ul>			
Course content is “chunked” for more manageable learning.			
Multiple methods for assessing and evaluating student learning is used. Students are not assessed solely on tests/quizzes but are provided other opportunities to demonstrate proficiency in different ways.			
Course includes a way for students to introduce themselves (e.g. discussion boards/forums) and requires students to respond to other students’ introductions.			
Course includes a minimum of 2 discussion boards/forums that offer thought provoking answers and requires students to respond to other students’ posts.			
Instructional materials can be reviewed repeatedly (no close date for resource material) and is available for printing.			
Fonts, colors, and images/videos used are appropriate, clear, and legible.			
<p>All weeks/topics are consistent in layout and design.</p> <ul style="list-style-type: none"> <li>● Visually and functionally consistent.</li> <li>● Spelling and grammar are consistent and accurate.</li> <li>● Sentences and paragraphs are brief.</li> </ul>			
Course includes an online course and instructor evaluation administered/managed by Institutional Research and Evaluation Office (IREO)			

**PALAU COMMUNITY COLLEGE  
Hybrid Course Building Checklist**

**Course:** \_\_\_\_\_

Overview: As you're developing your course on PCC Online, here is a checklist to ensure that the necessary information is included in your course.

**Course Overview/Introduction Section**

This section contains (or links to) the following:

Required items	Yes	No	Comments
Course number			
Course name/title			
Course description			
Course delivery mode (e.g. online or hybrid) and clear explanation of what it means			
Instructor name, contact information (MUST include email, phone number, extension number, office), and office hours. Include instructor's expected response time for responding to student inquiries, questions, or emails.			
Course meeting days, times, and room number(s)			
Syllabus (must include disability disclaimer and a section on plagiarism/cheating including consequences)			
Netiquette guidelines for students			
PCC Academic Policy – Attendance			
PCC Academic Policy – Academic Integrity			
Course learning outcomes with rubric			
Course schedule of activities			
For courses that requires writing and/or research, include appropriate MLA/APA resources/references			

**Instructional Design and Delivery**

Required items	Yes	No	Comments
All weeks/topics are fully developed and visible.			
Each week/topic is clearly identified/labeled with a brief overview of what will be covered.			

Revised Dec. 2020

<p>Organization and sequencing of the course content is logical and clear.</p> <ul style="list-style-type: none"> <li>• Instructional materials are easily located, clearly labeled, and are accessible.</li> <li>• Instructional materials are appropriate (e.g. relevant, clear, etc.).</li> <li>• Instructions for assignments/activities including rubrics and submission methods are logical and clear.</li> <li>• Due dates for course activities are correctly set.</li> </ul>			
<p>Course content is “chunked” for more manageable learning.</p>			
<p>Multiple methods for assessing and evaluating student learning is used. Students are not assessed solely on tests/quizzes but are provided other opportunities to demonstrate proficiency in different ways.</p>			
<p>Instructional materials can be reviewed repeatedly (no close date for resource material) and is available for printing.</p>			
<p>Fonts, colors, and images/videos used are appropriate, clear, and legible.</p>			
<p>All weeks/topics are consistent in layout and design.</p> <ul style="list-style-type: none"> <li>• Visually and functionally consistent.</li> <li>• Spelling and grammar are consistent and accurate.</li> <li>• Sentences and paragraphs are brief.</li> </ul>			

\*Instructor evaluation for all hybrid courses will follow the schedule set by the Institutional Research and Evaluation Office (IREO)

**PALAU COMMUNITY COLLEGE  
Resource Repository Building Checklist**

**Course:** \_\_\_\_\_

Overview: As you're developing your resource repository on PCC Online, here is a checklist to ensure that the necessary information is included in your site.

A resource repository is a dedicated site on PCC Online that contains or links to resources that support traditional classes. Like online and hybrid courses, access to resource repositories requires a username and password. As such, orientation on how to access PCC Online is strongly recommended for traditional courses with resource repositories.

**Repository Overview/Introduction Section**

This section contains the following:

Required items	Yes	No	Comments
Course number			
Course name/title			
Repository description			
Instructor(s) name(s), and contact information (MUST include email, phone number, extension number, office).			

**Repository Organization and Design**

Required items	Yes	No	Comments
All sections of the repository are complete and visible. <ul style="list-style-type: none"> <li>• Each section is clearly identified/labeled.</li> <li>• Resources are easily located, clearly labeled, and are accessible.</li> <li>• Resources are appropriate (e.g. relevant, clear, etc.).</li> <li>• Resources can be reviewed repeatedly (no close date for resource material) and textual resources are available for printing.</li> </ul>			
Fonts, colors, and images/videos used are appropriate, clear, and legible.			
All sections are consistent in layout and design. <ul style="list-style-type: none"> <li>• Visually and functionally consistent.</li> <li>• Spelling and grammar are consistent and accurate.</li> <li>• Sentences and paragraphs are brief.</li> </ul>			

Revised Dec. 2020

### **COURSE READINESS**

All hybrid and online courses need to be prepared for offering by the assigned faculty whether courses are newly designed or being repeatedly offered. When a hybrid or online course has already been designed and approved for offering, it is the responsibility of the faculty assigned to teach such course to prepare it for the semester being offered. Courses must be ready for committee review one month prior to the beginning of the first day of instruction. Major exams, quizzes, assignments, and discussion forums need to be revised if course is a repeated offering and all semester dates of student activities (assignments and examinations of all types) need to be in place. In addition, if a course outline has undergone revisions, the revisions must be reflected in the online/hybrid delivery of the course as well.

**Courses are usually designed by weeks. However, courses can also be designed by topics or course learning outcomes (CLOs).** All weeks, including the final exam week, must be available for students to view. Quizzes and exams need to be properly set to start and end at specific times and should be visible as activities to be completed and not hidden from student view. While an assignment, such as the actual final exam may be hidden, there should be some indication that the assignment is required and the date. In like manner, all topics or CLOs should be displayed for students to view and not be hidden.

### **TEACHING THE COURSES**

Faculty must follow the PCC Attendance policy for online students. Therefore, instructors must log on at least once a day to ensure that students are actively participating in academic related activities. According to USDOE, concerning academic related activities for distance education courses:

- Documenting that a student has logged into an online class is not sufficient by itself.
- School must demonstrate that a student participated in class or was otherwise engaged in an academically related activity such as contributing to an online discussion or initiating contact with a faculty member to ask a course related question.

Faculty are expected to grade in a timely manner, and for online courses, use course site to collect student assignments, record grades and student feedback, and give additional assistance as needed for course content. Assignments for hybrid courses may be collected during the face-to-face meeting time.

### **COURSE ASSESSMENT**

Course assessment is a requirement of faculty whether teaching in the online delivery mode or face-to-face. Online courses will be assessed in the same format as face-to-face courses following the established course assessment schedule and the institutional assessment process, FAMED. Fall courses will be assessed in the fall and spring courses will be assessed in the spring.

A faculty teaching for the first time will be required to attend an orientation training for course assessment; however, training for course assessment can be requested at any time. There may also be other required training sessions that will need to be attended, such as when revisions or updates are incorporated into the assessment process.

#### FACULTY EVALUATIONS

Student evaluations will be conducted either by using the PCC created student evaluation for online courses or (as for hybrid courses) by the PCC student evaluation used for traditional courses. Student evaluations will be done prior to the final exam if final exams are required by the course and the PCC created online student evaluation is being used.

#### Best Practices for online courses (Tips for successful teaching and learning)

- 1. Create a “welcome” for your students.** Students need to be introduced to both the learning style and the course right from the start of the semester. Create an introduction to the course and a summary of what the student “will know and be able to do” at the end of the course. List the course learning outcomes, give tips for online learning success and provide important information, such as the syllabus and grading rubrics in this section.
- 2. Organize your course by units or weeks to make it easy for students to follow.** Students need to see the organization of the course clearly. It should be easy for the students to navigate through the learning objectives throughout the semester and for students to clearly understand the learning outcomes of each unit or week.
- 3. Have a variety of assignment types.** Students need variable ways to learn and show they have understood the learning outcomes of the course. Online courses can have different assignment designs including matching, multiple choice, short answer and essay type assessments. Quick assessments can be gotten through the use assignments that are taken on the course site with grades generated immediately at the end of the assignments while longer writing assignments can be uploaded with time allowed for instructors to comment and grade.
- 4. Create clear expectations for students.** Students need clear expectations for how to communicate with their instructor, where to find course information, what assignments need to be done, how they need to be completed and when assignments are due. All of this information should be clearly communicated to students through the course design, assignment instructions and teacher communications.
- 5. Give clear guidelines for grading.** Students need to understand what is expected of them for writing assignments especially. Have rubrics for assignments that guide the students and

clearly explain the grading of the assignments. Post rubrics on course site for students to view before beginning assignments.

**6. Prepare discussion posts that invite questions, discussions, reflections, and responses.** Students need to interact with one another and have meaningful class discussions just as in face-to-face classroom settings. Pose questions that will lead to critical thinking and thought provoking discussions. Require students to respond to each other's postings to encourage discussion of topics.

**7. Keep online text to a minimal amount.** Students need to be able to have printable resources that would represent the lectures that would be given in a face-to-face class setting. Keep text information from being pages to read. Use bullets, PowerPoint presentations, and other creative ways to convey information that student can print for study later. Many students find it hard to read from the computer screen only so make resources so that they are easily printable and encourage students to print for keeping in folders or binders.

**8. Provide samples and examples whenever possible.** Students learn easier by following examples, especially when writing. A sample introduction or an example of a good thesis statement will help students apply the concepts to their own writings or get a better understanding of what is expected with that particular assignment.

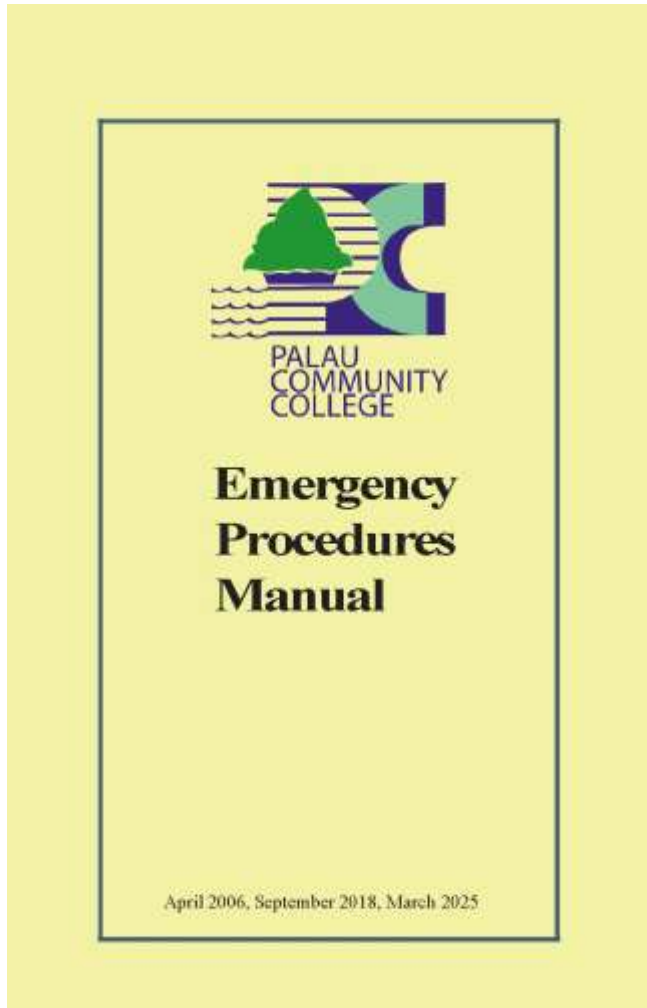
**9. Make your presence felt.** Students need to know that you care about who they are, care about their questions and concerns, and are generally "present" to assist them as needed. Students need to "feel" your presence several times a week. Respond to messages, emails and other forms of communication within 24 hours.

**10. Provide effective feedback.** Students need to know how well they performed and what they can do to make improvements. They need to understand what errors they made and how to correct those errors. Provide automatic feedback for assignment types that allow it and comments for written answers.

**11. Keep up with grading of submitted work.** Students need and expect to have their work returned in a timely manner. Turnaround time should be no later than a week if possible.

**12. Change tests and assignments each semester.** To ensure that students are not using work from previous semesters, make revisions to tests, quizzes and assignments each semester. These changes do not need to be replacements of established coursework; rather changes can be made to make true questions false or simply change topics for writing assignments.

## ***Appendix D- Emergency Procedures Manual (EPM)***



Major Emergency Responders (911)

PCC Operator (0)

Campus Security (488-4178)

Dir. of Physical Plant (488-2470) or Ext. 268

Vice President for Admin. (Ext. 263 or 775-5290)

President (Ext. 222 or 775-2245)

Assist. to President (Ext. 225 or 775-2258)

VP CRE (488-2746 or 775-3827)

Dean of Students (Ext. 234 or 775-2236)

Dean of Academic Affairs (Ext. 245/263 or 775-5290)

Director of Student Life (488-3036/2690 or 775-2236)

Scan QR below to access e-copy of the  
Emergency Procedures Manual



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

The procedures contained herein, are essential for all employees and students to know and be familiar with upon assignment and enrollment at PCC. It is highly recommended that each person read and understand in detail, the contents of this manual so that together we can make our campus not only conducive to learning but also a safe place.

Owner of this manual: \_\_\_\_\_

Title: \_\_\_\_\_

Contact No.: \_\_\_\_\_

Date Issued: \_\_\_\_\_

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### BOARD POLICY: 18-01

Emergency Management Policy: Utilization of Incident Command System (ICS) for Emergency Management

#### College Finding(s)

Palau Community College, as a residential institution of higher learning, operates around the clock for the entire year. It is committed to protecting the lives and safety of its customers and guests and its properties. Based on this commitment, it has its own emergency procedures and has been active in its preparation to manage emergencies, including participation in national emergency management trainings and activities. In March of 2015, PCC sent a team of eight staff to a Federal Emergency Management Agency- sponsored ICS363 Multi-Hazard Emergency Management for Higher Education Training in Guam. Upon their return, the team recommended improvements to the college's emergency management, including utilization of Incident Command System (ICS), a system that is specifically designed to provide an integrated organizational structure for emergencies, both large and small as well as major planned events and activities of college. It can grow or shrink to reflect the magnitude of a particular emergency/event.

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Franz Sobotta, MEd  
Secretary/Treasurer

Kenneth Wang  
Member

Vacant Member

The President of the College concurred with the recommendations and created an Emergency Preparedness Task Force and tasked it with (1) preparation of the college to utilize Incident Command System (ICS), (2) establishment of Emergency Operations Center and (3) review of the college's Emergency Procedures Manual. The result of the task force's work included this Emergency Management Policy and its implementation guidelines.

#### Emergency Management Policy

This Emergency Management Policy is a statement of Palau Community College's commitment to *preventing, preparing for, and responding to and recovering from* an emergency through the use of an Incident Command System (ICS).

Palau Community College will ensure that emergency preparedness plans, processes and resources are in place in order to protect individuals and property and facilitate response, recovery and business continuity in the event of an emergency.

The following principles govern the Emergency Management at the College:

- Utilize the Incident Command System (ICS) structure and approach to manage emergencies.
- Maintain a primary and/or alternate Emergency Operations Center (EOC) for the ICS Team to work from during an emergency.

Engina O. Ngrudelang  
Student Trustee

Dr. Patrick U. Tellei  
President

- Respond to emergencies or significant preplanned events and activate its EOC based on the emergency/event Level of Impact to operations or life-safety.
- Identify hazards and assess risks.
- Maintain plans for: emergency response, recovery and business continuity.
- Review hazards and emergency response plans regularly.
- Train its ICS personnel in Emergency Management principles and exercise emergency plans regularly.
- Carry out regular fire evacuation drills.
- Wherever opportunities exist, work with first responders and other government agencies to learn from and gain expertise in Emergency Management.
- Maintain sustainable capacity and resources to effectively implement plans, procedures and infrastructure to respond to and recover from emergencies.
- Ensure all its employees fully understand their roles and responsibilities regarding plans and procedures, ICS structure and their required actions relating to response, recovery and business continuity.

#### Definitions

In order to fully institutionalize the college's Emergency Management System, and to effectively implement the ICS to protect the lives, properties and to recover from emergencies, it is important for everyone to speak the same language.

**Emergency:** an incident or event that is outside the scope of normal operations that requires prompt coordination of resources to protect the health, safety or welfare of people or to prevent or limit damage to property and environment.

**Emergency Management:** planning, preventing, preparing for, responding to, and recovering from incidents for situations that have the potential to threaten life-safety or property and to minimize business interruption during and after an emergency.

**Emergency Operations Center:** a room/space assigned to the ICS Team during an emergency from which to plan and manage the emergency response and recovery.

**Incident Command System:** a proven industry standard, on-scene, all hazard incident management structure that utilizes a standardized organizational structure and approach in managing emergencies or major events. ICS is designed to grow or shrink to meet the magnitude of the emergency/event. ICS is the common structure used by emergency responders, and communities, including colleges throughout the United States and its affiliates.

**Impact Level:** the level of emergency is based on its potential to impact college operations or life safety. There are three levels:

*Level I - a minor incident that has little potential to affect operations or has little or no risk to life-safety. Typically managed by in-house resources. EOC is not activated.*

*Level II- an incident that has potential to affect operations and/or which possess moderate risk to life-safety. Emergency responders are called in. EOC may be partially activated or EOC personnel placed on alert.*

*Level III- a major incident or multiple incidents having significant potential to affect operations and/or which possess high risk to life-safety. Emergency responders are called in. EOC is fully activated.*

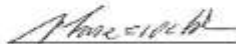
#### **Benefits**

Utilization of ICS to manage emergencies and major planned events enables the college to effectively manage its resources in the prevention, protection against, response to, recovery from, and mitigation of the effects of emergencies, major planned events and incidents, regardless of cause, size, location, or complexity, in order to save lives, prevent and reduce injuries, and loss and harm to properties and the environment.

#### **Effective Date**

Board of Trustees adoption date.

Board Adoption:



Masa-Aki N. Tmesiochi  
Chairman, Board of Trustees

8/30/18  
Date

## **I. INTRODUCTION**

This information is being disseminated to assist management, faculty, staff and students in responding to different emergencies that may occur during the course of their studies and/or duties at PCC. This Manual should be disseminated to all students and employees of PCC. Copies will be distributed to students during new student orientation and to new employees during their orientation or on their first day at work.

## **II. OBJECTIVES OF THE MANUAL**

The main objectives of this plan are to:

1. Raise awareness of the diverse emergency situations that can occur on or near the college campus.
2. Assist faculty, staff, students, and community agencies to respond quickly and effectively to emergency situations.
3. Protect the life and safety of students, faculty, staff and guests.
4. Protect college property and environment.
5. Facilitate the use of the college as an emergency facility (e.g., shelter site) at the direction of lawful authority.
6. Allow for resumption of normal operation in a timely manner.

## **III. DEFINITION OF TERMS**

Please familiarize yourself with the terms and procedures herein. The effectiveness of PCC's response to emergencies is dependent on understanding the following definitions:

**Emergency Operations Center (EOC).** Specially equipped facilities from which college officials exercise direction and control and coordinate necessary resources in an emergency.

**Hazardous Materials (HazMat).** A substance in a quantity or form posing a reasonable risk to health, safety, and/or property when manufactured, stored, or transported. The substance, by its nature, containment, and reactivity, has the capability of inflicting harm during an accidental occurrence. It is toxic, corrosive, flammable, reactive, an irritant, or a strong sensitizer, and poses a threat to health and the environment when improperly managed. HazMat includes toxic substances, certain infectious agents, radiological materials, and other related materials such as oil, used oil, petroleum products, and industrial solid waste substances.

**Incident.** An incident is a situation that is limited in scope and potential effects. Characteristics of an incident include:

- (1) Involves a limited area and/or limited population.
- (2) Evacuation or in-place sheltering is typically limited to the immediate area of the incident.
- (3) Warning and public instructions are provided in the immediate area, not community-wide.
- (4) One or two local response agencies or departments acting under an incident commander normally handle incidents. Requests for resource support are normally handled through agency and/or departmental channels.
- (5) May require limited external assistance from other local response agencies or contractors.

**Emergency.** A situation in which normal operations cannot continue and immediate actions are necessary to prevent a disaster. It is larger in scope and more severe in terms of actual or potential damages or impact than an incident. Characteristics include:

1. Involves a large area, significant population, or important facilities.
2. May require implementation of large-scale evacuation or in-place sheltering and implementation of temporary shelter and mass care operations.
3. May require community-wide warning and public instructions.
4. Requires a sizable multi-agency response operating under an incident commander.
5. May require some external assistance from other local response agencies, contractors, and limited assistance from state or federal agencies.
6. The EOC will be activated to provide general guidance and direction, coordinate external support, and provide resource support for the incident.

**Disaster.** A disaster involves the occurrence or threat of significant casualties and/or widespread property damage that is beyond the capability of the college and the surrounding community to handle with its own resources. Characteristics include:

1. Involves a large area, a sizable population, and/or important facilities.
2. May require implementation of large-scale evacuation or in-place sheltering and implementation of temporary shelter and mass care operations.
3. Requires community-wide warning and public instructions.
4. Requires a response by all local response agencies operating under one or more incident commanders.
5. Requires significant external assistance from other local response agencies, contractors, and extensive state or federal assistance.
6. The EOC will be fully activated to provide general guidance and direction, provide emergency information to the public, coordinate state and federal support, and coordinate resource support for emergency operations.

#### Incident Command System

The Incident Command System (ICS) provides clear guidelines for responses to different emergencies. In the ICS, the Incident Commander is given the authority to assume command, initiate the appropriate emergency plans and procedures, activate internal and external resources, and order an evacuation, both inside and outside a facility.

#### Phases of Emergency Management

The four phases of an emergency management are preparedness, response, recovery and mitigation/prevention. The Emergency Procedures Manual (EPM) is designed to address primarily the first two of these phases - preparedness and response. To be more specific, this EPM is to be used to prepare for emergencies by pre-designating roles, responsibilities, and procedures to be used to respond to an emergency. Examples of key tasks associated with the four phases of emergency management include:



#### Preparedness

- Establish an emergency management team and describe the roles and responsibilities of each member.
- Annually review and update this EOP.
- Create site plan maps of entire campus showing evacuation routes, assembly/shelter sites, location of emergency supplies, etc.
- Establish, practice, and document emergency drills for fire, earthquake, lockdown, etc.

#### Response

- Evaluate nature of emergency and determine appropriate immediate response actions.
- Notify appropriate local emergency responders.
- Activate emergency management team and perform duties listed in job descriptions and while awaiting arrival of professional emergency responders, then continue to assist as needed.
- Implement specific emergency procedures described in *sections V and VI* as appropriate.

#### Recovery

- Crisis counseling and stress management
- Restoration of damaged facilities
- Determining and recovering costs
- Applying for state and federal assistance programs
- Filing for insurance assistance

#### Mitigation/Prevention

- Conduct safety audits and vulnerability assessments of buildings and grounds
- Implement violence prevention strategies
- Pre-plan and coordinate with local emergency responders.

**Manual Review**

The college's Campus Emergency and Safety Committee will review and update the manual periodically. The Safety Officer or designee(s) shall lead the review to ensure the following is done:

- Updating faculty and staff assigned roles
- Verifying the status and location of supplies and equipment
- Modifying emergency procedures
- Planning for faculty and staff in-service activities and training
- Reviewing emergency signals for evacuation through the coordination of emergency personnel, and supervisory personnel.

This will be submitted to the college President in the form of recommendation(s).

**Incident Commander (IC)**

The IC is responsible for the overall command of the incident and the establishment of the goals and objectives at the scene. The IC assesses the emergency based on information provided to the Incident Command Team.

**Incident Command Team**

To support the IC, the following Incident Command Team (ICT) positions are established: Administrative Officer, Logistics Officer, Planning Officer, Operations Officer, Safety Officer, and Liaison/Public Information Officers.

**Administrative Officer**

The Administrative Officer (AO) who heads the Administrative Unit is responsible for all costs and financial considerations of the emergency incident, including future payments, future budgeting, payment of personnel costs and cost recovery.

The AO will keep receipts and process payment of expenses charged to the incident. The AO also monitors long-term needs and expenses (beyond 3 days) and provides an information exchange with the Planning Section.

**Administrative Officer's duties include:**

- Using Emergency payment method as needed to obtain cash to purchase, rent or lease emergency supplies if normal channels are unavailable.
- Assisting the Logistics Section to keep track of expenditures.
- As much as possible, following established policies and procedures contained in the Administrative Procedures Manual.

**Logistics Officer**

The Logistics Officer (LO) will act as an aid to the Incident Commander. The Logistics Unit responsibilities include, but are not limited to: acquisition of needed resources (personnel and equipment) keeping detailed chronological record of all actions taken, all persons present, and any deviations from the policy. LO coordinates mutual aid requests with assistance from external agencies responding to the emergency. The LO is responsible for organizing and staging all necessary support resources, including supplies, medical care, and transportation.

The LO will mobilize, order and distribute support equipment and supplies, respond to the emergency incident as directed by the IC, and deploy resources to assure that essential services are available during an emergency incident. In addition, the LO will update the campus Operations Officer regularly on the status of assigned activities, personnel, equipment and resources.

The LO will provide documentation of expenses and damages to the Administrative Officer during and following the incident.

**Planning Officer**

The Planning Officer (PO), who heads the Planning Unit is responsible for the collection, evaluation, dissemination, and use of information about the development of the emergency and the status of resources. The PO and support personnel will prepare the campus emergency action plan.

The PO will monitor changes in the situation, and identify and/or anticipate future needs in the short-term range (1-2 days) and long-term range (3 days and beyond) or as appropriate to the incident. The PO will also provide documentation of the expenses to the Administrative Officer during and following the incident.

**Planning Officer:**

- Continually gathers information from the Operations Section on the current situation and repeat this process on a regular interval throughout the incident/event.
- Gathers information from the Logistics Section on the current status of the resources and supplies - repeats this process on a regular basis during the event.
- Displays incident/event changes and resources available or incoming on the "status board" or flip charts for use by all sections.
- Gathers information from community responders (fire, law enforcement, search & rescue, EMS) on the status of the external disaster (events occurring in areas other than on campus). Includes the information in "situation reports" and on Status Boards.
- Generates periodic "situation reports" and "resources status reports" and gives them to the IC and all EOC Officers.

**Operations Officer**

The Operations Officer is responsible for managing the development of all response activities related to the emergency. The Operations Units are responsible for the specific tactical and strategic operations on campus during an emergency.

The Operations Officer will organize, mobilize, direct and dispatch available personnel, supplies, equipment, services, materials and other resources to specifically designated areas impacted by the emergency incident, and will report the status of each resource to the Incident Commander during scheduled briefings.

Interactions between the Logistics Officer and Planning Officer are keys to assisting the Operations Officer.

#### **Public Information Officer (PIO)**

This is a spokesperson for the college during an incident. The primary responsibility of a PIO is to provide information to the college community, the media, and the public. He/she acquires all the necessary information about the incident(s) from all appropriate members of the incident command team and provides a single, clear statement about the incident, using the most direct method of communication(s) available at the time of the incident to the public.

The PIO has three primary functions during an emergency:

- To ensure a communications network is established and maintained that enables timely reports of student and personnel status.
- To disseminate accurate and timely information to campus and the news media.
- To establish a method of communicating status updates to the EOC, college personnel, the Board of Trustees, and relevant government agencies.

Factual, accurate, and timely communications are vital in executing an effective response. The PIO will facilitate internal campus communications, as well as communications with concerned students, families, community members, news media, the Board of Trustees, government agencies, and other relevant stakeholders as determined by the IC.

The PIO unit members may include representatives of students and faculty, HR staff, the computer services unit, and the security unit.

The PIO must provide evidentiary documentation of the emergency incident, including damages and use of resources, and may include photos as appropriate.

#### **Safety Officer**

The Safety Officer oversees all activities to assure the safety of students, personnel, campus visitors, and emergency responders during an emergency.

The Safety Officer and Safety Unit members will take action during the emergency to protect the health and safety of college employees, students, visitors, on-campus responders, and emergency response personnel.

The Safety Unit will maintain a presence throughout the population to keep people calm, and move to and stay at assembly points during shelter-in-place or evacuation events. If the Safety Unit is activated or volunteers participate in emergency response activities, the Safety Officer will have responsibilities for ensuring that all possible safety precautions are in place to protect them.

While professional emergency responders are responsible for developing their site safety plans, the Safety Officer, in coordination with the Operations Officer, must be available to provide them with information regarding the campus and

any campus-unique hazards. The Safety Officer will provide documentation of its expenses and damages to the Administrative Office following the incident.

#### **Emergency Operations Center**

The emergency operations center (EOC) is the centralized base of operations during an emergency. It should be easily accessible to emergency service vehicles, have access to the shelters on campus, cooking facility, and water source, and preferably within proximity to the campus residential population. The President of the College may designate an alternative site for a particular incident depending on the nature and scope of the emergency.

The EOC should be equipped with:

- |                                      |                     |
|--------------------------------------|---------------------|
| • Telephone (preferably direct line) | • Two-way radios    |
| • Flashlights                        | • Restroom          |
| • Gas and electric cooking equipment | • Television        |
| • AM/FM Radio                        | • Easel/Flip Charts |
| • Markers                            | • Generator         |
| • Fire Extinguishers                 | • Sleeping Quarters |
| • Internet                           |                     |
| • Safety Hats                        |                     |

#### IV. SITUATION AND ASSUMPTIONS

##### A. Situation

The college is and will continue to be exposed to many hazards, all of which have the potential to disrupt the college community, causing casualties, and damaging public and private property. The following is a summary of major hazards:

**Hazard Summary**

Hazard Type	Likelihood of Occurrence*	Estimated Impact on Public Health/Safety			Estimated Impact on Property		
		Lowest	Medium	High	Lowest	Medium	High
<b>Natural</b>							
Drought	Occasional		++++	++++	++++	++++	++++
Earthquake	Occasional	++++	++++	++++	++++	++++	++++
Flood	Occasional	++++			++++		
Tornado	Unlikely	N/A			N/A		
Tsunami	Occasional	++++	++++		++++	++++	
Typhoon	Highly Likely	++++	++++	++++	++++	++++	++++
<b>Technological</b>							
Airplane Crash	Unlikely	N/A			++++		
Communications Failure	Occasional	++++			++++		
Electrical System Failure	Likely	++++	++++		++++	++++	
Energy/Fuel Shortage	Occasional	++++	++++		++++		
HazMat	Occasional	++++	++++		++++		
Major Structural Fire	Occasional	++++	++++		++++	++++	
Nuclear Incident	Unlikely	N/A			++++	++++	++++
Water System Failure	Occasional	++++	++++	++++	++++		
<b>Security</b>							
Civic Disorder	Likely	++++	++++		++++	++++	++++
Military Attack	Unlikely	N/A					
Mining Struck	Occasional	++++			N/A		
Sexual Assault	Occasional	++++	++++		N/A		
Terroristic Act/Active Shooter	Unlikely		++++	++++	++++	++++	++++

\*Likelihood of Occurrence: Unlikely, Occasional, Likely and Highly Likely

##### B. Assumptions

1. The College will continue to be exposed to and subject to the impact of those hazards described above as well as lesser hazards and others that may develop in the future.
2. It is possible for a major disaster to occur at any time and at any place. In many cases, dissemination of warnings to the public and implementation of increased readiness measures may be possible. However, some emergencies occur with little or no warning.
3. Outside assistance may be available in most emergency situations affecting our college. Since it takes time to summon external assistance, it is essential for us to be prepared to carry out the initial emergency response on an independent basis.
4. Proper mitigation actions can prevent or reduce disaster-related losses. Detailed emergency planning, training of emergency responders and other personnel, and conducting periodic emergency drills and exercises can improve our readiness to deal with emergency situations.
5. The College will always have the presence of students, staff and visitors on campus.
6. The College will continue to support the national emergency responses by providing needed resources such as emergency shelters on campus.

##### V. NOTIFICATION SYSTEM AND EVACUATION

###### A. Authorized and Official Emergency Notification Systems are:

- Telephone PA system
- Phone Calls
- Text messages
- Word-of-mouth
- Social media platform(s)

###### B. All Clear Signal

"All Clear Signal" will be issued using the same notification system. Signal may only be issued by, or activated at the instruction of the College President or designated official of the College. It is at this time that one may return to and enter the buildings.

###### C. Evacuation Procedure

1. Anytime the Notification System is sounded/issued, or upon other authorized means of notification, regardless of whether it is a real emergency or just a drill, everyone will proceed to the Designated Safe Assembly Areas in a calm, quiet, and orderly manner. (See Appendix 1)
2. Everyone means all students, faculty, staff, and visitors.
3. Instructors and supervisors will ensure that everyone under their immediate supervisory jurisdiction is aware of the location of and routes to the Designated Safe Assembly Areas in relation to their respective classrooms, offices, buildings or locations.
4. Instructors will account for all students during the evacuation process. Instructors will ensure that those with disabilities are evacuated to the Designated Safe Assembly Areas. No students will be left behind or allowed to return to any building to retrieve personal belongings.
5. Department Heads/Supervisors will account for all employees directly under their supervision, especially those with disabilities. No employee will be allowed to return to any building to retrieve personal belongings.

6. The Dean of Academic Affairs and Dean of Students will ensure that instructors and supervisors are aware of those students with disabilities and who may require assistance during the required evacuation, whether actual emergency or drill. A system for tracking each student's (who requires assistance during Evacuation) whereabouts within the college, must be in place. This is to ensure that everyone is properly assisted to the Designated Safe Assembly Areas.
7. All staff or other persons assigned the responsibilities of assisting those persons with disabilities must be properly trained and participate in emergency drills.
8. Instructors and supervisors must routinely check exits, alternate exits, and all routes from their classrooms, labs, offices, or shops leading to the Designated Safe Assembly Area to make sure that there are no obstructions to a quick and orderly evacuation. They must check to see that the routes are accessible for persons with disabilities.
9. Instructors and supervisors will conduct all evacuations in a brisk, calm, quiet, and orderly manner. **Running Will Not Be Permitted.**
10. Designated staff and Evacuation Leaders (ELs), may be assigned to assist in proper emergency evacuation of buildings. They should be instructed to hold doors open in the line of march or to close doors where necessary to prevent the spread of smoke or fire.
11. The searching of restrooms or other common areas that are adjacent to classrooms, labs, offices, and/or shops, will be the responsibility of the instructor or supervisor closest to these areas, unless other staffs are pre-assigned these duties.
12. Upon arrival at the Designated Safe Assembly Area, everyone will remain there until the **All-Clear** signal is given to return to the buildings. Instructors and supervisors will take a head count of all students or employees under their immediate supervision. This information will be included in the PCC Emergency Evacuation Status Report Form, Appendix 2 (full size form available at Administration Office).

#### D. Persons With Disabilities

1. In the event of an Emergency Evacuation, persons with special needs that require assistance during an emergency evacuation will be provided with the appropriate assistance in order to fully and safely accomplish the emergency evacuation process.
2. If for any reason assistance is not immediately available, the persons with special needs, should call for assistance. Persons with a speech disability should carry a whistle or have other means of attracting the attention of others.
3. All students with special needs are encouraged to file an Emergency Status Card with the Office of the Dean of Students. This is to help the college in providing necessary assistance to anyone who needs it.

## VI. COLLEGE RESPONSE TO EMERGENCY

### A. Medical Emergency

In case of a major medical emergency,

1. Call 911 (Emergency Responders). Give your name, location and telephone number. Give as much information as possible regarding the nature of the injury or illness, whether or not the victim is conscious. The Emergency Responders will arrange for an ambulance if required. Follow all instructions given to you by the Emergency Responders.
2. Secure the area and the safety of victim(s) and the individual(s) present.
3. Return to the victim. Administer First Aid or CPR if certified, or enlist the help of someone who is certified. Keep the victim as calm and comfortable as possible. Remain with the victim until emergency personnel arrive.
4. Follow instructions from Emergency Responders.

**Note:** Only certified and qualified personnel should administer First Aid. It is highly recommended that every department or section maintain a list of the names of persons in their area who are trained, qualified, and certified in First Aid, Cardiopulmonary Resuscitation (CPR), or trained and certified as an Emergency Medical Technician (EMT).

#### Staff who are trained to administer First Aid & CPR

NAME	LOCATION
Wilco Truedema	Maintenance Office
Margaret Wicker	Academic Affairs
Vera Kani	Office of the President
Alain Norio	Academic Affairs (Faculty)
Gurney Lee Young	Cafeteria
TBD	Student Life (Recreation)
Lizbeth Thomson	Student Life (Dorm)
Garnett Daniel	Student Life (Counseling)

### B. Fire

#### Steps to Take When Fire is Observed

1. Upon discovering a fire, evacuate the room and close the door.
2. Call the Fire Department (911). Give your name, department/office and the location of the fire.
3. Inform appropriate department head, supervisor or instructor.
4. By this time, the Emergency Evacuation Procedures should have been signaled. Proceed to the nearest Designated Safe Assembly Area. If time permits, and you are able to, you may do the following:
  - a. Turn off the electrical main switch.
  - b. If the fire is small, you may use an available fire extinguisher. Be sure you are using the proper extinguisher for the type of fire you are fighting. If you are not sure, ask for assistance.
  - c. If the fire is large, smoky, or spreading rapidly, warn others and evacuate the building immediately.

**Things to Know and to Do**

1. Portable fire extinguishers located on campus are meant and designed to extinguish small fires or fires at their incipient stage. Do not attempt to use them on large or uncontrollable fires.
2. Know where the nearest Fire Alarm Pull Station is from your present location.
3. Know where the nearest Portable Fire Extinguisher is from your present location.
4. Know where the Fire Exits are from your present location.
5. Know where the nearest designated Safe Assembly Area is from your present location.

**C. Typhoon/Storm Preparedness****Official Source of Forecast**

The National Emergency Management Office (NEMO) is the source of weather forecasts and warnings. NEMO advises the community of threatening weather conditions. Based on analysis of wind warnings in relation to Palau, it announces the condition readiness to the community.

**Typhoon Conditions**

The stages or conditions of a storm are relative to the estimated time of arrival on Palau and its proximity. The estimation of the arrival has no correlation to the strength of the storm, except its title, e.g., tropical storm, typhoon, or super typhoon. The following are the stages or conditions:

**Condition IV. (4):** Weather condition may be normal. A tropical storm or typhoon may hit Palau within seventy-two hours. College conducts its business as usual.

**Condition III. (3):** A tropical storm or typhoon may hit Palau within forty-eight hours. PCC will remain open for classes and business. The authorized college official may decide whether the securing of classrooms, shops, offices, and other critical areas is necessary at this time, or such preparatory measure will wait until Condition II is announced.

**Condition II. (2):** A tropical storm or typhoon may hit Palau within twenty-four hours. If Condition II is officially announced while classes are in session, the College President or his authorized representative will be the authority for students' dismissal. At this time, students and staff must leave the campus with the exception of residential students and those specifically authorized by the Emergency Operations Center Manager (College President) to remain on campus for the purpose of securing the facilities and students.

**Condition I.** A tropical storm or typhoon is expected to hit Palau within twelve hours. At this time only residential students and those tasked with providing services to them may remain on campus. The Emergency Operations Center Manager (College President) may make exception and

allow a limited number of staff to be on campus to secure the facilities, and those who are authorized to remain on campus will provide other essential services such as residential student life personnel.

**Official Instructions**

1. All Official announcements regarding the impending storm or typhoon will be disseminated by NEMO. Therefore, the authority to release PCC employees will be based on the official instructions that are being disseminated for a particular condition.
2. When the official announcement dictates that only essential employees may be allowed to remain or report in for duty during Condition II, the following, at the minimal, will remain or report in for duty:
  - a. all Vice Presidents
  - b. all Deans
  - c. Director of Physical Plant
  - d. Security Supervisor and Security Guards
  - e. Maintenance Crew

It will be the responsibility of all designated essential employees to stay tuned to the appropriate radio station for any and all NEMO official instructions during non-duty days and hours, when storm or typhoon conditions are established or announced. All official instructions must be adhered to.

**Responsibilities**

1. Upon official announcement of the impending storm or typhoon, (Condition III), during workdays, all staff, faculty, and maintenance crew, including custodians, will begin a pre storm or typhoon security of designated areas. This will occur only upon instructions from the President or his/her authorized representative.
2. Supervisors, staff, and faculty will inspect their respective areas (inside and outside) for potentially hazardous conditions.
3. Supervisors, staff, and faculty will be officially released by their department heads once their pre storm or typhoon activities are complete.

**Securing of Workplaces and Classrooms**

The following procedures will serve as guidelines in securing of workplaces and classrooms in preparation for the officially announced storm or typhoon. These guidelines are applicable to all departments, divisions, and offices:

1. Organizers of meetings and other scheduled events officially announce the cancellation of non-essential meetings and other activities.
2. Employees will secure all official documents and/or working papers in their desks or filing cabinets away from windows and doors where such items may be exposed to wind and water.
3. All electronic and computer equipment that can be damaged by wind or water will be covered with a waterproof material such as plastic and secured in metal cabinets or drawers or in typhoon proof storage areas. If this is impractical, then these items will be covered with a waterproof material, placed on top of desks, and moved away from windows and doors.
4. All College owned vehicles and other equipment that can potentially be damaged or cause damage during storm or typhoon, will be properly secured

in areas least prone to damaging winds, preferably in shops' bays or in authorized buildings.

#### Post Typhoon Procedures

##### 1. Responsibilities

- a. Division & Department Heads
  - i. Immediately after the official announcement of the Condition IV, following the passing of the wind and heavy rain from the storm or typhoon, all division and department heads will report for duty as required to conduct damage assessment of their respective areas, including R & D Station and Multi-Species Hatchery in Ngaremlengui. The damage assessment will be on all building structures, any fixed or installed property, such as street lights, poles, temporary storage buildings, major electrical or plumbing damages or malfunctions, vehicles, or other equipment which are determined to be reportable by the Emergency Operations Center Manager (President).
  - ii. The initial report should be reported to the Emergency Operations Manager (President) immediately following the storm or typhoon. A more detailed written report will be submitted to the President within two days of the storm or typhoon.
- b. Supervisors
  - i. After the assessments have been performed, supervisors, staff and faculty will have the responsibility for ensuring that duties pertaining to clean up that are considered feasible for their units to perform are accomplished.
  - ii. A progress report, either verbal or written, will be submitted to the Emergency Operations Center Manager through appropriate department heads on a daily basis until the storm/typhoon clean up related tasks are accomplished. Remnants from the storm/typhoon should not be left around the work area, or building, to become an eyesore, or hazard.
  - iii. Any tasks considered beyond the capabilities or scope of the supervisor's duties, will be reported to the PCC Maintenance Office.
- c. Employees
  - i. PCC employees are highly encouraged to tune in to the appropriate radio station for all official government of Palau and PCC instructions.
  - ii. Employees will make every effort to contact their respective supervisors for further instructions.

#### D. Earthquakes Preparedness

Because of Palau's location in relation to seismic prone activity areas, an earthquake can happen at any time, and with no advance warning. Due to an earthquake's potential destructive nature, it is imperative to know and understand how to react properly and calmly.

#### Be Prepared

1. Since there is no control over earthquakes and the after-shocks that come with them, items or objects stored or placed on shelves and cabinets must be secured to keep from being potential falling hazards.
2. All shelves and/or cabinets that are five feet or higher should be properly secured and/or anchored to the floor or wall to be prevented from falling in the event of an earthquake.

#### Steps to Take in the Event of an Earthquake:

##### 1. Indoors

Supervisors, staff and faculty will give the "duck, cover and hold" command. Have students and employees do any of the following that best applies:

- a. Take cover under any sturdy furniture or desk.
- b. Drop on knees with back toward the window, bury face in arms and close eyes.
- c. Sit with back against the wall, head and shoulders bent forward slightly, arms and hands crossed over head.
- d. Hold books, notebooks, jackets, etc. overhead for added protection.
- e. Stay clear of windows, bookcases, refrigerators, light fixtures, or other heavy objects which might slide or fall.

##### 2. Outdoors

- a. Move to open area away from building, trees, fallen wires, etc.
- b. Do not enter building until it is determined to be safe.

##### 3. General Instructions for Supervisors, staff and faculty

- a. Check for injuries. Unless they are in immediate danger of further injury, do not move seriously injured person. Cover the injured with blankets. Give or get first aid help. Report the situation up the chain of responsibility as soon as possible.
- b. Report missing students and employees to your respective supervisors or division/department heads.
- c. Report all hazards or potential hazards. Seal off the hazardous area. Post warning signs.
- d. Do not touch or attempt to move broken glass or anything that could cause laceration, skin punctures, or other potentials for personal injuries without the proper personal protective equipment such as gloves, eye protection, etc.
- e. If instructed by an authorized college official to evacuate the buildings, start the evacuation procedures.
- f. Do not return to the building for any reason until an All-Clear signal has been issued by authorized College official.
- g. Assist persons with any disability that may prevent or limit that person's ability to accomplish evacuation requirements.
- h. If time and resources permit, guards at a safe distance from all entrances to ensure that no one re-enters the buildings.
- i. Do not attempt to turn light switches on, or light a fire after the earthquake, due to the possibility of a gas leak.
- j. Avoid touching or moving electrical wires which may have fallen.
- k. If driving pull over to the side of the road and stop. Avoid covered-walkways, bridges, trees, power lines, or tall buildings. Remain inside vehicle until the tremors stop.

**E. Bomb Threats**

1. Anyone receiving a threat of a bomb by telephone or other means will immediately refer the threat to the immediate supervisor or instructor. The person receiving the threat or the immediate supervisor or instructor, if possible, will obtain as much information as possible from the caller or source. The checklist in **Appendix 3** can assist the receiver in getting the response needed by the proper authorities, who are responsible for responding to situations such as this.
2. The immediate supervisor, staff, or faculty will immediately call the Police (911), then notify College President (Ext. 222), Vice President for Administration (Ext. 343) and Assistant to the President (Ext. 225).
3. When the President or his/her representative gives the instruction to evacuate the building(s), the Emergency Evacuation System will be triggered at which time everyone must follow the evacuation procedures and proceed to the nearest Designated Safe Assembly Areas.
4. In cases where a College employee is notified that a telephoned bomb threat directed at the College has been received by the Palau Police Department (PPD), Palau Fire Department (PFD) or other reliable source, he/she must immediately notify President (Ext. 222), Vice President for Administration (Ext. 343) and Assistant to the President (Ext. 225).
5. If a suspicious object, package, etc., is found, it must be quickly reported to the immediate supervisor or faculty. Under no circumstances, should the suspicious object or packages be moved or tampered with. Let the proper authorities, who are trained and certified, handle the situation.

**F. Explosion or Threat of Explosion**

1. If the explosion occurs within the buildings, or threatens the buildings, faculty and supervisors will immediately implement actions to evacuate the building.
2. Locate the nearest Fire Pull Station and activate the alarm.
3. Notify the immediate supervisor or authorized officials.
4. Proceed to the Designated Safe Assembly Area.
5. If trained and certified in administering first aid, render it as necessary.
6. Once at the Designated Safety Assembly Area, **Do Not Return** to the building until the **All Clear** signal is given.

**G. Aircraft Accidents**

Should an aircraft accident occur within the surroundings of the College, one must exercise extreme caution as the accident may contain potential hazards including flammable and toxic materials that can pose danger to the community. The following safety steps must be taken:

1. Call 911 for emergency response.
2. Exercise extreme caution as the accident may contain potential hazards including flammable and toxic materials.
3. Follow emergency procedures as directed by emergency response officials.
4. If the President or authorized college official issues the Emergency Evacuation Signal, proceed to the Designated Safe Assembly Areas.
5. Remain at the Designated Safe Assembly Areas until an All Clear signal or other instructions are issued by authorized officials.

**H. Boating Accidents****1. Boat Safety Requirements**

- a. All College owned boats must be properly inspected, maintained and approved for use by the Small Engine instructor prior to any operation of the boat.
- b. No employees of the College may operate a College owned boat without a valid Boat Operator's License, and proper training in CPR and First Aid.
- c. No College owned boat may embark on any trip without:
  - i. Safety jackets or other life preserving flotation devices equivalent to the number of passengers, including operator and crew members
  - ii. Marine radio or cell phone
  - iii. Anchor line of not less than 500 feet in length and an anchor, preferably Danforth type
  - iv. Flashlight
  - v. First Aid Kit
  - vi. Dry chemical fire extinguisher
- d. Prior to departure, the operator must leave the following information with appropriate official of the College:
  - i. Destination and route
  - ii. Estimated time of return
  - iii. Number of people on board
  - iv. Contact information such as phone number or VHF Channel.

**2. Accidents****a. Man Overboard**

- i. Turn the steering wheel in the same direction to move the propeller away from the person overboard.
- ii. Post a lookout person to keep the person overboard in sight at all times.
- iii. Throw a ring buoy/float overboard as close to the person as possible.
- iv. Maneuver the boat to pick up the person in the water.
- v. Reach out and pull the person in the boat. Unless warranted, avoid leaving the boat to rescue a person.
- vi. The boat operator will do a quick injury assessment and take necessary actions, including administering CPR and/or First Aid.
- vii. When necessary, abort the trip and return. If injury is major or life threatening, contact:
  - Emergency Responders (911).
  - Koror State Rangers (488-2150) or nearest state rangers.
  - College Officials.
 If a person is not immediately located, contact nearest state rangers and Marine Law Office (488-3911/6875/5206) and continue the search until help arrives, then, follow their instructions.

**b. Fire and Explosion Onboard**

- i. Immediately cut off air and fuel supply.

- ii. Use portable fire extinguisher at the base of the fire. Use coast guard approved dry chemical type extinguisher since most boat fires involve flammable liquid such as gasoline.
- iii. Manuever boat to minimize effects of wind and fire.
- iv. If unable to control the fire, immediately notify nearest state rangers, Marine Law Office (488-3911/6875/5206) and other boats in the vicinity.
- v. Move passengers away from the fire and have them secured with life preservers. Be prepared to abandon the boat, if necessary.
- vi. Perform injury/damage assessment and take appropriate actions.

#### c. Collision and Other Boat Accidents

- i. Secure everyone from further injuries, particularly drowning.
- ii. Perform injury/damage assessment.
- iii. If injuries are life threatening, or the boat is non operational, contact:
  - National Police (911)
  - Marine Law Office (488-3911/6875/5206)
  - Koror State Rangers (488-2150) or nearest state rangers
  - PCC Officials
- iv. Continue to provide assistance and wait for help to arrive. Once help arrives, follow instructions from Emergency Responders.

### 3. Reporting

All boat related accidents must be reported by the Boat Operator telephonically or personally to the appropriate department head immediately upon arrival from the sea and to the President of the College within 24 hours of the incident using the PCC Emergency Incident Report Form (Appendix 4).

#### L. Hazmat/Chemical Accidents

Should a Hazardous Material or Chemical spill or leak occur or if there is a potential for a hazardous material or chemical spill, the following response will be followed:

1. Call the Palau Fire Department (911), EQPB (488-1639), Division of Environmental Health (488-6073) to report the incident.
2. Call your immediate supervisor or faculty to report the problem.
3. If indoors, shut all windows and doors to the classrooms, labs, shops, or offices and shut, if applicable, all mechanical ventilating systems to keep the HazMat/Chemical vapors and/or fumes from spreading to the other parts of the building.
4. To evacuate, follow Evacuation Procedures in Section V.C., (page 14)

#### J. Responding to Criminal Activities

The College has invested in major campus improvement plans designed to make our campus safer. These include installation of outside lights, security fences and surveillance cameras in areas that were considered isolated. Security guards have been increased to provide security for our students, visitors, staff and our facilities. However, criminal activities cannot be totally eliminated.

##### 1. Response to Criminal Activities

- a. Report any criminal activity, including crime in progress, to PCC Security Guard Officer on duty who will notify the Supervisor, and the Police when

necessary. The nearest College office will assist you in notifying the Security Guards, appropriate college officials, and public safety officials. The PCC Operator "O" can also assist.

- b. During evening hours, weekends, and holidays Security Guards remain on duty. However, in the event you are unable to locate them, call the Police (911) if deemed necessary, then call:

Director of Physical Plant	779-9092
Vice President for Admin.	778-5290
Asst. to President	778-2257

- c. When reporting a crime in progress, please provide the following information:

- i. Nature and location of incident
- ii. Time of incident
- iii. Description of the person(s) involved
- iv. Description of property involved

- d. Assist the College official and/or the Public Safety when they arrive by providing them additional information and ask other witnesses to do the same.

- e. The person who witnessed the crime or was involved in the handling of the incident must complete the Emergency Incident Report Form (Appendix 4) and submit it to the immediate supervisor. The Security Guard on duty or the official who handled the incident must complete the Incident Report Form and submit it to the College President within 24 hours of the crime's occurrence.

#### K. Sexual Assault/Misconduct

Palau Community College is firmly committed to maintaining an educational environment free of any form of sexual assault or gender-based harassment, in which any form of sexual assault or gender-based misconduct is not tolerated and persons reporting such offenses are provided support and protection. When sexual misconduct is brought to the attention of the college officials, the college will take prompt and appropriate action(s) to end the assault/misconduct, prevent its recurrence, and address its effects.

Students and employees of the college who engage in sexual assault/misconduct - aiding, abetting, or enticing sexual assault or retaliation - will be subject to disciplinary action up to and including permanent separation or expulsion from school for a student and termination of employment for an employee.

The following procedures should be followed in the event of sexual assault/misconduct:

##### If Assisting, Ask Victim:

1. Go to a safe place.
2. Call emergency responders (911) or law enforcement (488-1422) for assistance and to report the assault.
3. Do not bathe, wash hands, or clean fingernails. Victims must preserve evidence that may be necessary to prove criminal sexual assault.
4. Do not remove clothing worn during or following the assault, as these frequently contain valuable fiber, hair, and fluid evidence.
5. Do not apply or take any medication.
6. If officials have not been contacted, call someone you can trust to take you to the hospital.

7. If the attack occurred on campus you should notify: for a student - your instructor, counselor/advisor or Dean of Students, and for employee - your supervisor and/or Director of Human Resources.

#### For Someone Assisting a Victim:

1. Provide support.
2. Advise the victim of the procedures listed above.
3. Inform the Dean of Students or Director of Human Resources.

**Note:** *Protection of the identity of victim and person reporting the assault and confidentiality of information surrounding the incident is crucial.*

#### L. Epidemic Diseases

##### Avian Influenza (Bird Flu)

If you identify or suspect a case of Bird Flu on campus:

1. Notify your immediate supervisor or instructor.
2. The supervisor or instructor shall immediately notify, in this order, Emergency Room (488-2558), Division of Environmental Health (488-6073), and College President (778-2245).
3. Do not touch sick or dead bird.
4. Secure the reported scene/site from the general public.
5. Post Security Guards at the scene to warn others of the danger until appropriate officials arrive.
6. Post signs to warn others of the danger.
7. The Security Guard on duty or college official present at the scene is responsible to prepare and submit to immediate supervisor or instructor an incident report using the PCC Emergency Incident Form (**Appendix 4, page 33**).

##### Sudden Acute Respiratory Syndrome (SARS)

Any incident of SARS on campus, shall be handled as follows:

1. Call Emergency Room at 488-2558 and Belau National Hospital at 488-2555.
2. Notify the instructor or immediate supervisor who will in turn inform the appropriate college officials.
3. Wait for the response team and follow their instructions.
4. The Security Guard on duty or college official present at the scene is responsible to prepare and submit to immediate supervisor or instructor an incident report using the PCC Emergency Incident Form (**Appendix 4, page 33**).

#### M. Missing Student

Palau Community College takes student safety very seriously. To this end, the following policy and procedures have been developed in order to assist in locating PCC student(s) living in on-campus housing, which based on the facts and circumstances known to the College are determined to be missing. This policy is a requirement by the Clery Act, Higher Education Act, and the U.S. Department of Education Regulations.

Anyone who believes a student to be missing should report his/her concern to the Dean of Students. Every report made to the campus will be followed up with an immediate investigation once a student has been missing for 24 hours. Depending on the circumstances presented to the Dean of Students or designee, parents and/or guardians of missing student(s) will be notified. In the event that parental notification is necessary, the Dean of Student or designee will place the call.

At the beginning of each academic year, students living on campus or dormitories students will be asked to provide emergency contact information in the event she/he is reported missing while enrolled at PCC. This emergency information will be kept in the office of Student Services and will be updated annually.

#### General Procedure:

1. The Dean of Students or designee receiving the report will collect and document the following information at the time of the report:
  - a. The name and relationship of the person making the report.
  - b. The date, time, and location the missing student was last seen.
  - c. The general routine or habits of the suspected missing student (e.g. - working at a job off campus, visiting friends/family members who live off-campus) including any recent changes in behavior.
  - d. The missing student's cell phone and other phone numbers of friend/family members (if known by the reporter).
2. The Dean of Students (or designee) will ascertain when the Vice President of Administration and Finance and the President need to be contacted.
3. Upon notification from anyone that a student may be missing, PCC may use any or all of the following resources to assist in locating the student.
  - a. Check the student's room.
  - b. Talk to student's roommate and other residents to see if anyone can confirm the missing student's whereabouts and/or confirm the date, time, and location the student was last seen.
  - c. Secure a current student ID (from Student Services office or other photo of the student from a friend).
  - d. Call and text the student's cell phone and call any other numbers on record.
  - e. Send the student an email.
  - f. Check all possible locations off-campus mentioned by the parties above.
  - g. Ascertain the student's car make, model, and license plate number, if the missing student owns a vehicle.
4. Once all information is collected and documented the Dean of Students (or designee) may contact the local police to report the information. (Note: If in the course of gathering information as described above, foul play is evident or strongly indicated, the police should be contacted immediately). If it is necessary to contact the public safety office, police procedure and protocol will be followed by the College.

#### N. Active Shooter/Terroristic Act

**Active Shooter:** An individual(s) actively engaged in killing or attempting to kill people in a confined and/or populated area; in most cases, active shooters use firearm(s) and there is no pattern or method of their selection of victims.

**Terroristic Acts:** Calculated use of violence or threat of violence against civilians to instill intimidation, coercion or fear.

The potential for these acts exists on every college campus. Although ownership, possession and use of firearms are prohibited in Palau, past shootings on college campuses

and other violent attacks dictate the need for a response for a shooting or violent attack on our campus.

Because active shooting and violent attacks are often over within minutes before law enforcement officials arrive on the scene, individuals must be prepared both mentally and physically. The College employs the Run-Hide-Fight approach to active shooting or terroristic acts on campus:

**RUN**

- Have an escape route or plan in mind.
- If you feel it is safe to do so, run away from the attacker.
- If possible, help others escape.
- Leave your belongings behind.
- Call 911 and report the attack when safe to do so.
- Provide the police with the location, number and description of attacker(s).
- Remain calm and follow officer's instructions.
- Keep your hands raised and keep them visible at all times.
- Avoid making sudden moves or grabbing the police officer.
- Do not stop the officer(s) to ask for assistance; other emergency personnel following the officer(s) will assist you.

**HIDE**

- If an evacuation is not possible, find a place to hide where the attacker(s) is less likely to find you.
- Lock and barricade the doors by moving heavy objects, such as desks or cabinets in front of the door.
- Move away from windows and close any blinds or shades.
- Hide behind something substantial.
- Remain quiet and calm.
- Silence all cell phones, radios and televisions.
- Dial 911, if possible, to alert the police to the attack.
- If you cannot speak, leave the line open and allow the dispatcher to listen.

**FIGHT**

- Only when your life is in imminent danger and you cannot run away or hide - Fight.
- Taking action is the last resort.**
- Do not be afraid to fight.
  - Act aggressively as possible against the attacker(s).
  - Use common items as weapons, such as chairs, backpack or purse, books, fire extinguishers or other heavy items.
  - Enlist assistance of others close to you. Use numbers to overwhelm the attacker(s). There is strength when you work together.

It is important to record and report detailed accounts of incidents to assist law enforcement and to improve our future emergency responses. The Security Guard on duty or the official who handled the incident must complete the Emergency Incident Report Form (**Appendix 4, page 33**) and submit it to the College President within 24 hours of the incident's occurrence.

**O. Emergency Drills Policy****Campus Safety & Security: Emergency Preparedness Drills**

Palau Community College will take all necessary steps to prepare its students, employees and guests for emergency situations on campus and the surrounding community. Preparedness and emergency response exercises help reinforce skills and knowledge needed during an actual emergency. Palau Community College conducts the following drills/exercises:

**Residence Hall Evacuation Drills**

Residence Halls Only. One scheduled mandatory drill is conducted at the dormitories in fall and one unannounced mandatory drill is conducted in spring. At least one of the scenarios of the two drills will be that of a fire evacuation.

**Fire Alarm and Building Evacuation Drills**

Academic and Administrative Buildings Only. One scheduled Fire Alarm and Building Evacuation Drill is conducted for the academic and administrative buildings in the upper campus and the shop area in fall and one unannounced drill is conducted in spring. The fall semester drill is announced ahead of time while the spring drill is unannounced.

**Mass Notification System Test and Drills**

The College's mass notification test (voice, PA system, email alert, text messages) will be in conjunction with announced and unannounced drills.

**Implementation Guidelines:**

This policy is published in (1) General Catalog, (2) Emergency Procedures Manual and (3) PCC website: [www.palau.edu](http://www.palau.edu)

Campus Map

Appendix 1



## Appendix 2

## PCC Emergency Evacuation Report

Date: \_\_\_\_\_ Person Reporting: \_\_\_\_\_

Name and location of emergency: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Source of Information: \_\_\_\_\_

Time evacuation began: \_\_\_\_\_ Time evacuation ended: \_\_\_\_\_

Number of people evacuated (list name if possible on separate sheet): \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

List names of those who provided assistance, including Evacuation Leaders:

List names of those who did not comply with evacuation procedures:

Evacuation Effectiveness (rate the effectiveness of the evacuation on a scale of 1 – 5, 5 being the highest): 1    2    3    4    5  
---Circle one---

List problems encountered:

Recommendations for improvements:

Signature \_\_\_\_\_

Date \_\_\_\_\_

## Appendix 3

## Bomb Threat Checklist

## Questions to Ask:

1. When is the bomb going to explode?
2. Where is it right now?
3. What does it look like?
4. What kind of bomb is it?
5. What will cause it to explode?
6. Did you place the bomb?
7. Why?
8. What is your address?
9. Where are you calling from?
10. What is your name?
11. How old are you?
12. Where are you now?
13. Length of call: \_\_\_\_\_

Record your observation of the caller:

Caller's Voice: (Circle Applicable Descriptions)

Calm	Slow	Laughter
Angry	Rapid	Crying
Excited	Soft	Normal
Low	Distinct	Deep
Slurred	Lisp	Accent
Stutter	Raspy	Deep
Cracking Voice	Ragged	Breathing
Nasal	Distinguished	Familiar

Background Sounds: (Circle Applicable Descriptions)

Street Noise	House Noise	Factory- Noise
Crockery Voices	Motor Office Machines	Animal- Noise
Large Crowd		PA System
Boat	Local Phone Call	Static
Airplane	Long Distance Call	Music
Booth	Church Bell	Clear
Ship		
Other: _____		

Threat Language: (Circle Applicable Descriptions)

Palauan	Japanese	Chinese	Foul
English	Tagalog	Other: _____	Irrational
Incoherent	Message Read by Threat Maker		
Taped			

Remarks:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

(1) Additional Information: (Fill out completely, immediately after a bomb threat).

- a. Date: \_\_\_\_\_
- b. Time: \_\_\_\_\_
- c. Name: \_\_\_\_\_
- d. Job Title: \_\_\_\_\_
- e. Division/Department: \_\_\_\_\_
- f. Telephone No.: \_\_\_\_\_

Appendix 4

**PALAU COMMUNITY COLLEGE  
EMERGENCY INCIDENT REPORT**

Date : \_\_\_\_\_  
To : \_\_\_\_\_

From : \_\_\_\_\_ Date of Incident: \_\_\_\_\_  
(Please print)

Nature & Place (exact location) of Incident: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Name of individuals involved: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Witness(es): \_\_\_\_\_ Name \_\_\_\_\_ Signature \_\_\_\_\_  
 \_\_\_\_\_ Name \_\_\_\_\_ Signature \_\_\_\_\_

Use space below to give more details of the incident. Please be specific. (Be sure to indicate WHO, WHEN, WHERE, HOW, AND WHY).

\_\_\_\_\_  
\_\_\_\_\_

Note: Submit report promptly no later than 24 hours after incident.

Action Taken: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Proper Authority:  
Title: \_\_\_\_\_ Name: \_\_\_\_\_ Signature: \_\_\_\_\_

*Distribution: Immediate Supervisor, Dept. Head, VP-Administration & Finance,  
President, Compliance Officer*

Notes:

Note:

Printing Courtesy of:



Emergency Health Program  
Bureau of Public Health  
Ministry of Health  
National Preparedness Month



**Disasters Happen**

Prepare Now

Learn How

***Appendix E: Framework for Information Literacy for Higher Education***

**Framework for  
Information Literacy  
for Higher Education**

*Filed by the ACRL Board of Directors February 2, 2015*

*Adopted by the ACRL Board January 11, 2016*

The Association of College and Research Libraries  
*A division of the American Library Association*

Chicago, Illinois

## Authority Is Constructed and Contextual

Information resources reflect their creators' expertise and credibility, and are evaluated based on the information need and the context in which the information will be used. Authority is constructed in that various communities may recognize different types of authority. It is contextual in that the information need may help to determine the level of authority required.

Experts understand that authority is a type of influence recognized or exerted within a community. Experts view authority with an attitude of informed skepticism and an openness to new perspectives, additional voices, and changes in schools of thought. Experts understand the need to determine the validity of the information created by different authorities and to acknowledge biases that privilege some sources of authority over others, especially in terms of others' worldviews, gender, sexual orientation, and cultural orientations. An understanding of this concept enables novice learners to critically examine all evidence—be it a short blog post or a peer-reviewed conference proceeding—and to ask relevant questions about origins, context, and suitability for the current information need. Thus, novice learners come to respect the expertise that authority represents while remaining skeptical of the systems that have elevated that authority and the information created by it. Experts know how to seek authoritative voices but also recognize that unlikely voices can be authoritative, depending on need. Novice learners may need to rely on basic indicators of authority, such as type of publication or author credentials, where experts recognize schools of thought or discipline-specific paradigms.

## Knowledge Practices

Learners who are developing their information literate abilities

- define different types of authority, such as subject expertise (e.g., scholarship), societal position (e.g., public office or title), or special experience (e.g., participating in a historic event);
- use research tools and indicators of authority to determine the credibility of sources, understanding the elements that might temper this credibility;
- understand that many disciplines have acknowledged authorities in the sense of well-known scholars and publications that are widely considered “standard,” and yet, even in those situations, some scholars would challenge the authority of those sources;

- recognize that authoritative content may be packaged formally or informally and may include sources of all media types;
- acknowledge they are developing their own authoritative voices in a particular area and recognize the responsibilities this entails, including seeking accuracy and reliability, respecting intellectual property, and participating in communities of practice;
- understand the increasingly social nature of the information ecosystem where authorities actively connect with one another and sources develop over time.

## DISPOSITIONS

Learners who are developing their information literate abilities

- develop and maintain an open mind when encountering varied and sometimes conflicting perspectives;
- motivate themselves to find authoritative sources, recognizing that authority may be conferred or manifested in unexpected ways;
- develop awareness of the importance of assessing content with a skeptical stance and with a self-awareness of their own biases and worldview;
- question traditional notions of granting authority and recognize the value of diverse ideas and worldviews;
- are conscious that maintaining these attitudes and actions requires frequent self-evaluation.

## Information Creation as a Process

**Information in any format is produced to convey a message and is shared via a selected delivery method. The iterative processes of researching, creating, revising, and disseminating information vary, and the resulting product reflects these differences.**

The information creation process could result in a range of information formats and modes of delivery, so experts look beyond format when selecting resources to use. The unique capabilities and constraints of each creation process as well as the specific information need determine how the product is used. Experts recognize that information creations are valued differently in different contexts, such as academia or the workplace. Elements that affect or reflect on the creation, such as a pre- or post-publication editing or reviewing process, may be indicators of quality. The dynamic nature of information creation and dissemination requires ongoing attention to understand evolving creation processes. Recognizing the nature of information creation, experts look to the underlying processes of creation as well as the final product to critically evaluate the usefulness of the information. Novice learners begin to recognize the significance of the creation process, leading them to increasingly sophisticated choices when matching information products with their information needs.

### KNOWLEDGE PRACTICES

Learners who are developing their information literate abilities

- articulate the capabilities and constraints of information developed through various creation processes;
- assess the fit between an information product's creation process and a particular information need;
- articulate the traditional and emerging processes of information creation and dissemination in a particular discipline;
- recognize that information may be perceived differently based on the format in which it is packaged;
- recognize the implications of information formats that contain static or dynamic information;
- monitor the value that is placed upon different types of information products in varying contexts;

- transfer knowledge of capabilities and constraints to new types of information products;
- develop, in their own creation processes, an understanding that their choices impact the purposes for which the information product will be used and the message it conveys.

## DISPOSITIONS

Learners who are developing their information literate abilities

- are inclined to seek out characteristics of information products that indicate the underlying creation process;
- value the process of matching an information need with an appropriate product;
- accept that the creation of information may begin initially through communicating in a range of formats or modes;
- accept the ambiguity surrounding the potential value of information creation expressed in emerging formats or modes;
- resist the tendency to equate format with the underlying creation process;
- understand that different methods of information dissemination with different purposes are available for their use.

## Information Has Value

**Information possesses several dimensions of value, including as a commodity, as a means of education, as a means to influence, and as a means of negotiating and understanding the world. Legal and socioeconomic interests influence information production and dissemination.**

The value of information is manifested in various contexts, including publishing practices, access to information, the commodification of personal information, and intellectual property laws. The novice learner may struggle to understand the diverse values of information in an environment where “free” information and related services are plentiful and the concept of intellectual property is first encountered through rules of citation or warnings about plagiarism and copyright law. As creators and users of information, experts understand their rights and responsibilities when participating in a community of scholarship. Experts understand that value may be wielded by powerful interests in ways that marginalize certain voices. However, value may also be leveraged by individuals and organizations to effect change and for civic, economic, social, or personal gains. Experts also understand that the individual is responsible for making deliberate and informed choices about when to comply with and when to contest current legal and socioeconomic practices concerning the value of information.

## KNOWLEDGE PRACTICES

Learners who are developing their information literate abilities

- give credit to the original ideas of others through proper attribution and citation;
- understand that intellectual property is a legal and social construct that varies by culture;
- articulate the purpose and distinguishing characteristics of copyright, fair use, open access, and the public domain;
- understand how and why some individuals or groups of individuals may be underrepresented or systematically marginalized within the systems that produce and disseminate information;
- recognize issues of access or lack of access to information sources;
- decide where and how their information is published;

- understand how the commodification of their personal information and online interactions affects the information they receive and the information they produce or disseminate online;
- make informed choices regarding their online actions in full awareness of issues related to privacy and the commodification of personal information.

## DISPOSITIONS

Learners who are developing their information literate abilities

- respect the original ideas of others;
- value the skills, time, and effort needed to produce knowledge;
- see themselves as contributors to the information marketplace rather than only consumers of it;
- are inclined to examine their own information privilege.

## Research as Inquiry

**Research is iterative and depends upon asking increasingly complex or new questions whose answers in turn develop additional questions or lines of inquiry in any field.**

Experts see inquiry as a process that focuses on problems or questions in a discipline or between disciplines that are open or unresolved. Experts recognize the collaborative effort within a discipline to extend the knowledge in that field. Many times, this process includes points of disagreement where debate and dialogue work to deepen the conversations around knowledge. This process of inquiry extends beyond the academic world to the community at large, and the process of inquiry may focus upon personal, professional, or societal needs. The spectrum of inquiry ranges from asking simple questions that depend upon basic recapitulation of knowledge to increasingly sophisticated abilities to refine research questions, use more advanced research methods, and explore more diverse disciplinary perspectives. Novice learners acquire strategic perspectives on inquiry and a greater repertoire of investigative methods.

### KNOWLEDGE PRACTICES

Learners who are developing their information literate abilities

- Formulate questions for research based on information gaps or on reexamination of existing, possibly conflicting, information;
- determine an appropriate scope of investigation;
- deal with complex research by breaking complex questions into simple ones, limiting the scope of investigations;
- use various research methods, based on need, circumstance, and type of inquiry;
- monitor gathered information and assess for gaps or weaknesses;
- organize information in meaningful ways;
- synthesize ideas gathered from multiple sources;
- draw reasonable conclusions based on the analysis and interpretation of information.

## DISPOSITIONS

Learners who are developing their information literate abilities

- consider research as open-ended exploration and engagement with information;
- appreciate that a question may appear to be simple but still disruptive and important to research;
- value intellectual curiosity in developing questions and learning new investigative methods;
- maintain an open mind and a critical stance;
- value persistence, adaptability, and flexibility and recognize that ambiguity can benefit the research process;
- seek multiple perspectives during information gathering and assessment;
- seek appropriate help when needed;
- follow ethical and legal guidelines in gathering and using information;
- demonstrate intellectual humility (i.e., recognize their own intellectual or experiential limitations).

## Scholarship as Conversation

**Communities of scholars, researchers, or professionals engage in sustained discourse with new insights and discoveries occurring over time as a result of varied perspectives and interpretations.**

Research in scholarly and professional fields is a discursive practice in which ideas are formulated, debated, and weighed against one another over extended periods of time. Instead of seeking discrete answers to complex problems, experts understand that a given issue may be characterized by several competing perspectives as part of an ongoing conversation in which information users and creators come together and negotiate meaning. Experts understand that, while some topics have established answers through this process, a query may not have a single uncontested answer. Experts are therefore inclined to seek out many perspectives, not merely the ones with which they are familiar. These perspectives might be in their own discipline or profession or may be in other fields. While novice learners and experts at all levels can take part in the conversation, established power and authority structures may influence their ability to participate and can privilege certain voices and information. Developing familiarity with the sources of evidence, methods, and modes of discourse in the field assists novice learners to enter the conversation. New forms of scholarly and research conversations provide more avenues in which a wide variety of individuals may have a voice in the conversation. Providing attribution to relevant previous research is also an obligation of participation in the conversation. It enables the conversation to move forward and strengthens one's voice in the conversation.

## KNOWLEDGE PRACTICES

Learners who are developing their information literate abilities

- cite the contributing work of others in their own information production;
- contribute to scholarly conversation at an appropriate level, such as local online community, guided discussion, undergraduate research journal, conference presentation/poster session;
- identify barriers to entering scholarly conversation via various venues;
- critically evaluate contributions made by others in participatory information environments;
- identify the contribution that particular articles, books, and other scholarly pieces make to disciplinary knowledge;

- summarize the changes in scholarly perspective over time on a particular topic within a specific discipline;
- recognize that a given scholarly work may not represent the only or even the majority perspective on the issue.

## DISPOSITIONS

Learners who are developing their information literate abilities

- recognize they are often entering into an ongoing scholarly conversation and not a finished conversation;
- seek out conversations taking place in their research area;
- see themselves as contributors to scholarship rather than only consumers of it;
- recognize that scholarly conversations take place in various venues;
- suspend judgment on the value of a particular piece of scholarship until the larger context for the scholarly conversation is better understood;
- understand the responsibility that comes with entering the conversation through participatory channels;
- value user-generated content and evaluate contributions made by others;
- recognize that systems privilege authorities and that not having a fluency in the language and process of a discipline disempowers their ability to participate and engage.

## Searching as Strategic Exploration

Searching for information is often nonlinear and iterative, requiring the evaluation of a range of information sources and the mental flexibility to pursue alternate avenues as new understanding develops.

The act of searching often begins with a question that directs the act of finding needed information. Encompassing inquiry, discovery, and serendipity, searching identifies both possible relevant sources as well as the means to access those sources. Experts realize that information searching is a contextualized, complex experience that affects, and is affected by, the cognitive, affective, and social dimensions of the searcher. Novice learners may search a limited set of resources, while experts may search more broadly and deeply to determine the most appropriate information within the project scope. Likewise, novice learners tend to use few search strategies, while experts select from various search strategies, depending on the sources, scope, and context of the information need.

### KNOWLEDGE PRACTICES

Learners who are developing their information literate abilities

- determine the initial scope of the task required to meet their information needs;
- identify interested parties, such as scholars, organizations, governments, and industries, who might produce information about a topic and then determine how to access that information;
- utilize divergent (e.g., brainstorming) and convergent (e.g., selecting the best source) thinking when searching;
- match information needs and search strategies to appropriate search tools;
- design and refine needs and search strategies as necessary, based on search results;
- understand how information systems (i.e., collections of recorded information) are organized in order to access relevant information;
- use different types of searching language (e.g., controlled vocabulary, keywords, natural language) appropriately;
- manage searching processes and results effectively.

## DISPOSITIONS

Learners who are developing their information literate abilities

- exhibit mental flexibility and creativity;
- understand that first attempts at searching do not always produce adequate results;
- realize that information sources vary greatly in content and format and have varying relevance and value, depending on the needs and nature of the search;
- seek guidance from experts, such as librarians, researchers, and professionals;
- recognize the value of browsing and other serendipitous methods of information gathering;
- persist in the face of search challenges, and know when they have enough information to complete the information task.

## ***Appendix F: Abbreviations***

AAS	Associate of Applied Science	LS	Library Science
ACCJC	Accrediting Commission for Community and Junior Colleges	MAP	Maintenance Assistance Program
ACCT	Association of Community College Trustees ACRL Association of College and Research Libraries	Micro-P	Micronesian Pacific Collection
ALA	American Library Association	MOC	Micronesian Occupational College
AP	Academic Policy	MOE	Ministry of Education
APM	Administrative Procedures Manual	MHHS	Ministry of Health and Human Services
AS	Associate of Science	MOU	Memorandum of Understanding
ASPC	Associated Students of Palau Community College	MTDS	Medium Term Development Strategy
AUSAID	Australian Aid	MVS	Micronesian Voyaging Society
BI	Business Intelligence	NDBP	National Development Bank of Palau
BOT	Board of Trustees	NOCTI	National Occupational Competency Testing Institute
CANFUND	Canadian Centre for Fundraising	NPGO	Non-Profit Governmental Organization
CariPac	Caribbean and Pacific Consortium	NPR	National Public Radio
CCM	Community College of Micronesia	NSLDS	National Student Loan Data System
CIP	Capital Improvement Project	NZAID	New Zealand Aid
CE	Continuing Education	OEK	Olbiil Era Kelulau
CEO	Chief Executive Officer	OS	Operating System
CEU	Continuing Education Unit	PAL	Palau Association of Libraries
COM	College of Micronesia	PCAA	Palau Community Action Agency
CPC	Committee on Programs and Curricula	PCC	Palau Community College
CPR	Cardiopulmonary resuscitation	PCS	Palau Conservation Society
CRE	Cooperative Research and Extension	PPA	Pacific Power Association
CSC	Computer Steering Committee	PPEC	Pacific Post-Secondary Education Council
DPSC	Data Processing Steering Committee	PPUC	Palau Public Utilities Corporation
EBSCO	Elton B Stephens Company	PNSB	Palau National Scholarship Board
EMP	Emergency Procedures Manual	PR	Public Relations
EQPB	Environmental Quality Protection Board	PRC	Policy Review Committee
ESL	English as a Second Language	PRRM	Personnel Rules and Regulations Manual
ETS	Educational Talent Search	RMI	Republic of the Marshall Islands
FAMED	Formulate, Assess, Measure, Evaluate and Develop	ROP	Republic of Palau
FAS	Freely Associated States	RPPL	Republic of Palau Public Law
FSA	Faculty Senate Association	SAICM	Strategic Approach to International Chemical Management
FSM	Federated States of Micronesia	SAO	Service Area Outcomes
FTE	Full Time Equivalent	SLO	Student Learning Outcomes
HRD	Human Resource Division	SPR	Student Progress Report
IEP	Individualized Educational Plans	STEM	Science, Technology, Engineering and Mathematics
IES	Institutional Effectiveness Survey	TRC	Technology Resources Committee
ILL	Interlibrary Loan	TTPI	Trust Territory of the Pacific Islands
ILO	Institutional Learning Outcomes	UB	Upward Bound
IP	Internet Protocol	UBMS	Upward Bound Math and Science
IPEDS	Integrated Postsecondary Education Data System	UHF	Ultra High Frequency
IPM	Integrated Pest Management	US/USA	United States/United States of America
IRES	Institutional Research and Evaluation Office	USAID	United States Agency for International Development
ISSA	Institutional-Set Standards for Student Achievement	VHA	Very High Frequency
IT	Information Technology	VP	Vice President
JICA	Japan International Cooperation Agency	WAN	Wide Area Network
JSTOR	Journal Storage	WASC	Western Association of Schools and Colleges
KOICA	Korea International Cooperation Agency	WCCC	Western Curriculum Coordination Center
KSG	Koror State Government	WES	World Educational Services
LAN	Local Area Network	WIOA	Workforce Innovation and Opportunity Act
LCD	Liquid Crystal Display		
LRC	Learning Resource Center		

# Appendix G: PCC 15-Year Institutional Master Plan Timetable (2025-2039)

Status: Blue ■ - Target Date of Completion    Yellow ■ - Continuous Process

Objectives	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39
<b>1.1 Strengthen institutional effectiveness, equity, diversity, and inclusion</b>																				
1.1.1 Enhance institutional data quality and reporting efficiency by ensuring effective data collection, management, and reporting capabilities to support the collection and analysis of data across all areas of the institution.																				
1.1.2 Strengthen institutional assessment, research, and collaboration efforts to improve data-driven decision-making, foster partnerships, and conduct proactive research for continuous improvement in education quality and student success.																				
1.1.3 Continue to ensure timely and accurate reporting to federal and state governments, accreditation, and other external bodies to maintain compliance.																				
1.1.4 Institutional Research and Evaluation Office to continue to serve as the primary repository for institutional data.																				
<b>1.2 Continue to coordinate institutional research and assessment practices</b>																				
1.2.1 Continue to communicate the FAMED Assessment Cycle to support the decision-making process.																				
1.2.2 Compile and disseminate comprehensive assessment reports.																				
<b>2.1 PCC will maintain a vibrant and diverse range of education and training programs/offerings</b>																				
2.1.1 Ensure learning outcomes for programs, degrees, and certificates remain current and relevant to support student success.																				
2.1.2 Conduct systematic programs and department reviews based on Academic Affairs three-year cycle to enhance existing academic departments and programs.																				
2.1.3 Offer new and relevant programs or reinstate temporarily suspended programs that directly respond to the evolving needs and interests of students and the community.																				
2.1.4 Use Career and Technical Education Lab School as a lab center for Education in Secondary Education students																				
2.1.5 Strengthen partnerships with local businesses and organizations to offer work-integrated learning experiences, such as field studies and internships.																				
2.1.6 Collaborate with community partners or industry experts to enhance courses that are relevant to the current job market.																				
2.1.7 Invest in new technologies and infrastructure to enhance students' learning experiences.																				
2.1.8 Align and articulate courses with high schools.																				
<b>2.2 To enhance recruitment strategies and initiatives</b>																				
2.2.1 Facilitate and increase enrollment of: a. Local high school students b. Returning students c. Local workforce d. FSM and RMI.																				
2.2.2 Recruit student participants of Upward Bound (UB), Upward Bound Math and Science (UBMS), and Educational Talent Search (ETS) Program graduates.																				
2.2.3 Recruit and enroll prospective students from the Adult High School (AHS) College Preparatory Program.																				
<b>2.3 PCC will retain at least 60% of students</b>																				
2.3.1 Continue hosting Day Care Center to benefit PCC students.																				
2.3.2 Increase success rate at the course, certificate, and degree level by enhancing intervention strategies to foster and ensure inclusion and equitable access to student support services.																				
<b>2.4 PCC will ensure that Learning Support Services are sufficient to support instructional programs</b>																				
2.4.1 Continue to support the Student Learning Resource Center and Academic Tutoring Center services.																				
<b>2.5 PCC will help students transfer to a four-year college</b>																				
2.5.1 Increase the transfer rate of PCC graduates.																				
<b>2.6 PCC continues to strengthen programs and services in the area of student support services</b>																				
2.6.1 Use Service Area Outcomes (SAO) assessment results to maintain or make improvements to student support services.																				





**2025-2039**

# 15 Year Institutional Master Plan

***Steering Committee***

Tchuzie Tadao, Chairman	Director, Upward Bound Math & Science
Jay Olegeriil	Vice President, Administration & Finance
Hilda Reklai	Dean of Students
Hedrick Kual	Dean of Continuing Education
Ulai T. Ikesiil	Associate Dean, Academic Affairs
Lyndon Masami	Director, Cooperative Research & Extension
Harriette Herman	Director, Development Office
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Jack Meltel	President, Classified Staff Organization
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