

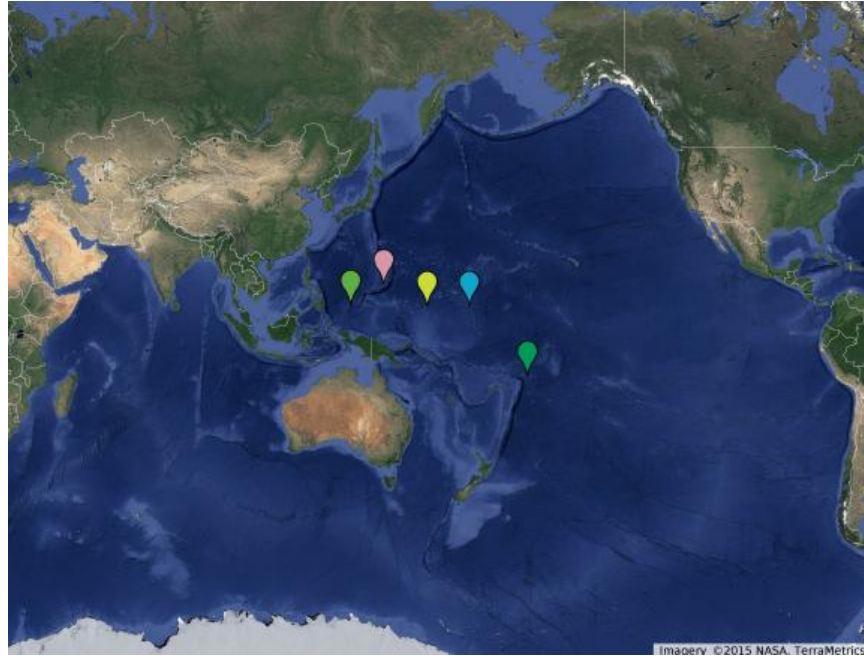
PPEC

Pacific Postsecondary Education Council






Report to Accrediting Commission of Community and Junior Colleges (ACCJC)

January - June 2017

At A Glance:



<https://mapsengine.google.com/map/edit?mid=zBxIzykZRzxI.kRQRuvE2OINs>

	240736 	243638 	376695 	240745 	243647 
	American Samoa Community College	College of Micronesia-FSM	College of the Marshall Islands	Guam Community College	Palau Community College
Street address or post office box (HD2015)	PO Box 2609	Kolonia	Oceanside Uliga - PO Box 1258	1 Sesame Street	P. O. Box 0009 Madal'aii
City location of institution (HD2015)	Pago Pago	Pohnpei	Majuro	Mangilao	Koror
State abbreviation (HD2015)	AS	FM	MH	GU	PW
ZIP code (HD2015)	96799-2609	96941	96960	96913	96940
Name of chief administrator (HD2015)	Dr. Rosevonne Pato	Dr. Joseph Daisy	Dr. Theresa Koroi'vulaono	Dr. Mary A.Y. Okada	Dr. Patrick U. Tellei
Institution's internet website address (HD2015)	www.amsamoa.edu	www.comfsm.fm	www.cmi.edu	www.guamcc.edu	www.palau.edu
Longitude location of institution (HD2015)	-170.742728	158.209231	171.378442	144.808944	134.474043
Latitude location of institution (HD2015)	-14.322587	6.95525	7.10274	13.440649	7.342913

	240736	243638	376695	240745	243647
	American Samoa Community College	College of Micronesia-FSM	College of the Marshall Islands	Guam Community College	Palau Community College
Total enrollment (DRVEF2015)	1285	2215	995	2334	627
Full-time equivalent fall enrollment (DRVEF2015)	939	1700	794	1450	441
Full-time enrollment (DRVEF2015)	705	1440	693	1003	347
Part-time enrollment (DRVEF2015)	580	775	302	1331	280
Full-time retention rate 2015 (EF2015D)	100	66	48	58	58
Part-time retention rate 2015 (EF2015D)	100	56	40	44	66
Current year GRS cohort as a percent of entering class (EF2015D)	69	70	81	24	68
12-month unduplicated headcount undergraduate: 2014-15 (DRVEF122015)	1791	3121	1383	3272	800
12-month full-time equivalent enrollment: 2014-15 (DRVEF122015)	1030	1890	862	1632	455

	240736	243638	376695	240745	243647
	American Samoa Community College	College of Micronesia-FSM	College of the Marshall Islands	Guam Community College	Palau Community College
Percent of total enrollment that are American Indian or Alaska Native (DRVEF2015)	0	0	0	0	0
Percent of total enrollment that are Asian/Native Hawaiian/Pacific Islander (DRVEF2015)	91	100	100	95	100
Percent of total enrollment that are Asian (DRVEF2015)	1	0	1	42	0
Percent of total enrollment that are Native Hawaiian or Other Pacific Islander (DRVEF2015)	90	100	99	53	99
Percent of total enrollment that are Black or African American (DRVEF2015)	0	0	0	1	0
Percent of total enrollment that are Hispanic/Latino (DRVEF2015)	0	0	0	0	0
Percent of total enrollment that are White (DRVEF2015)	0	0	0	2	0
Percent of total enrollment that are Race/ethnicity unknown (DRVEF2015)	0	0	0	1	0
Percent of total enrollment that are Nonresident Alien (DRVEF2015)	9	0	0	1	0
Percent of total enrollment that are two or more races (DRVEF2015)	0	0	0	0	0
Percent of total enrollment that are women (DRVEF2015)	67	55	47	55	54

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	American Samoa Community College	College of Micronesia-FSM	College of the Marshall Islands	Guam Community College	Palau Community College
Adult age (25-64) enrollment undergraduate (DRVEF2015)	201	355	206	713	181
Adult age (25-64) enrollment full-time students (DRVEF2015)	55	202	123	231	45
Adult age (25-64) enrollment part-time students (DRVEF2015)	146	153	83	482	136
Percent of undergraduate enrollment under 18 (DRVEF2015)	1	1	1	0	0
Percent of undergraduate enrollment 18-24 (DRVEF2015)	83	82	78	68	71
Percent of undergraduate enrollment 25-64 (DRVEF2015)	16	16	21	31	29
Percent of undergraduate enrollment over 65 (DRVEF2015)	0	0	0	0	0

	240736	243638	376695	240745	243647
	American Samoa Community College	College of Micronesia-FSM	College of the Marshall Islands	Guam Community College	Palau Community College
Full-time first-time degree/certificate seeking undergraduates (GRS Cohort) as percent of all undergraduates (DRVEF2015)	21	22	27	4	20
Undergraduate enrollment (DRVEF2015)	1285	2215	995	2334	627
First-time degree/certificate-seeking undergraduate enrollment (DRVEF2015)	382	708	327	155	180
Transfer-in degree/certificate-seeking undergraduate enrollment (DRVEF2015)	2	0	3	24	1
Continuing degree/certificate-seeking undergraduate enrollment (DRVEF2015)	901	1505	659	1800	438
Nondegree/certificate-seeking undergraduate enrollment (DRVEF2015)	0	2	6	355	8
Full-time undergraduate enrollment (DRVEF2015)	705	1440	693	1003	347
Full-time first-time degree/certificate-seeking undergraduate enrollment (DRVEF2015)	264	496	273	90	125
Full-time transfer-in degree/certificate-seeking undergraduate enrollment (DRVEF2015)	2	0	2	12	1
Full-time continuing degree/certificate-seeking undergraduate enrollment (DRVEF2015)	439	944	418	837	218
Full-time nondegree/certificate-seeking undergraduate enrollment (DRVEF2015)	0	0	0	64	3
Part-time undergraduate enrollment (DRVEF2015)	580	775	302	1331	280
Part-time first-time degree/certificate-seeking undergraduate enrollment (DRVEF2015)	118	212	54	65	55
Part-time transfer-in degree/certificate-seeking undergraduate enrollment (DRVEF2015)	0	0	1	12	0
Part-time continuing degree/certificate-seeking undergraduate enrollment (DRVEF2015)	462	561	241	963	220
Part-time nondegree/certificate-seeking undergraduate enrollment (DRVEF2015)	0	2	6	291	5

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	American Samoa Community College	College of Micronesia-FSM	College of the Marshall Islands	Guam Community College	Palau Community College
Percent of students enrolled exclusively in distance education courses (DRVEF2015)	0	0	1	0	0
Percent of students enrolled in some but not all distance education courses (DRVEF2015)	0	1	0	3	6
Percent of students not enrolled in any distance education courses (DRVEF2015)	100	99	99	97	94
Percent of undergraduate students enrolled exclusively in distance education courses (DRVEF2015)	0	0	1	0	0
Percent of undergraduate students enrolled in some but not all distance education courses (DRVEF2015)	0	1	0	3	6
Percent of undergraduate students not enrolled in any distance education courses (DRVEF2015)	100	99	99	97	94

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	American Samoa Community College	College of Micronesia-FSM	College of the Marshall Islands	Guam Community College	Palau Community College
Number of students receiving an Associate's degree (DRVC2015)	245	302	102	216	86
Number of students receiving a certificate of 1 but less than 4-years (DRVC2015)	2	106	35	66	0
Graduation rate total cohort (DRVGR2015)	29	19	11	13	20
Graduation rate men (DRVGR2015)	21	17	11	8	15
Graduation rate women (DRVGR2015)	36	20	11	17	25

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	American Samoa Community College	College of Micronesia-FSM	College of the Marshall Islands	Guam Community College	Palau Community College
Physical books as a percent of the total library collection (DRVAL2015)	98	63	78	13	98
Physical media as a percent of the total library collection (DRVAL2015)	2	3	3	2	2
Digital/Electronic books as a percent of the total library collection (DRVAL2015)	0	34	19	86	0

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	American Samoa Community College	College of Micronesia-FSM	College of the Marshall Islands	Guam Community College	Palau Community College
Percent of full-time first-time undergraduates awarded any financial aid (SFA1415)	84	100	99	83	100
Percent of full-time first-time undergraduates awarded federal state local or institutional grant aid (SFA1415)	84	100	99	83	100
Percent of full-time first-time undergraduates awarded student loans (SFA1415)	0	0	0	0	0

SOURCE: U.S. Department of Education. Institute of Education Sciences, National Center for Education Statistics.

American Samoa Community College

Introduction

The American Samoa Community College (ASCC) was established in 1970 to provide post-secondary education opportunities in the liberal arts, teacher training, vocational-technical education and general education to the residents of American Samoa. ASCC offers Associate of Arts and Associate of Science degrees and a Bachelor's in Education, as well as certificate programs in a variety of academic and technical areas.

The Mission of the ASCC is to foster successful student learning by providing high quality educational programs and services that will enable students to achieve their educational goals and to contribute to the social, cultural, political economic, technological, and environmental well-being of American Samoa.

To fulfill this mission, the College, as an open admissions United States accredited, Land Grant institution, provides access to bachelor and associate degrees and certificate programs of study. These programs prepare all students including those who are educationally underserved, challenged, or non-traditional for:

- *Transfer to institutions of higher learning*
- *Successful entry into the workforce*
- *Research and extension in human and natural resources*
- *Awareness of Samoa and the Pacific.*

The ASCC currently offers eight Associates of Arts degrees, 18 Associates of Science degrees, 22 Certificates of Proficiency, six Certificates of Completion, and one Bachelor of Education degree. The ASCC has 17 academic departments and seven service divisions providing high quality programs and services. The College offers courses throughout the academic year in the fall and spring semesters and summer sessions. Course offerings are scheduled according to the following semesters/session:

Fall and spring semesters:

- One 15-week session
- One 10-week session
- Two six-week accelerated sessions

Summer sessions:

- One six-week session
- Two five-week sessions

Accreditation Updates

Interim President Dr. Richard Winn of the Accreditation Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges (WASC) officially

released to Dr. Rosevonne Pato, President of the American Samoa Community College on the 3rd of February 2017, the Commission's decision to remove the Warning Status that was placed on the American Samoa Community College in February 2016 and to Reaffirm Accreditation. The American Samoa Community College is required to submit a Midterm Report to the Commission on the 15th of October 2018.

General Highlights

- The Social Science Department at ASCC hosted a Political Status Forum in late January, focusing on the pros and cons of our Territory's ongoing political relationship with the United States of America. Students, faculty, administrators and members of the public filled the ASCC Lecture Hall to hear presentations by three authorities and to participate in the question-and-answer discussion that followed. The Social Science Department presented the Forum in collaboration with the student Political Science Club and the ASG Office of Political Status, whose director, Tapaau Dr. Daniel Aga, headed the panel of presenters, which included Tualauta District Representative Hon. Samuel Meleisea, and ASCC Executive Counsel Mr. Kenneth Kuaea.
- In late January, staff members from the Samoan Studies Institute (SSI) at ASCC joined members of the Fagatogo Congregational Christian Church of American Samoa (CCCAS) to launch a new publication that focuses on the oral history of Fagatogo Village. The book, titled "O Lo'u Nuu o Fagatogo" or "Fagatogo, My Village," consists of 28 short essays written by the CCCAS Fagatogo Youth based on interviews with their elders concerning various aspects of the long and eventful history of Fagatogo. A collaborative effort between the ASCC-SSI and the CCCAS Fagatogo, the latter's Youth were tasked with individually researching a particular story concerning the location's long evolution from a traditional Samoan village, to the center of the Naval Administration from 1900 to the 1950s, to the present center of civic and commercial activity in American Samoa. "For the people involved, it's something for them to use as a resource," said SSI Director Keseta Okenaisa Fauolo-Manila. "We hope this can be a springboard for our community to see the good side of documenting stories of their past." The SSI plans to use "O Lo'u Nuu Fagatogo/Fagatogo, My Village" as a future resource for its literature courses.
- The ASCC was honored to have Mr. John Armor, the Director of the National Oceanic and Atmospheric Administration (NOAA) Office of the National Marine Sanctuaries (ONMS), spend an hour talking with Marine Science Program and Agriculture, Community and Natural Resource (ACNR)/Land Grant students on March 31st. Mr. Armor spoke about how his love with the ocean at a young age, and how he persevered throughout his career to ultimately end up where he is today, as the Director of the entire National Marine Sanctuary program. He shared how his first marine internship after college wasn't his first choice, but still allowed him to get his foot in the door and find better opportunities later on. Mr. Armor emphasized that this life lesson isn't only for marine fields, and offered three pieces of advice: be flexible, take advantage of opportunities, and don't be afraid to take risks. The students had many questions, and were excited to learn about the marine resources in American Samoa, from the largest coral in the world off of Ta'u to the longest continuously monitored coral reef transect in

Aua, to the NOAA observatory station in Tula which monitors the “cleanest air in the world.” After Mr. Armor’s talk, several students volunteered to become ambassadors for American Samoa’s special natural resources by giving outreach talks to the community.

- Okenaisa Fauolo-Manila, Director of the ASCC-Samoan Studies Institute (SSI) offered new perspectives on a familiar subject when she gave a campus lecture on *Siva Samoa* in April. With its lectures in Samoan, of which Fauolo-Manila’s was the third, and in alignment with the ASCC Mission, which includes promoting awareness of Samoa and the Pacific, the SSI aims to provide information to topics of interest to students and the public, which may or may not be covered in an existing Samoan course. The SSI Director began with the question “Why dance?” to begin a discussion of dance as an expression of emotions, a statement of identity, and a reminder of events in the past. Fauolo-Manila quoted from different documentations of Siva Samoa by Samoan and non-Samoan scholars, such as historian Augustin Kramer. She discussed Samoan dances that have been lost, and why, as well as highlighting the different types of dances that Samoans continue to perform. Video clips shown during the lecture followed the evolution of *siva* to its contemporary style, both locally and in entertainment and competitions held in off-island locations such as New Zealand. Fauolo-Manila referred to the “sakē,” performed with sticks, as a type of Samoan dance in danger of fading into obscurity, and expressed the view that it would only take more research and practice to keep it going. While the audience consisted mostly of students, also in attendance were the faculty, administrators, and members of the public. Fauolo-Manila said she looks forward to the next SSI public lecture in spring 2018.
- The Language and Literature Department hosted its annual Literary Night on Thursday, April 20th, to showcase the many forms of classic and contemporary literature interpreted through the medium of live performance. The evening included poetry, dramatic monologue, original speech, song and video production. “Our theme this year was ‘Unity Through Literature,’ chosen in response to much of the contention and division that we see happening off-island,” said Language & Literature chairperson Mrs. Melelina Fiaui. “A lot of the news lately covers political and racial intolerance, and we wanted to focus on how people are more alike than different.” As with most ASCC events involving students, the Literary Night had a strong learning component. “This event fulfills our mission of giving students the opportunity to examine cultures, issues and themes in multiple genres and demonstrate critical thinking through literary analysis,” said Fiaui. The evening’s theme also aligned with the concerns of a poem by New Zealand-based Samoan writer and educator Selina Tusitala Marsh titled “Unity,” which Marsh performed this year in England to an audience that included Queen Elizabeth. “For this year’s Literary Night, students had to specifically select pieces that spoke to unity; pieces that promoted tolerance, acceptance, and compassion,” said Fiaui. This diverse and lively event drew a capacity audience to the College’s Lecture Hall.
- Miss Hadassha Tofilau of Tafuna graduated Summa Cum Laude in spring 2016 from ASCC, where she had also actively participated in the Alpha Epsilon Mu chapter of the Phi Theta Kappa (PTK) Honor Society. Currently preparing to continue her college education at La Sierra University in California this fall, Hadassha recently had the

distinction of a scholarly essay she authored being published in the 22nd edition of *Nota Bene*, the PTK literary anthology. Her piece, “Aquaculture: The Benefits of Aquaponics and Hydroponics in American Samoa,” was selected for publication from among over 600 works submitted by writers from two-year colleges across the nation. “I wrote on Aquaponics and Hydroponics because we live in a time where the conversation on Global Warming and the impact it is having on the environment is at its peak,” reflected Hadassha. “Writing has always been a passion of mine, so taking part in the *Nota Bene* competition was really just a way for me to test my own writing ability against other writers from across the United States. I would say having my work chosen is a great feeling and definitely a humbling and validating experience.”

- The Fine Arts Department presented its 2017 theatrical production “In The Heights” on Tuesday and Wednesday, May 2nd and 3rd, in the Lee Auditorium. A musical with music and lyrics by Lin-Manuel Miranda and a book by Quiara Alegría Hudes, “In The Heights” is set over the course of three days, involving characters in the largely Dominican-American neighborhood of Washington Heights in New York City. “The musical is based on real-life situations among the Latino Americans who migrated to the U.S.,” said Fine Arts chairman and Director of the production Kuki Tuiasosopo. Artistic Director Regina Meredith-Fitiao, whose students worked hard on the sets and props that evoked the Washington Heights location of the play, echoed the importance of its multi-cultural theme. “The play touches on what is valuable to us as persons of ethnicity, a people, a community,” she said, “in a way that mirrors our day and age--with many situations we have to go through ourselves as Pacific islanders.” More than 50 ASCC students pooled their talents for this production as members of the cast, the choir, the crew, or the dancers. In addition to Tuiasosopo and Meredith-Fitiao, all of the Fine Arts Department also joined the collaboration. Associate Director Dr. Sybil Johnson worked with the students in refining their acting skills. Loretta Puaauli was the Choir Director, and Poe Mageo served as Project Liaison. During the intermission after Act 1, the ASCC Student Association for Faasamoa (SAFF) provided interim entertainment. The ASCC production of “In The Heights” drew near-capacity crowds on both nights, and the students who spent months preparing the show were rewarded with a lively display of appreciation from the audience.
- ASCC student Ms. Quendolyn Gaoioi Eseroma received the good news that she has been chosen by the Federal Aviation Administration (FAA) to participate in a 10-week paid internship program in summer 2017. As part of the FAA’s Minority Serving Institutions intern program, Ms. Eseroma will travel to Washington, D.C. to gain study-related work experience at an FAA facility from early June to mid-August. The daughter of Rev. Eliu Thomas Eseroma and Lagituaiva Agnes Eseroma, Quendolyn currently resides in Nu'uuli. She attended Alataua Lua Elementary and graduated from Kanana Fou High School as Class Salutatorian in 2016. A Business Management major at ASCC, she learned of the FAA internship opportunity through Math instructors Mr. Tumufa’i Leiato and Mr. Anthony Felise. “Through this internship, I hope to enhance my personal development while gaining experience and professional skills,” said Ms. Eseroma. The FAA Minority Serving Institutions intern program enables college students to supplement their academic coursework with firsthand experience working in aviation and aerospace

facilities nationwide where FAA programs have cooperative arrangements or memoranda of understanding. Based on the interns' career interests, skills, knowledge and abilities, they are placed by the FAA in its Headquarters Regional Offices and/or other regional centers. The FAA will cover the majority of costs associated with Ms. Eseroma's participation in the summer internship, while ASCC will contribute towards her room and board during her stay in Washington, D.C.

The College of the Marshall Islands (CMI)

Introduction

The mission of the College of the Marshall Islands was revised and approved by the Board of Regents on February 8, 2017 and reads as follows:

The mission of the College of the Marshall Islands is to provide access to quality, student-centered, post-secondary educational services to the Marshallese people. The College also provides selective higher education programming, intellectual resources, and research specific to the needs of the nation and the larger Pacific community.

The College provided educational services to 908 students in Fall semester 2016. Of those, there were 577 full time and 331 part time students from across the Republic of the Marshall Islands, the Micronesian region and further afield.

General Accreditation Updates

At the January 2017 ACCJC meeting, the Warning sanction was removed and accreditation reaffirmed for CMI. At the April, 2017 meeting of the ACCJC substantive change committee, the following programs were approved for CMI:

- Bachelor of Arts in Elementary Education (BAEE);
- Certificate in Deaf Education;
- Certificate in Severe Disabilities; and
- Marine Science Certificate.

For the first time since its establishment in 1993, CMI will offer a baccalaureate program in Fall, 2017. The Marine Science Certificate will also be launched in Fall and the two specialized certificates are scheduled to be offered in summer, 2017. Currently, CMI is preparing its mid-term report which is due in early 2018.

Updates from the Office of the President

Update of ongoing CMI initiatives

- The College continues its accelerated transformation of systems and services as outlined in the Bujen Kallejar – Strategic Plan 2016-2018.
- Discussions to include CMI as a member of the Open Education Resources University (OERu) are underway between the President Koroivulaono and Dr. Wayne Mackintosh, Director of the OER Foundation and the UNESCO, Commonwealth of Learning and International Council for Open and Distance Education Chair in OER.
- Initial meetings for the development of the METO¹ – Education Master Plan are scheduled to take place from June 6 – 12, 2017 with the first draft to be developed by November, 2017.

In direct response to stakeholder feedback about placement test issues CMI has developed the following three initiatives which will be rolled out in summer, 2017.

Dual Enrollment

- The aim is to secure 60 enrollments with 15 Marshallese students in each subject.
- Fall and spring: dual enrollment for high achievers to prepare them for college and university credit levels so that they transition straight into credit programs when they graduate from high school.
- Fall: English I, Math (Trigonometry)
- Spring: English II and Calculus

Multiple Measures

The following multiple measures are now used to evaluate high school student entry into CMI.

- High school cumulative grades;
- Junior and senior Math;
- Junior and senior English;
- CMI placement test and MISAT; and
- Any other standardized exam taken, e. g. ACT, TOEFL

Accelerated Program

Also this summer, CMI is running the first intensive pilot called the Accelerated Program (AP);

- English only this summer (2017); and
- 60 brand new high school graduates at Developmental Education Levels 2 and 3 will be enrolled for 8 weeks to get them ready for credit level in the Fall (2017).

¹ The METO or [stick chart](#) is used to teach and record and record the swells of the sea. Meto were used by Marshallese sailors to navigate and are made out of coconut midrib or pandanus root and shells.

Distance Learning Centers

The new CMI Jaluit Distance Learning Center is scheduled to open On June 7, 2017. A new Coordinator was appointed in February, 2017 and repairs and renovations have been completed for the opening. The CMI Ebeye Distance Learning Center also had a new Coordinator appointed in March, 2017. Both centers are currently focused on offering Adult Basic Education classes and providing video conference facilities for selected Education department classes.

Collaborative partnerships

The University of the South Pacific (USP) – College of the Marshall Islands’ Memorandum of Understanding (MOU) was signed in a historic, collaborative partnership between the two higher education institutions of the Republic of the Marshall Islands (RMI) on Friday May 26, 2017 at the Minister of Education, Honorable Wilbur Heine’s office.

The MOU is designed to foster a collaborative relationship through mutual cooperation in teaching and research between USP and CMI. The two higher education institutions of the RMI have reached agreement on the following areas of cooperation, subject to mutual consent and the availability of sufficient funding:

- Joint projects with NSF on STEM-based learning and teaching programs to support the RMI public school system and private schools;
- Sustainable transportation, particularly the identification of online opportunities for Maritime Education; and
- The possible link of USPNet²/AARNET³ in return for co-sharing of outer island learning labs and other resources; and
- Develop learning and training pathways that avoid the duplication of courses and programs and maximizes higher education opportunities in the RMI.

Furthermore, agreement was reached on the joint responsibility for:

- i. **Initiating collaborations which will be of mutual benefit to both institutions;**
- ii. **Assisting with development concepts and proposals for joint projects;**
- iii. **Consider requests for teaching assistance where feasible and appropriate; and**
- iv. **Participate in joint activities pertaining to the Marshallese culture and environment.**

In other updates, CMI has almost completed their response to the University of Guam’s request for articulation agreement information. Similarly, the articulation agreement with the University of Hawaii is under review and should be completed by the Fall semester.

² The USP Network: see <http://www.usp.ac.fj/?6027>

³ Australia’s Academic and Research Network: see <https://www.aarnet.edu.au/about-us>

The first ever, Kwajalein Atoll Education Summit (KAES) was held in Ebeye (RMI) on April 26 and 27 with a Roadshow for high school students on Friday April 28, 2017. The CMI team delivered two presentations in high demand areas for the Ebeye community: Education programs and Carpentry and other vocational program initiatives. The College is working very closely with the RMI Ministry of Education, the Public School System, USP and other education providers in the RMI to address critical issues in literacy, numeracy and college readiness. The KAES is the first of many initiatives planned in 2017 to address education issues specifically located in the Kwajalein Atoll communities.

Responses for other atolls and islands are in development with local governments partnering with CMI and other education providers to offer context-specific initiatives that also include Land grant and Sea Grant resources and activities.

College of Micronesia-FSM (COM-FSM)

Introduction

The College of Micronesia-FSM ([COM-FSM](#)) is a learner-centered institution of higher education that is committed to the success of the Federated States of Micronesia by providing academic and career & technical educational programs characterized by continuous improvement and best practices.

COM-FSM celebrated its [24th anniversary, March 2017](#). The college traces its roots to the former Community College of Micronesia, which was established during the U.S. Trust Territory of the Pacific Islands administration during the 1970s.

The Federated States of Micronesia (FSM) is a nation of 607 islands scattered across approximately a million square miles of the northwestern Pacific Ocean. Each of the four states of the federation -- Yap, Chuuk, Pohnpei and Kosrae -- has its own unique language and culture. COM-FSM has six total campuses across the four states of the FSM serving approximately 2,600 students. The National Campus located on Pohnpei, and the FSM Fisheries and Marine Institute located in Yap state, serves students from all four states, while four state campuses, serve residents of each respective state.

General Accreditation Updates

Planning Cycle: Core Values, Mission Review, Vision Statement, and Strategic Plan

As part of the COM-FSM five-year planning cycle:

- [Core Values](#) were reviewed across two college-wide [summits](#) during both January and August 2016, and the review was led by a *Core Values Working Group* and a *Strategic Planning Working Group* (SPWG). Recommended changes were [reported to](#) and adopted by Cabinet, Executive Committee (EC), and the Board of Regents during their March 9,

2017, meeting.

- *Mission Review* occurred during the August 2016 college-wide [Visioning summit](#), and recommended changes from the SPWG were [reported to](#) and adopted by Cabinet, Executive Committee (EC), and the Board of Regents during their [March 9, 2017](#), meeting. Adopted changes were minor (non-substantive), adding an “and” and replacing an “and” with an ampersand (&). These changes are underlined in the mission statement above and described in the [report](#).
- *Vision Statement*: The SPWG proposed possible vision statements to the college community, a college-wide survey was conducted, and recommendations were submitted in a [report](#) that was endorsed by the Cabinet, EC, and the Board of Regents during their [May 3, 2017](#), meeting. The COM-FSM Vision 2018-2023: *We provide quality education today for a successful tomorrow.*
- *Strategic Directions*: The SPWG utilized college-wide [Visioning Summit](#) reports and the Board of Regents two-year action plan to propose two strategic directions as the only two priorities for the 2018-2023 Strategic Plan:
 - *Innovate academic quality to ensure student success, and*
 - *Strengthen resources to meet current and future needs.*

The SPWG will present its recommended strategic plan to the Cabinet, EC, and Board of Regents in August 2017.

Follow Up Report

COM-FSM is completing its *Follow Up Report* and will be submitting the report in advance of the October 1, 2017, deadline as per the ACCJC [Action Letter](#) of July 8, 2016.

Highlights and Initiatives

Focus on Student Success

To improve student success, retention and graduation rates, the college will implement, by fall 2017, block and alternate scheduling to guarantee full-time class schedules, and provide guided pathways (clearly defined program completion path).

Doctors and Dentists for Tomorrow (DDFT)

[DDFT](#) is a learning community funded through a grant project that enhances student engagement and increases faculty/student interactions. The grant project is a collaboration with the John A. Burns School of Medicine Area Health Education Center at the University of Hawaii, Manoa (JABSOM), the Pacific Island Health Officers Association (PIHOA), and COM-FSM.

The DDFT program is now in the second semester. Courses are taught using the Problem-based Learning approach that encourages students to use critical thinking skills, improves problem-solving skills, increases motivation, and helps students learn to transfer knowledge to new

situations. DDFT students receive *wrap-around* services such as mandatory study hall, counseling sessions with personal and academic advisors, and additional lectures on medical ethics. [*The Heartbeat*](#) is a newsletter published by the DDFT.

G2C - Gateway to Completion Research Study

Professor Yen-ti Verg-in and Dr. Denise Oen submitted a proposal on research findings using compressed schedules to the John N. Gardner Institute Annual Gateway Course Experience Conference, February 26-28, 2017. Professor Verg-in conducted research on offering College Algebra, 4 days each week for eight weeks to see if course completion rates increased. The goals were to increase student/faculty interaction, including feedback to students, and student engagement in the learning process.

Findings:

- Pass rate increased from 74% to 92%;
- Course completion rate increased from 82% to 94%; and
- Attendance rate increased from 88% to 93%.

Results for students showed higher levels of course completion and passing grades (A, B, or C), greater understanding and retention of complex principles, more positive interactions between faculty and students (which appears to lead to more questions being asked/answered), and more positive interactions between students (that leads to more opportunities for peer teaching and support). Student success as measured by course completion and retention was higher with the compressed schedule and would suggest that COM-FSM might benefit from this format in this course and perhaps in other courses.

Food and Fashion Friday Festival (F4)

F4 is an authentic assessment project that has expanded from one course assessment into an all campus collaboration. The Business Division and the [Entrepreneurship Center](#) in collaboration with Pohnpei Campus Career & Technical Education (CTE) program, Hospitality and Tourism Management, and the Agriculture Student Club sponsored this year's F4. The *Food & Fashion Friday Festival* is a collaborative project that division faculty use as a tool to assess SLO achievement for students taking management, marketing, and finance courses in the A.S. *Business Administration* program. Students develop business and marketing plans, cash flow projections, and draft partnership agreements and articles of incorporation.

Preparations culminated in a one-day sale event where students showcased their knowledge and skills in the different functional areas of business. The CTE programs used this as an opportunity to market student generated products. Each of these programs has a small business development course to assist students who want to create their own business. The Hospitality and Tourism Management students used this event to demonstrate skills in food preparation and customer service.

More details on highlights and initiatives can be found in the following college reports to the Board of Regents:

- [December 01, 2016](#)
- [Board Meeting March 08, 2017](#)
- [Board Meeting May 03, 2017](#)

Guam Community College (GCC)

Introduction

Since its inception through the Community College Act of 1977 (as amended by Public Law 31-99 in 2011), Guam Community College continues to fulfill its mission to be a leader in career and technical workforce development, providing the highest quality, student-centered education and job training for Micronesia. GCC is a multi-faceted, public, career and technical education institution, serving as Guam's State Agency for Career and Technical Education under the United States Vocational Education Act of 1946 (and subsequent amendments). The College offers over 40 associate degrees and certificates combined. GCC delivers postsecondary education on-site, although distance education allows students on Guam to attend courses online. Off-site, the College primarily delivers secondary education at Guam public high schools, and short-term, specialized training at local businesses. Additionally, GCC offers adult education programs and assistance: English as a Second Language, Adult Basic Education, Adult Secondary Education, High School Equivalency preparation and testing, and Adult High School Diploma.

General Updates

Student Demographics. Guam Community College served 2,428 postsecondary students in the Fall 2016 semester, which is a marginal increase from the prior Fall semester (2410 students). Fifty-five percent of the Fall 2016 semester students were returning from the Spring 2016 semester. Over the past 10 years, part-time and female students continue to represent more than half of the postsecondary student population. A fraction of the GCC student population identify as veteran, most of whom are members of the Post-911 Government Issued Bill chapter. Although most students identify as Chamorro, an increase in the enrollment of Filipino students has been observed since 2007.

Degree Programs. GCC offers more than 20 Associate of Arts and Associate of Science degrees combined, as well as over 20 certificates. Fall student enrollment in Associate of Science in Medical Assisting jumped from 98 students in 2012 to 236 students in 2013, and enrollment has stabilized up until Fall 2016. Associate of Arts in Visual Communications has gained continuous

interest from Fall 2007 (26 students) to Fall 2016 (61 students). Construction Technology appears to be the most attractive Certificate program, with 32 students declared in Fall 2016.

College Assembly. Faculty, staff, and administrators gathered together at the bi-annual College Assembly on March 20, 2017. The Spring College Assembly agenda included brief updates on the Accrediting Commission for Junior and Community Colleges (ACCJC) visit, the Institutional Self Evaluation Report (ISER), and the School of College and Career Success (CCS). A data summary report of the Fall 2016 College Assembly preceded the collaborative break-out session on resolving barriers for 100% student-centered success. Training was offered on the 2017-2023 Board of Trustees-Faculty Union Agreement, Student Learning Outcomes, ACCJC's Online Accreditation Course, Acalog, and, alternatively, a team building activity.

Transformation Academy. The Cohort III of the Transformation Leadership Academy occurred between May 9 and 26. The consistency of Cohort III was unique, including a blend of over 30 staff, administrators and faculty, as well as a 6-member management team from the Department of Youth Affairs. The course included an introduction of current challenges in education, and the framework for leading and facilitating transformation. The Cohort III Academy culminated with presentations by teams from Cohort II on their transformation efforts, which demonstrated strategic, tactical, and operational levels of involvement and planning that lead toward student success.

Accreditation Updates

Institutional Self Evaluation Report Draft III. Between January to March, Accreditation Standard Committees I, II, III and IV edited and revised the first draft to their respective parts of the ISER. The Accreditation Steering Committee received, reviewed and merged the four Standard drafts into the second draft of GCC's Institutional Self Evaluation Report (ISER). In April, ISER Draft II was posted online for campus-wide review and feedback. The Accreditation Steering Committee incorporated feedback from the campus community into GCC's ISER Draft III, which is available for review in May. Comments and suggestions made by the campus community to Draft III will be used to develop a fourth draft that will again be vetted before final submission to the Accrediting Commission for Junior and Community Colleges in October 2017.

ACCJC Evaluation Team Visit. Dr. Ray Somera, Vice President for Academic Affairs, and Marlena Montague, Assistant Director of the Office of Assessment, Institutional Effectiveness and Research, served on separate ACCJC evaluation team visits to two member institutions in Irvine, California for validation of their Institutional Self Evaluation Report. The insightful experience they gained from the visit provided the following take-aways in preparation for GCC's visit in March 2018: (1) provide the campus consistent, "big picture" information of the accreditation visit; (2) refresh the campus of the Data-Driven Dedicated Planning Model to reiterate our evidence-based culture; (3) re-publish and update all institutional plans and other documents; (4) host an open forum for students and employees to voice their opinions; (5)

provide graphic evidence on results of various assessment processes; (6) divide TracDat reports by the four phases of the assessment cycle (plan, data collection, results, and use of assessment results); and (7) include “Accreditation Update” in the monthly Board meeting agenda.

ACCJC Partners in Excellence Inaugural Conference. R. Gary Hartz, Associate Dean of Technology and Student Services, and Marlena Montague, Assistant Director of the Office of Assessment, Institutional Effectiveness and Research, presented at the Partners in Excellence Inaugural Conference in Irvine, California. Their presentation was entitled, *Enter the ‘T Zone!’: Transforming Guam Community College for 100% Student-Centered Success*. The presentation illustrated how GCC is pulling together for institutional success via the Transformation Initiative, as well as included meaningful take-aways for other community colleges. Likewise, at the same conference, GCC President Dr. Mary Okada and Vice President of Academic Affairs Dr. Ray Somera teamed up with Cuesta Community College President Gilbert Stork and Vice President of Academic Affairs Deborah Wulff to deliver an invited presentation entitled, *Making Accreditation President-Proof: The CEO and ALO as Accreditation Co-Champions*.

Making Student Learning Assessment Useful and Used. Dr. Ray Somera, Vice President for Academic Affairs, and Marlena Montague, Assistant Director of the Office of Assessment, Institutional Effectiveness and Research, attended a PPEC-organized workshop facilitated by Linda Suskie in Honolulu, Hawaii. Suskie facilitated a discussion on ten specific ideas on when an institution is aware that student learning assessment is useful and used. The idea that most resonated with GCC is that Student Learning Objective (SLO) assessment is useful and used when “*you have a culture of collaborating to knit the pieces together.*” This idea was exemplified by the sharing of results (from the data collected during the break-out session of the 2016 Fall College Assembly) at the 2017 Spring College Assembly, which were then used to propose action plans for improvement purposes.

Highlights and Initiatives

Immersion Program. The GCC Continuing Education and Workforce Development Office held its first English as a Second Language Immersion Program with students from Dong Seoul University (DU) in Korea. Between January 6 and February 1, 25 students from DU studied English, as well as Visual Communications, and Chamorro History in partnership with Chief Hurao Academy.

Logo System Launch. Several hundred students, faculty, staff and administrators gathered in the Student Center courtyard on February 16 to usher in the College’s year-long 40th anniversary celebration by launching a new “logo system” for the College. A New Logo Group gave the G-C-C letters a more fluid and sustainable look and feel, which signifies the sustainable knowledge and skills provided to students through their educational experience at the College. In addition to its new main logo, GCC released 21 uniquely-designed program logos that are a variation of the main logo, as well as two primary and four secondary color palettes.

Veterans Club. The College's Veterans Club was accepted into the Student Veterans of America (SVA) on February 3. SVA is a coalition of nearly 1,400 student veteran organizations across the United States, dedicated to ensuring that veterans are supported in their transition to education and employment (according to studentveterans.org). SVA benefits include access to programs, resources, networking and professional development, advocacy and research. The veteran student population at GCC jumped from one (1) student in academic year AY) 2008-2009 to 237 students in AY 2016-2017.

Palau Community College

Accreditation Updates

- As part of ongoing college improvement, PCC Accreditation Office in collaboration with Faculty Senate Association provided an Institutional Effectiveness Workshop. The workshop concentrated on the college continuous effort to move forward using student learning assessment results to ensure institutional effectiveness. It also allowed faculty and service providers from the Student Services, Library, and Administration & Finance areas to collaboratively discuss ways to increase institutional effectiveness using data, as well as share ideas on how to continue to implement changes to increase student learning and success.

College Program Highlights

- PCC Academic Affairs recently completed a proposal and curriculum for the Bachelor of Science program with pending courses outline. The proposed program will support much needed credentials for Palauan teachers and educators in Palau.
- Recently, PCC Academic Affairs is wrapping up with its near completion proposal on General Mechanics and General Maintenance program. According to Dean of Academic Affairs, the proposal of both General Mechanics and General Maintenance will be submitted to CPC and later to college President and the Board of Trustees for approval. Both programs support the needs of community members who are interested in entry level work. Such programs are in line with the RPPL 9-22 "Palauan Skilled Workforce Act".
- In support of Palau's aquaculture development in the area of commercial farming, the Cooperative Research & Extension of Palau Community College (PCC-CRE) recently implemented a project that supports the local production of milkfish (*Chanos chanos*).

Milkfish (known as “aol” in Palau). Over 80,000 healthy milkfish fry were produced from the eggs within the months of May, October, and December of last year. The establishment of a brood-stock facility and the successful spawning & local production of milkfish fry in Palau informs the public that milkfish farming could become sustainable without relying on seed-stock from sources outside of Palau.

- Pursuant to Republic of Palau Public Law RPPL4-2, the Board of Trustees of Palau Community College held its Annual Organizational meeting on Monday, January 9th (2nd Mon. of Jan.) to elect its officers and establish its calendar of regular meetings.
- PCC, in its continued pursuit to expand and advance our range of educational offerings to our students, has recently introduced the study of Robotics, into the General Electronics Technology program, in the form of two new courses, GE 128 Robotics I and GE 212 Robotics II. Students who take these courses will be building robots to learn skills in wiring, source coding, tuning, and problem solving in areas such as robotics development and robot navigation. Upon completing the GE128 course these students will advance to course GE212 which will give them experience in the mechanical assembly and programming of quad-copter robotics, commonly known as flying drones..
- Palau Community College hosted its Career & Technical Education (CTE) Awareness Week. On Tuesday, March 14, 2017 and Thursday, March 16, 2017 students from different elementary schools and high schools in Palau were invited to tour the campus and learn about the programs currently offered at the college. Campus tour stations included the general electronics shop, electrical technology shop, air condition and refrigeration shop, small engine and outboard marine shop, automotive mechanic shop, welding shop, agriculture, environmental science laboratory, and construction technology.
- To further Palau Government efforts in promoting economic and ecological sustainability and a healthy environment, the Palau Community College Cooperative Research and President of Ngerdubech Corporation partnered to improve the aquaculture industry of Palau by now venturing into Black Tiger Shrimp (*Penaeus monodon*) locally known as “cherchur”. This new aquaculture undertaking project was recommended by Ngerdubech Corporation representative after their visits to Southeast Asian Fisheries Development Center (SEAFDEC) aquaculture facilities for an educational tour in Iloilo, Philippines.
- A new cohort of twenty-nine (29) students has enrolled in the Bachelor of Science program offered at Palau Community College (PCC) through San Diego State University

(SDSU). The program will concentrate on Liberal Arts & Sciences/Interdisciplinary Studies. Dr. Theresa Lally was on campus to meet the students and initiated the first program course.

- Palau Community College (PCC) celebrated its 54th Commencement Exercises on May 19, 2017. A total of one hundred thirty-nine (139) graduates received their degrees. Only one graduate was recognized for completing the PCC Adult High School Program. The college also honors and congratulates twenty-four (24) graduates who completed the San Diego State University (SDSU) Master of Arts Degree in Education.