PPEC

Pacific Postsecondary
Education Council

Report to
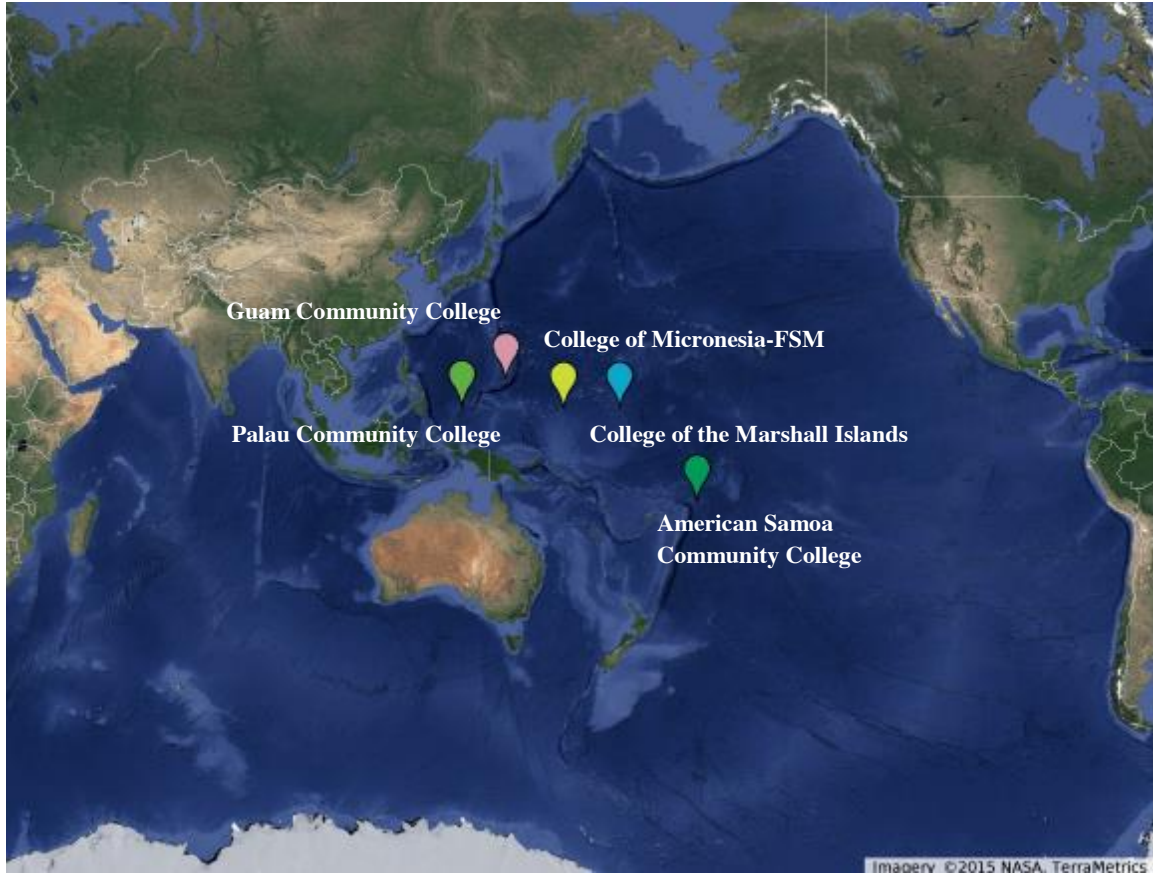
ACCJC

Accrediting Commission of
Community & Junior Colleges

July - December

2019

Geographic Location of Community College Campuses (satellite map)

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

	240736 American Samoa Community College	243638 College of Micronesia-FSM	376695 College of the Marshall Islands	240745 Guam Community College	243647 Palau Community College
Street address or post office box (HD2017)	PO Box 2609	Kolonia	Oceanside Uliga	1 Sesame Street	Medalaii
City location of institution (HD2017)	Pago Pago	Pohnpei	Majuro	Mangilao	Koror
ZIP code (HD2017)	96799-2609	96941	96960	96913	96940
Name of chief administrator (HD2017)	Rosevonne Pato	Joseph Daisy	Dr. Theresa Koroivulaono	Dr. Mary A.Y. Okada	Patrick U. Tellei
Institution's internet website address (HD2017)	www.amsamoa.edu	www.comfsm.fm	www.cmi.edu	www.guamcc.edu	www.palau.edu
Longitude location of institution (HD2017)	-170.742774	158.158189	171.378129	144.808944	134.473744
Latitude location of institution (HD2017)	-14.322636	6.909759	7.102688	13.440649	7.343177
State abbreviation (HD2017)	AS	FM	MH	GU	PW
FIPS state code (HD2017)	60	64	68	66	70
Bureau of Economic Analysis (BEA) regions (HD2017)	9	9	9	9	9

	240736 American Samoa Community College	243638 College of Micronesia-FSM	376695 College of the Marshall Islands	240745 Guam Community College	243647 Palau Community College
Number of physical books (AL2017_RV)	32600	72581	9030	21651	39925
Number of physical media (AL2017_RV)	552	5443	392	2263	2006
Number of physical serials (AL2017_RV)	330	170	105	44	0
Total physical library collections (books media and serials) (AL2017_RV)	33482	78194	9527	23958	41931
Number of digital/electronic books (AL2017_RV)	0	53000	2839	172325	0
Number of digital/electronic databases (AL2017_RV)	0	4	8	41	27
Number of digital/electronic media (AL2017_RV)	0	0	0	0	0
Number of electronic serials (AL2017_RV)	0	4	0	0	0
Total electronic library collections (books databases media and serials) (AL2017_RV)	0	53008	2847	172366	27
Total library collections (physical and electronic) (AL2017_RV)	33482	131202	12374	196324	41958
12-month unduplicated headcount total: 2017-18 (DRVEF122018)	1370	2683	1399	2732	621
12-month unduplicated headcount undergraduate: 2017-18 (DRVEF122018)	1370	2683	1399	2732	621
12-month full-time equivalent enrollment: 2017-18 (DRVEF122018)	977	1696	882	837	410
Percent of undergraduate enrollment under 18 (DRVEF2017_RV)	0	1	5	1	3
Percent of undergraduate enrollment 18-24 (DRVEF2017_RV)	84	86	79	68	71
Percent of undergraduate enrollment 25-64 (DRVEF2017_RV)	15	12	16	31	26
Percent of undergraduate enrollment over 65 (DRVEF2017_RV)	0	0	0	0	0
Full-time first-time degree/certificate seeking undergraduates (GRS Cohort) as percent of all undergraduates (DRVEF2017_RV)	24	28	24	24	28
Undergraduate enrollment (DRVEF2017_RV)	1095	2022	1032	2055	532
First-time degree/certificate-seeking undergraduate enrollment (DRVEF2017_RV)	381	647	279	791	165
Transfer-in degree/certificate-seeking undergraduate enrollment (DRVEF2017_RV)	2	0	0	47	5

	240736 **American Samoa Community College**	243638 **College of Micronesia-FSM**	376695 **College of the Marshall Islands**	240745 **Guam Community College**	243647 **Palau Community College**
Continuing degree/certificate-seeking undergraduate enrollment (DRVEF2017_RV)	712	1369	745	956	360
Nondegree/certificate-seeking undergraduate enrollment (DRVEF2017_RV)	0	6	8	261	2
Full-time undergraduate enrollment (DRVEF2017_RV)	615	1454	667	982	352
Full-time first-time degree/certificate-seeking undergraduate enrollment (DRVEF2017_RV)	268	572	249	501	151
Full-time transfer-in degree/certificate-seeking undergraduate enrollment (DRVEF2017_RV)	2	0	0	34	3
Full-time continuing degree/certificate-seeking undergraduate enrollment (DRVEF2017_RV)	345	881	418	402	198
Full-time nondegree/certificate-seeking undergraduate enrollment (DRVEF2017_RV)	0	1	0	45	0
Part-time undergraduate enrollment (DRVEF2017_RV)	480	568	365	1073	180
Part-time first-time degree/certificate-seeking undergraduate enrollment (DRVEF2017_RV)	113	75	30	290	14
Part-time transfer-in degree/certificate-seeking undergraduate enrollment (DRVEF2017_RV)	0	0	0	13	2
Part-time continuing degree/certificate-seeking undergraduate enrollment (DRVEF2017_RV)	367	488	327	554	162
Part-time nondegree/certificate-seeking undergraduate enrollment (DRVEF2017_RV)	0	5	8	216	2
Percent of total enrollment that are American Indian or Alaska Native (DRVEF2017_RV)	0	0	0	0	0
Percent of total enrollment that are Asian/Native Hawaiian/Pacific Islander (DRVEF2017_RV)	90	100	100	95	100
Percent of total enrollment that are Asian (DRVEF2017_RV)	1	0	0	45	2
Percent of total enrollment that are Native Hawaiian or Other Pacific Islander (DRVEF2017_RV)	89	100	100	50	98
Percent of total enrollment that are Black or African American (DRVEF2017_RV)	0	0	0	1	0
Percent of total enrollment that are Hispanic/Latino (DRVEF2017_RV)	0	0	0	1	0

	240736 American Samoa Community College	243638 College of Micronesia-FSM	376695 College of the Marshall Islands	240745 Guam Community College	243647 Palau Community College
Percent of total enrollment that are White (DRVEF2017_RV)	0	0	0	2	0
Percent of total enrollment that are Race/ethnicity unknown (DRVEF2017_RV)	0	0	0	1	0
Percent of total enrollment that are Nonresident Alien (DRVEF2017_RV)	9	0	0	0	0
Percent of total enrollment that are two or more races (DRVEF2017_RV)	0	0	0	0	0
Percent of total enrollment that are women (DRVEF2017_RV)	66	56	49	56	55
Percent of students enrolled exclusively in distance education courses (DRVEF2017_RV)	0	0	3	0	0
Percent of students enrolled in some but not all distance education courses (DRVEF2017_RV)	0	0	0	2	10
Percent of students not enrolled in any distance education courses (DRVEF2017_RV)	100	100	97	98	90
Percent of undergraduate students enrolled exclusively in distance education courses (DRVEF2017_RV)	0	0	3	0	0
Percent of undergraduate students enrolled in some but not all distance education courses (DRVEF2017_RV)	0	0	0	2	10
Percent of undergraduate students not enrolled in any distance education courses (DRVEF2017_RV)	100	100	97	98	90
Total enrollment (DRVEF2017_RV)	1095	2022	1032	2055	532
Full-time equivalent fall enrollment (DRVEF2017_RV)	809	1645	790	1342	412
Full-time enrollment (DRVEF2017_RV)	615	1454	667	982	352
Part-time enrollment (DRVEF2017_RV)	480	568	365	1073	180
Full-time retention rate 2017 (EF2017D_RV)		61	59	67	63
Part-time retention rate 2017 (EF2017D_RV)		51	53	48	46
Current year GRS cohort as a percent of entering class (EF2017D_RV)	70	88	87	50	89
Graduation rate total cohort (DRVGR2017_RV)	30	23	5	18	20
Graduation rate men (DRVGR2017_RV)	25	24	6	18	22
Graduation rate women (DRVGR2017_RV)	34	21	3	18	18

Source: IPEDS Data Center, National Center for Education Statistics, U.S. Department of Education. Institute of Education Sciences

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 received its initial accreditation in 1976 and continues to remain accredited under the purview of the Western Association of Schools and Colleges (WASC) Accrediting Commission for Community and Junior Colleges (ACCJC). ASCC offers Associate of Arts, Associate of Science degrees and a Bachelor's in Elementary Education, as well as certificate programs in a variety of academic and technical areas.

Accreditation Updates

Institutional Self-Evaluation Report 2021: The College has completed its first-draft of the Institutional Self Evaluation Report (ISER) in November. The first-draft of the ISER will be reviewed by the College's Accreditation Steering Committee to identify short and long term goals or Quality Focus Essays (QFE) as a guidance for actions that the College will implement in the upcoming year(s). The Accreditation Liaison officers will continue to take lead in the compiling of the College's ISER second-draft.

Governance:

ASCC Board of Higher Education Review of College Policies: In early July, the College's Board of Higher Education completed its review of six policy chapters from the ASCC Governance Manual that include:

> Chapter 1: Mission and Vision Statements, Organizational Charts;
> Chapter 2: Board Governance;
> Chapter 3: Administrative Governance;
> Chapter 4: Personnel Governance;
> Chapter 6: Site Facilities Governance; and,
> Chapter 7: Financial and Procurement Governance.

The Board of Higher Education during its review of policies approved a new chapter of policies now identified as:

> Chapter 9: Management Information Systems Policy Statements
> > Section 1: Information Technology
> > Section 2: Computer Usage
> > Section 3: Information Technology Communication

The Board of Higher Education has scheduled their next review of policies during the Annual Retreat in 2020. Policy chapters that will be reviewed include:

> Chapter 5: Instructional and Student Services Governance
> Chapter 8: Workforce, Economic, and Community Development Governance

General Highlights:

- In July, the ASCC-Agriculture, Community and Natural Resources (ACNR) Horticulture program participated in the Department of Human Social Services-American Samoa Nutrition Assistance Program's (ASNAP) 25th anniversary celebration in American Samoa. Information about growing and using laupele in myriad recipes ranging from smoothies to scrambled eggs was presented and over 200 laupele cuttings were distributed. ASCC-ACNR staff also learned several new laupele recipes from those attending the presentation.

- In July for an audience of family, friends, and the general public, five high school student interns from the American Samoa STEP-UP program shared the findings from their research projects conducted during the school break with scientist mentors from the National Park of American Samoa, the American Samoa Department of Health, and ASCC-ACNR. The STEP-UP program, funded by the U.S. National Institutes of Health, provides opportunities for students from American Samoa and elsewhere in the country to conduct research with scientist mentors for six to eight weeks during the summer break from school. This was the 11th year for the program in American Samoa, where it is coordinated by ASCC-ACNR and the American Samoa Department of Education. The symposium was also attended by Dr. Lawrence Agodoa, the Director of the Office of Minority Health research Coordination of the National Institute of Diabetes and Digestive and Kidney Diseases, who is the national STEP-UP coordinator, and Dr. George Hui of the University of Hawai'i John A. Burns School of Medicine, who coordinates STEP-UP in the Pacific region. Both the students presenting and those in the audience learned how scientific methods can help determine solutions to critical environmental and health issues facing American Samoa and the world.

- ASCC now has the capacity to stream into select classrooms 3D holograms of University of Hawaii academics to deliver classes and engage with ASCC students in real-time, thanks to the program HoloCampus. Partners in this innovative technological breakthrough include ASCC, UH Manoa, American Samoa Tele-Communications Agency, Havaiki Cable and ARHT Media. A launching ceremony and demonstration took place on August 20th in the MPC auditorium, attended by ASCC administrators, faculty and staff, as well as government officials, representatives from the partnering organizations, and the local media. The demonstration of the hologram technology featured welcoming remarks from UH Manoa President Dr. David Lassner, followed by a brief lecture by UH professor Chris Shuler, Ph.D., on American Samoa's ground water. With the introduction of the HoloCampus technology, currently installed in an upstairs classroom in the College's Multi-Purpose Center, ongoing discussions continue between ASCC and UH Manoa regarding possibilities for future mutually beneficial interactions between the two institutions.

- The ASCC-ACNR Forestry Program successfully completed its final LSR Watershed project in the village of Laulii. The Forestry Program collaborated with the Office of Samoan Affairs in connecting with the Laulii Methodist, Baptist, Catholic, Christian Congregation Church of American Samoa, Assembly of God, Church of Jesus Christ Latter-Day Saints and St. Johns Anglican churches. A total of 109 volunteers from the churches, along with 11 representatives from partner agencies such as the Coral Reef Advisory Group and AS-EPA, removed 1.49 tons of solid waste from the main stream. The village residents and church youth groups were encouraged to maintain their streams

and conserve their forests and other natural resources. The Forestry Program looks forward to conducting more projects in the village in the near future.

- The ACNR Forestry Program had the opportunity in August to travel to the Independent State of Samoa for multiple purposes that include collaborating with the Samoa Conservation Society officials to discuss ongoing projects in Samoa.

- In September, ASCC hosted a traditional social gathering for the Regional Educational Laboratory (REL) comprised of Presidents of the Pacific Colleges and Universities and Directors of Education from throughout the American Pacific. More than 30 presidents and directors from the region traveled to American Samoa to attend the event, which featured a meal prepared by ACNR and entertainment by the Samoan Studies Institute. The following day, the Pacific Postsecondary Council of Presidents (PPEC) held its annual meeting at the MPC, which included a luncheon with the Board of Higher Education. Prior to the REL and PPEC conferences, the College also hosted the Pacific Risk Management Ohana (PRIMO) Conference, sponsored by the ASCC-University of Excellence in Development Disabilities (UCEDD).

Prepared by CMI administrators and faculty for PPEC

The College of the Marshall Islands (CMI)
Mission

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. (Approved February 8, 2017)

Introduction
The College provided educational services to 995 students in fall semester, 2019. Of those, there were 702 full time and 293 part-time students from across the Republic of the Marshall Islands, the Micronesian region and further afield. The following report covers the period from August 19 – December 13, 2019.

General Accreditation Updates

CMI continues to enjoy the longest period in its history of regional accreditation without sanctions. In April, a three-person team presented at the ACCJC Partners in Excellence Conference, which had the theme of What the Future Holds: Innovative Conversations to Improve Academic Quality. President Dr. Theresa Koroivulaono, Vice President for Academic and Student Affairs Dr. Elizabeth Switaj, and Jaluit DE Center Coordinator Kenneth Fernando shared strategies for enhancing the student experience and addressing communications challenges at the Jaluit Distance Education Center in a presentation entitled "Resilient Networked Student & Learning Support for when the Hyperdrive Breaks Down." The presentation also included contextual information about the Republic of the Marshall Islands, its education system, and the threat of climate change. The team was able to learn about best practices at colleges across ACCJC's area of California, Hawai'i, and the Pacific.

Internally, preparation for CMI's 2021 comprehensive review is continuing, with widespread participation. College committees have integrated examination of standards into their agendas, and departments report on work relevant to standards as part of the College's revised program review process. The members of the Accreditation Steering Committee have recruited additional members of the College community to serve on seven separate standards committees responsible for gathering evidence and writing portions of the College's Institutional Self Evaluation Report (ISER). At an evening kickoff event on October 8, 2019, members of all standards committees gathered to review examples from other successful ISERs, discuss the basic process for assessing the College against the standards, and plan their initial strategies. On the afternoon of October 23rd, the committee members hosted CMI's first-ever accreditation carnival to educate students, faculty, and staff about the accreditation standards. Given the success of the event, the committee has decided to hold an accreditation carnival every semester in the future. Following the carnival, the committees spent the rest of the fall semester gathering evidence so that when they draft their sections of the ISER, every claim can be proven. Gathering evidence before writing is the process recommended by ACCJC.

Figure 1: Students participating in the Accreditation Carnival
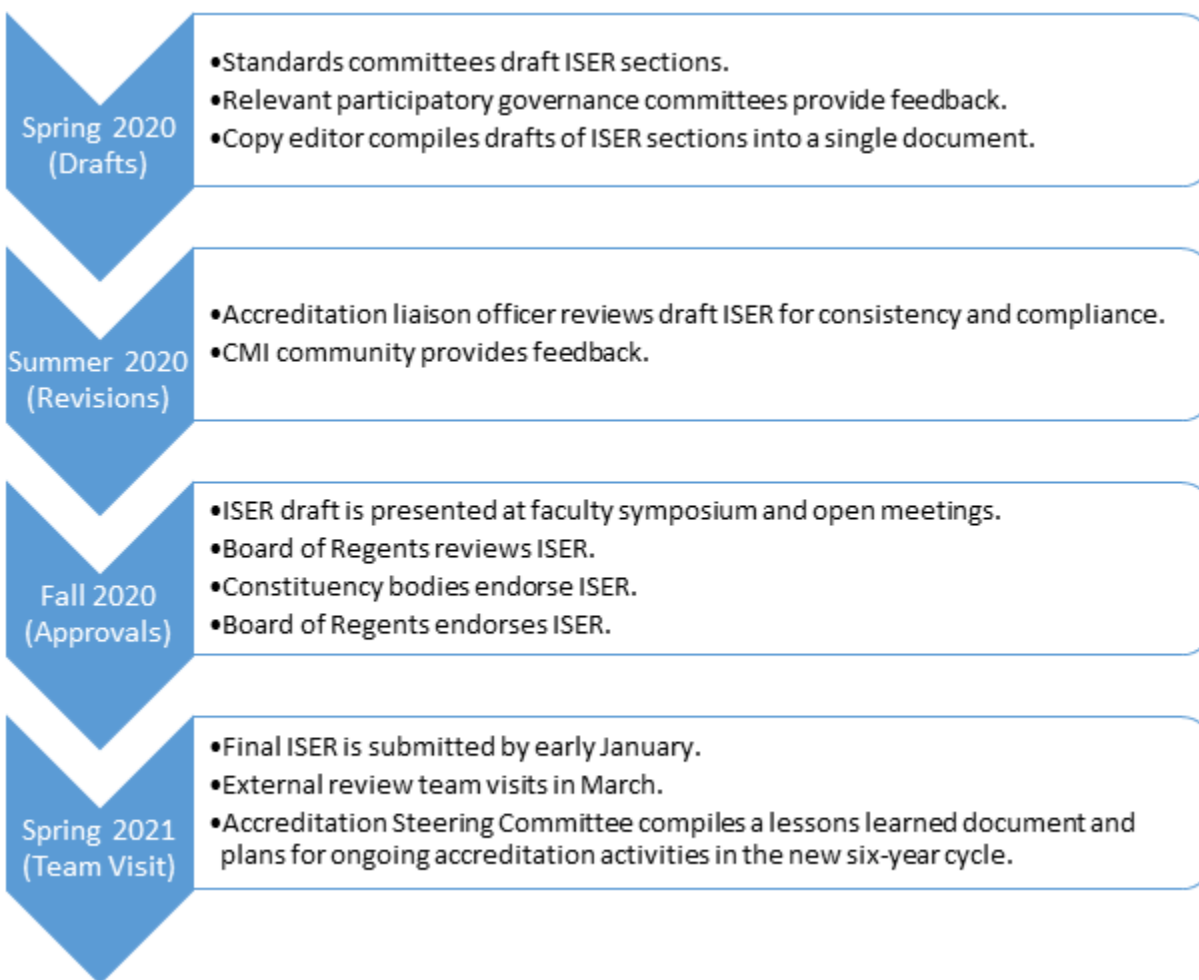
The timeline for the comprehensive review is as follows:

Spring 2020 (Drafts)
- Standards committees draft ISER sections.
- Relevant participatory governance committees provide feedback.
- Copy editor compiles drafts of ISER sections into a single document.

Summer 2020 (Revisions)
- Accreditation liaison officer reviews draft ISER for consistency and compliance.
- CMI community provides feedback.

Fall 2020 (Approvals)
- ISER draft is presented at faculty symposium and open meetings.
- Board of Regents reviews ISER.
- Constituency bodies endorse ISER.
- Board of Regents endorses ISER.

Spring 2021 (Team Visit)
- Final ISER is submitted by early January.
- External review team visits in March.
- Accreditation Steering Committee compiles a lessons learned document and plans for ongoing accreditation activities in the new six-year cycle.

Figure 2:CMI Accreditation timeline

Academic initiatives

Bachelor of Arts in Elementary Education

The CMI Education Department graduated its first cohort of bachelor degree students in May. As of fall 2019, there are 58 students pursuing their bachelor's degrees at various levels of the program. Out of cohort two, which began in fall 2018, 8 students are taking 400-level courses and will be ready for student teaching in spring 2020, which sets them up to graduate in May 2020. In cohort 3, there are 21 students who are potential graduates in May 2021.

Increasing the Quality of Basic Education

The Education department has been working in collaboration with PSS through the IQBE program. IQBE refers to an ADB project on Improving Quality of Basic Education in the Northern Pacific. The term goals of the project are to:

- Improve learning outcomes for students with a focus on the literacy and numeracy in elementary grades;
- Strengthen teacher development;
- Strengthen early grade learning assessment;
- Develop bilingual teaching and learning resources for literacy and numeracy;
- Improve school government and management; and
- Increase parent/community involvement.

These objectives will be achieved through four major outputs:

1. Teachers in elementary schools are better prepared;
2. Access to and usage of teaching & learning resources & materials for literacy and numeracy is expanded;
3. Capacity to use student assessment to improve student learning is strengthened; and
4. Educational leadership and management of schools, parent and community engagement is strengthened.

In July, a group of students from the EDU 211 class ran a Quality Pedagogy Framework open class that was attend by more than 60 teachers working in the outer islands. In fall 2019, all students enrolled in the Associate of Science in Elementary Education embarked on a QPF Learning workshop to enhance teaching competencies.

The Quality Pedagogy Framework uses evidence-based factors required for improving student learning: social interaction, prior knowledge, learning outcomes and success criteria, time and varied opportunities for learning, active processes, relevant and meaningful activities, assessment for learning, reflection, and teacher expectations. These key components need to be understood and modeled in all lessons in college courses by teacher educators, and by all trainees in their classroom practice, so that the processes become internalized. The framework is also central to all professional learning offered by the MOE and/or the National Department of Education (NDOE) and explicit in all materials and templates used for preservice and in-service teacher education.

Japanese Language and Culture Classes

Japanese language courses have long been offered as part of the Liberal Arts Associate of Arts Degree and the General Education Program at CMI. This year, the courses have increasing included connections with institutions in Japan. Faculty and students from the University of the Ryukyus visited the CMI classes, and the number of CMI students participating in exchange programs increased. CMI students have also been participating via Zoom in open classes Japanese Culture and Japanese history classes from the University of Ryukyus. As a result, more students are enrolling the second and even third semesters of the Japanese language course sequence.

Liberal Arts Department Reading Across the Curriculum Initiative

Faculty in the Liberal Arts Department continue to implement approaches to reading based on WestEd's Reading Apprenticeship Framework, a research-validated approach to literacy and critical thinking that contextualizes reading in terms of students' social and emotional needs. Reading Apprenticeship encourages active reading and the formation of identity as a reader.

Nursing Department Restructuring

In response to statistics that showed that students entering CMI as first-time college students were unable to complete Associate of Science in Nursing Degree within three years, the Nursing program has begun a full review of its curriculum to ensure that students can graduate on time with the skills they need to serve as effective nurses for the RMI Ministry of Health and other regional employers. Changes already completed include a reduction in total credits required from 81 to 75 credits through the removal of general education English and social science courses. In addition, pre-requisites for required science classes have been reduced to shorten the pathway to completion. Finally, a Nursing Advisory Board has been established to advise the CMI nursing instructors on areas for improvement to fill the gaps between class work and professional expectations.

Certificate of Completion in Marine Science

Low enrollments have been an ongoing challenge for the Certificate of Completion in Marine Science program. For this reason, in fall 2019, the STEM Department began a vigorous recruitment effort including:

- Raised awareness of the program on campus through brochures and short presentations to selected classes.
- Use of social media, newspaper advertisements, and other channels to recruit potential students who are not currently enrolled at CMI.

In addition, in fall 2019, two students in the certificate program were able to receive credit for an internship with a clam farming internship.

Math Bridge Initiative with the Public School System (PSS)

One of the key challenges to improving CMI's degree completion rate is that the vast majority of entering students require remedial courses before they can begin taking degree-applicable course. To reduce the number of new students who require lower-level math on entering CMI, the College has been working with PSS to reduce the curricular gap between the high schools and CMI. In partnership with REL Pacific, discussions began in 2018 about the development of a math transition course for high school seniors. This course is now being taught for the first time. To ensure the quality of this course, CMI math instructors are currently mentoring PSS math teachers through site visits and virtual meetings. Zoom technology has allowed mentoring to continue for teachers in Jaluit and Wotje despite the travel ban put in place to prevent the spread of Dengue Fever.

Students who successfully complete the transition course and pass the final assessment will be able to enter credit-level math at CMI without having to take the placement test.

Development of a statistics-focused transition course is currently underway, and CMI's Strategic Plan calls for a similar course in English.

Developmental Education Department Redesign

Program Background

The mission of the Developmental Education Department is to develop students' abilities necessary for success in college credit programs. The main areas of focus are English reading, writing, listening,

speaking, and student engagement. The completion of developmental education courses facilitates students' competencies in college level courses, in addition to providing for lifelong learning success.

The Developmental Education Department is the foundation stone for most students beginning their career at CMI. The Developmental Education Program helps students develop the skill level necessary for a successful college experience and lifelong learning. By equipping them with language and engagement skills, these students should be better able to pursue their academic and personal goals with greater success. As such they will become the model citizens and leaders for their families, communities, and country as envisioned by the college's mission and vision.

Previously, the department offered three levels of remedial English and one college success course (CMI 101). The college is using multiple measure assessment to place students which means that for those placed in developmental English it would take 1- 3 semesters or more to complete remedial English before they are eligible to take credit program. The majority of students entering College place into less than college-level English and Math. According to IR data, 85% placed in Dev Ed for the past three fall semesters.

Developmental English and math courses are designed to raise students' academic skill ability to promote their success in credit-level courses. Accordingly, these courses, although supporting students' academics, necessitate extending a student's time toward their degree achievement.

Redesign Purpose

In fall 2019, the department redesigned its structure and strengthen its support to better serve its students and improve program outcomes. The redesign aims at accelerating students' time in developmental education, intensify credit skills preparation, and shortening time to graduate, by increasing departmental academic and support services.

Historically, the Developmental Education department receives the highest number of first-time students. Because these students come in with the greatest academic needs, there are three noted patterns in their outcomes: (a) their overall pass rate is well below the institutional benchmark, (b) they have the highest withdrawal rate, and (c) their 'no pass' rate is higher than that of credit-level students (see table below). It has been suggested that students' placement into developmental education courses contributes to the long standing low college results. All first-time students are required to select a degree program for Pell purposes. Therefore, the academic program's completion rate includes the time spent in developmental education. Because of the extended time spent in the developmental program for some students, their time to graduation is delayed. Additionally, in some cases, students drop out while enrolled in developmental education courses, which further impacts the completion and graduation rates.

The Developmental Education department is committed to making changes to its program such that student outcomes, which impacts institutional outcomes, can be improved. Specifically, we are hoping to making programmatic changes and offer intrusive support such that our recent course pass rates (see Figure 1) will improve.
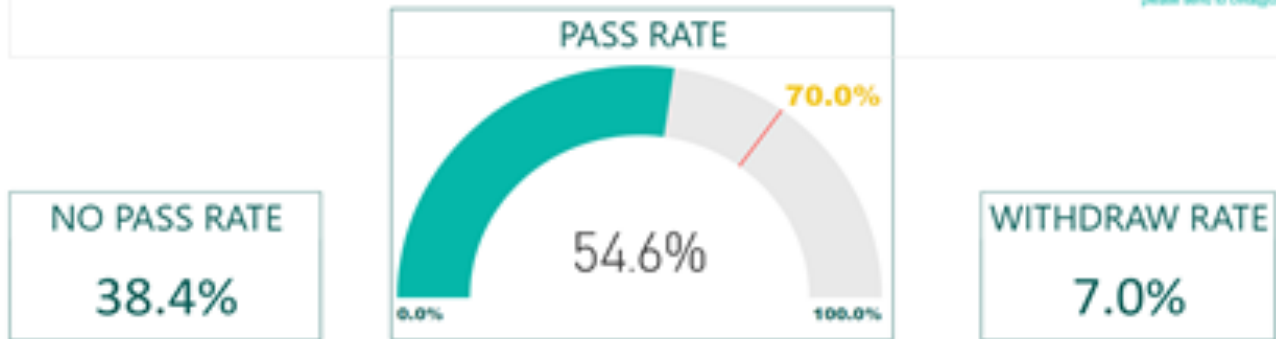
Figure 3: Pass and Withdrawal Rates for Developmental English and CMI 101 (Fall 2018)

Figure 4: Pass and Withdrawal Rates for Developmental English (Fall 2018)

Redesign Rationale

The department's initiative to redesign its program is a response to the institution's call to address the college's low completion and graduation rate. This redesign is also supported by the department's faculty who believe the developmental education program is poised for a redesign that promotes students' success in a manner that aligns with best practices in the field of developmental education.

Placement. The Developmental Education department is seeing a shift in the placement pattern as compared to previous years (see Figure 2). Even though there was an increase in Levels 2 and 3 placements, this trend could be attributed to the use of multiple measures and the removal of the writing component in the placement test. Table 1 shows the distribution of placement across Developmental English courses since the multiple measure placement was used.
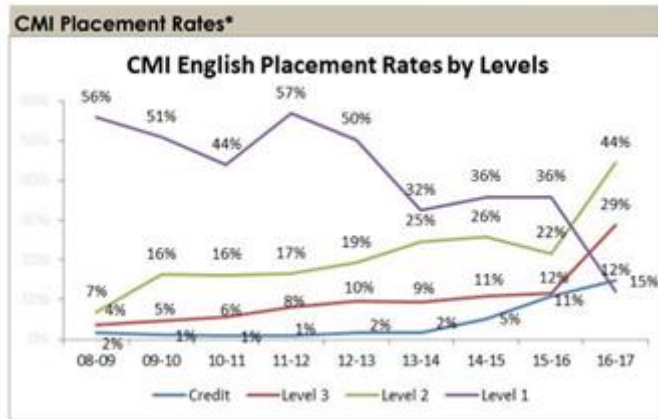

Figure 5: CMI English Placement Rates (Fall 2008 to 2016)

Source: CMI Fact Book (2016)

Semester	Level 1	Level 2	Level 3
Fall 2013	50%	19%	10%
Fall 2014	19%	25%	9%
Fall 2015	36%	26%	11%
Fall 2016	36%	22%	12%
Fall 2017	**12%**	**33%**	**54%**
Fall 2018	**12%**	**26%**	**61%**

Source CMI Fact Book (2017)

In addition, the Accelerated Program has increased the program completion number from developmental education since Summer 17. Even though the first AP/IE cohort started off the credit program with challenges, the later cohorts are making some significant progress with improved completion rates. The first AP/IE student graduated May 2019, having completed and A.A. in Liberal Arts in two years. There are 17 more students who had started in developmental education through the accelerated program who have five or fewer remaining semesters to graduate.

Apart from graduating seniors from local high schools, the department has also seen an increase in the number of returning residents and mature students enrolling at the college. A good number of these students are placed in the Level 3 or credit, thus it is most appropriate to offer services that best meet the needs for these students.

Developmental placement, especially into lower levels, can also create a feeling of less success and discouragement for those who already lack confidence and self-esteem. Lower placement is often associated with a decreased sense of motivation, commitment, and academic performance. Restructuring the program and emphasizing stronger student and academic support from the department targets to change mind-set and attitude of developmental students in a positive way.

Redesign Description

This redesign incorporates changes to the structuring of academic courses and the inclusion of a comprehensive intrusive support model, which will offer wraparound services to students including but not limited to academic-related counselling for attendance, academic issues, and tutoring.

The redesign model aims to improve or gain progress/semester in the department outcomes:

Performance Goal	Current Outcome	Redesign Performance Benchmark
Pass Rate (ENG & CMI101)	54.6%	Increase by 57%-62%
Absentee Rate	51%	Decrease by 5%-10%
Time to Completion Level 2	291%	Decrease by 5%-10%
Time to Completion Level 3	210%	Decrease by 5%-10%

The department will work with the admissions office in collecting disaggregated data related to our goals based on gender, originating high school, high school GPA, and placement test score. The disaggregation should be for two purposes: 1. Ensuring equity and 2. Predicting which students might need additional support to succeed and placing them in cohorts accordingly.

Redesign Mapping

A. Academic Courses

Given the department challenge in meeting Institutional KPIs for completion and retention rate, pass rate, the need to increase pass rate and lower withdrawal rate, and priority of supporting student success the department is restructuring the English course offerings. The department proposes to eliminate Level 1 placement and begin placement at Levels 2, 3 or 4 (Credit) based on their multiple measures placement score.

Since fall 2017, Level 1 enrollment has lessened from the regular 8-10 sections to 2 sections of 20 students this Spring 19 semester. (see table below). The cost of offering Level 1 is subsidized by the college and with low student enrollment is not cost-effective for the department and the institution, but that does not dismiss the fact that Developmental Education Department recognizes students' academic needs and is therefore committed to providing that extra support for student success.

Level 1 Enrollment (Fall 2013- Fall 2018)

Semester	#of Sections	Total # of Enrollment
Fall 2013	8	143
Fall 2014	10	176
Fall 2015	10	160
Fall 2016	8	125

Fall 2017	3	53
Fall 2018	2	46

Developmental placement will be at Level 2 or 3 based on placement score (see Table 3). To accommodate students who traditionally might have placed into Level 1, Level 2 will have three distinct strands. Strand 1 will be called Level 2 Extended. This strand will be designed specifically for students with lower end placement scores (0-1.0) who will require more time and support in order to be academically successful. The Level 2 Extended strand will have longer class times to allow for the teaching and learning of information that is offered during the standard class period. The Level 2 Extended strand incorporates time for extended practice, instruction, and one-on-one assistance via an embedded structure supported by extended class hours. The remaining Level 2 strands include the regular Level 2 course structure (standard class periods across 16 weeks) and the Intensive English/Accelerated Program (IE/AP), which formats the class period to fit a shorter semester period (e.g., 8 weeks fall/spring).

College of the Micronesia

College Data:

PPEC report to ACCJC	2017	2018
Street address or post office box (HD2016)	Kolonia	Kolonia
City location of institution (HD2016)	Pohnpei	Pohnpei
ZIP code (HD2016)	96941	96941
Name of chief administrator (HD2016)	Joseph Daisy	Joseph Daisy
Institution's internet website address (HD2016)	www.comfsm.fm	www.comfsm.fm
Longitude location of institution (HD2016)	158.158189	158.158189
Latitude location of institution (HD2016)	6.909759	6.909759
Total enrollment (DRVEF2017)	2022	1931
Full-time equivalent fall enrollment (DRVEF2017)	1645	1587

Full-time enrollment (DRVEF2017)	1454	1415
Part-time enrollment (DRVEF2017)	568	516
Current year GRS cohort as a percent of entering class (EF2017D)	88	87
Full-time retention rate 2017 (EF2017D)	61	58
Current year GRS cohort as a percent of entering class (EF2016D)	78	88
12-month unduplicated headcount undergraduate: 2016-17 (DRVEF122017)	2704	2683
12-month full-time equivalent enrollment: 2016-17 (DRVEF122017)	1677	1696
Percent of undergraduate enrollment that are American Indian or Alaska Native (DRVEF2017)	0	0
Percent of undergraduate enrollment that are Asian/Native Hawaiian/Pacific Islander (DRVEF2017)	100	0
Percent of undergraduate enrollment that are Asian (DRVEF2017)	0	0
Percent of undergraduate enrollment that are Native Hawaiian or Other Pacific Islander (DRVEF2017)	100	99
Percent of undergraduate enrollment that are Black or African American (DRVEF2017)	0	
Percent of undergraduate enrollment that are Hispanic/Latino (DRVEF2017)	0	0
Percent of undergraduate enrollment that are White (DRVEF2017)	0	0
Percent of undergraduate enrollment that are two or more races (DRVEF2017)	0	1
Percent of undergraduate enrollment that are Race/ethnicity unknown (DRVEF2017)	0	0
Percent of undergraduate enrollment that are Nonresident Alien (DRVEF2017)	0	0

Percent of undergraduate enrollment that are women (DRVEF2017)	56	55
Adult age (25-64) enrollment undergraduate (DRVEF2017)	251	230
Adult age (25-64) enrollment full-time undergraduate (DRVEF2017)	146	125
Adult age (25-64) enrollment part-time undergraduate (DRVEF2017)	105	105
Percent of undergraduate enrollment under 18 (DRVEF2017)	1	1
Percent of undergraduate enrollment 18-24 (DRVEF2017)	86	88
Percent of undergraduate enrollment 25-64 (DRVEF2017)	12	12
Full-time first-time degree/certificate-seeking undergraduate enrollment (DRVEF2017)	572	607
Full-time undergraduate enrollment (DRVEF2017)	1454	1415
Full-time transfer-in degree/certificate-seeking undergraduate enrollment (DRVEF2017)	0	0
Full-time continuing degree/certificate-seeking undergraduate enrollment (DRVEF2017)	881	807
Full-time nondegree/certificate-seeking undergraduate enrollment (DRVEF2017)	1	1
Part-time undergraduate enrollment (DRVEF2017)	568	516
Part-time first-time degree/certificate-seeking undergraduate enrollment (DRVEF2017)	75	91
Part-time transfer-in degree/certificate-seeking undergraduate enrollment (DRVEF2017)	0	2
Part-time continuing degree/certificate-seeking undergraduate enrollment (DRVEF2017)	488	422
Part-time nondegree/certificate-seeking undergraduate enrollment (DRVEF2017)	5	1
Undergraduate enrollment (DRVEF2017)	2022	1931

First-time degree/certificate-seeking undergraduate enrollment (DRVEF2017)	647	698
Transfer-in degree/certificate-seeking undergraduate enrollment (DRVEF2017)	0	2
Continuing degree/certificate-seeking undergraduate enrollment (DRVEF2017)	1369	1229
Nondegree/certificate-seeking undergraduate enrollment (DRVEF2017)	6	2
Full-time first-time degree/certificate-seeking undergraduate enrollment (DRVEF2017)	572	607
Percent of students enrolled exclusively in distance education courses (DRVEF2017)	0	0
Percent of students enrolled in some but not all distance education courses (DRVEF2017)	0	0
Percent of students not enrolled in any distance education courses (DRVEF2017)	100	100
Percent of undergraduate students enrolled exclusively in distance education courses (DRVEF2017)	0	0
Percent of undergraduate students enrolled in some but not all distance education courses (DRVEF2017)	0	0
Percent of undergraduate students not enrolled in any distance education courses (DRVEF2017)	100	100
Number of students receiving an Associate's degree (DRVC2017)	241	284
Number of students receiving a certificate of 1 but less than 4-years (DRVC2017)	114	126
Graduation rate total cohort (DRVGR2016)	22	23
Graduation rate men (DRVGR2016)	18	24
Graduation rate women (DRVGR2016)	25	21
Physical books as a percent of the total library collection (DRVAL2017)	55	53

Physical media as a percent of the total library collection (DRVAL2017)	4	4
Digital/Electronic books as a percent of the total library collection (DRVAL2017)	40	43
Percent of full-time first-time undergraduates awarded any financial aid (SFA1516)	96	96
Percent of full-time first-time undergraduates awarded federal state local or institutional grant aid (SFA1516)	96	96
Average amount of federal state local or institutional grant aid awarded (SFA1516)	5656	5383

Accreditation Update:

The college submitted the Mid-Term Report due in March 2020 to the Board of Regents at the November 27, 2019 meeting. The board voted to endorse the report. The report will go through final editing and sent to the Commission prior to the March deadline.

The National Government approved the nomination of Suzanne Gallen as a new Board of Regent representing the state of Pohnpei. She attended her first meeting on September 6, 2019 in Yap.

The college implemented the baccalaureate degree in Elementary Education beginning fall 2019. Forty-eight students (18 – NC; 9-KC; 20-CC; and 1 - YC) applied to the baccalaureate program. Nine (9) students were admitted to the new Bachelor of Science in Elementary Education program for fall 2019. Eight (8) more students are recommended for admission with condition of completing the third year certificate program. Twenty-six (26) applications are pending due to missing TCE scores, need to take TCE or need to complete third-year program. TCE will be administered in Kosrae and Chuuk for these students. Five (5) applicants were not admitted because of low grades. Seven new courses are offered for these students, all at National Campus. The courses are: EDU 271 Visual Arts & Tech. ED 414 Assessment and Diagnosis ED 415 Methods of Teaching Students ED 434 Handling Behavior Problem EDU 489 Testing ESS 200 Fundamentals of Wellness & PE EN 351 Performing Arts for Elementary. Chuuk Campus offered ED 414 and ED 415 at Chuuk Campus.

College of Micronesia-FSM Highlights

Filming Our Journey

"The United States Embassy Fund for Historic Preservation awarded a grant to the Cultural Sites Resource Management (CRSM) Foundation to respecfully enhance facilities at the ancient ruins

of Nan Madol, which was recently named a UNESCO World Heritage site. The CSRM Foundation "develops, applies, and builds capacity among heritage preservation communities to apply advanced and emerging technologies to research, management, and development at natural and cultural heritage sites and living cultural landscapes." (Cultural Site Research and Management Foundation)

Several students from COM-FSM are working on a documentary of this project. This opportunity grew from a cross-disciplinary course over the summer in both English and Micronesian History that drew the attention of the US Embassy in Kolonia. The students from the class were awarded a $40,000 grant to buy filming and editing equipment, and to hire professional help for a documentary about CSRM'S project."

Activities include:

- Learning from filmmaker Dan Lin
- Improving interview skills
- Attending a sakau ceremony with the Nahmwarki of Madolenihmw to receive blessings for the project
- Learning how to fly a drone and experiencing data collected by Lidar technology. This technology provides a 3D model of Nan Madol without the covering vegetation.

Comments from the students:

- One member of the film making family just had a son who may be the next Nahmwarki of Nan Madol.
- Others had never been to the sacred place until this project.
- Most of us have heard stories from our elders about joy and pain that occurred there.
- Local historians and Pohnpeian archeologists and anthropologists have provided historical and cultural insights.
- We also have heard outsiders suggest that "aliens" built Nan Madol, as if they doubted our ancestors.
- We have seen our island portrayed as "exotic" and "mysterious" by a mainstream film production company.

Our film will not be a book report. Instead, we wish to create an authentic account of the transformative experience of observing the process of insider/outsider decision-making about a place which holds a special place for us.

Link to documentary trailer:
https://www.youtube.com/watch?v=II2aTFfa1tE&feature=youtu.be&fbclid=IwAR1XkuVAEc4g vgmt6sgPn_vsDK_jIi397_MrhieIwlSLWuBZx3jzO_wAqcM.

You can follow this group on Facebook at Filming Our Joruney's: History of Micronesia to Contemporary Island Topics.

Adam Shapiro, from the US Bureau of Cultural Affairs posted a story on the U.S. Department of State Official Blog.

https://blogs.state.gov/stories/2019/07/24/en/eca-cultural-preservation-and-youth-empowerment-projects-lead-new-discoveries

Mrs. Pompeo, wife of U.S. Secretary of State visited with these students on August 5, 2019.

http://www.comfsm.fm/myShark/news/item=2319/mod=13:25:23

Collaborative project with UNICEF

The Center for Entrepreneurship began a collaborative project with United Nations Children's Fund (UNICEF) focused on bringing hygienic practices to the local elementary schools. The Center's part in the collaboration was to start a student-run local soap production company, which would be the primary supplier for the project. UNICEF taught elementary students the importance of good hygiene and proper hand washing techniques as well as introducing "community hand-washing" systems in the elementary schools. The Associates of the Center contributed to the project by creating a song and dance that was taught to the schools to add appeal to a younger audience. The second part of the project included the Associates writing a song on proper use of toilets.

Summer Wellness Project

To promote mental, physical and social well-being, cultivate a sense of awareness and self-regulation, provide demonstration of coping mechanisms for dealing with stress and other feelings during the semester, and promote students and faculty/staff interactions, Student Life organized a Summer Wellness Project. The project included yoga, rainforest walks, strength training, movie nights (focus on healthy living), brunch n' learn, high intensity interval training, hut building, and campus cleanup.

2019 NCCBP Report

The College of Micronesia-FSM participated in the National Community College Benchmark Project in 2019. The 2019 NCCBP report shows how COM-FSM compared to US national data, representing 218 community colleges.

Strengths

1. Percentage of Students that Received a Passing Grade in their First College-Level Writing Course of those that Completed a Developmental/Remedial Writing Course. **Rank - >99th Percentile**

2. CCSSE Support for Learners Benchmark Mean. **Rank - >99th Percentile**

3. CCSSE Active & Collaborative Learning Benchmark Means. **Rank - >99 Percentile**

4. CCSSE Student Effort Benchmark Means. **Rank - >99th Percentile**

Opportunities for Improvement

1. Percentage of Part-Time, First-Time Students that Transferred in Three Years. **Rank - <1st Percentile**

2. Percentage of Part-Time, First-Time Students that Completed or Transferred in Three Years. **Rank - <1st Percentile**

3. Percentage of Full-Time, First-Time Students that Transferred in Six Years. **Rank - <1st Percentile**

4. Percentage of Students that Received a Passing Grade from those that Completed Credit Courses. **Rank - <1st Percentile**

Guam Community College

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 serves as Guam's State Agency for Career and Technical Education under the United States Vocational Education Act of 1946 (and subsequent amendments). As a multi-faceted, public, career and technical education institution, the College currently offers 26 associate degrees and 18 certificates. GCC delivers postsecondary education on campus in fall and spring semesters and during summer. Off-site, the College primarily delivers secondary career technical education at six Guam public high schools, as well as short-term, specialized training at local businesses. Additionally, GCC offers adult education programs and services, namely English as a Second Language, Adult Basic Education, High School Equivalency preparation and testing, and Adult High School Diploma.

General Updates

The Fall 2019 semester kicked off into full gear beginning with the New Student Orientation introducing students to key information from the Admissions and Registration, Counseling, Financial Aid, Accommodative Services, Student Support Services, Project AIM, Environmental Health and Safety, and Sustainability at GCC. Students also received a guided tour of the campus with integrated highlights of GCC's academic programs, resources, and student services. Fall 2019 enrollment totaled 1960 students.

The Center for Student Involvement and the Council on Postsecondary Student Affairs (COPSA) organized the 2019 Fall Festival and Tour of the Pacific. GCC students continue to excel in the community through various events, including: the Annual Holiday Train Display Launch that was built and assembled by our Marketing and Visual Communications students at Hilton Guam Resort lobby; the GCC Culinary and CTE Lodging Management Program cooked, plated and served at the Micronesian Chefs' Association,10 Culinary Wonders of the World event; COPSA hosted The Need to Lead Conference with sessions on resume writing, interviewing techniques, and other leadership topics; the College had the largest representation at the Life Teen Expo event held at the Agana Shopping Center where hundreds of teens from around the island came to learn about diversity and positivity; and, in partnership with the Department of Public Health and Social Services, the College hosted a Fight the Bite educational session for the campus community and the general public on how to address the island's dengue situation.

The Guam Community College signed a Memorandum of Understanding with the National Institute for International Education under the Ministry of Education of the Republic of Korea for Guam designating GCC as the official administrator of the Test of Proficiency in Korean (TOPIK). TOPIK is the official Korean government exam that tests students' proficiency in the Korean Language. The TOPIK exam scores are used by the government, the private sector and

schools to assess potential employees' or students' proficiency level in listening, reading and writing in Korean. The signing ceremony took place at the Guam Community College, Learning Resource Center. The Honorable Lim Hee-soon, Head of Mission of the Consulate of the Republic of Korea in Hagatña, represented the Korean government at the signing.

Hundreds of Guam residents participated in the Guam Community College Fair themed *Yes! You can go to college!* at the Micronesia Mall in November to learn about the degree and certificate programs the college offers. Participants were able to enroll for classes during the fair.

The Career Pathways Leadership (CPL) Certification Workshop that took place on campus was facilitated by the Director of the National Career Pathways Network (NCPN), Claudia Maness. The training covered an introduction to career pathways, an evaluation of current environment, and the identification of next steps for the campus. This NCPN's certification workshop was designed to provide tools and resources for Career Pathways implementation, to include the following: Need for Career Pathways Partnerships, Sector Identification and Employer Engagement, Program Design and Delivery, Funding, Academic Achievement, Career Planning, Professional Development, and Begin with the End in Mind. Participants from the Guam Community College – faculty and administrators, as well as a few invitees from the Guam Department of Education, achieved a CPL Certification as the training outcome.

Following the success of the first ship repair boot camp, the second free Ship Repair Transportation Boot Camp is being held this fall semester. The program is in partnership with Cabras Marine Corp. and the Guam Department of Labor. The first GCC/Cabras Marine Ship Repair Transportation Boot camp received 89 applications for 20 available positions. Due to the overwhelming response, 21 were accepted into and completed the program. All 21 were immediately employed as apprentices with Cabras Marine and are continuing their education with GCC to obtain their Journeyman Certification in their respective trades. The job training cycle for the Ship Repair Transportation Boot Camp II focuses on construction, electrical, welding, plumbing and painting/blasting. In addition, all successful participants will receive their certifications in CPR and First Aid, OSHA-10, National Career Readiness Certification, and Work Ethics, all of which prepare the participants to transition directly into the workforce.

Due to a critical industry need and employer demand, a Truck Driving Boot camp was also offered by the college this semester. GCC partnered with six local companies to hold their first Truck Driving Transportation Boot Camp aimed at addressing the shortage of licensed and trained commercial truck drivers on Guam. Through this program, participants expect to earn their C-class license as well as nationally recognized certificates in work ethics, occupational safety and health, career readiness and CPR/basic first aid. Fifteen (15) participants were selected through an application review and interview process by GCC's Continuing Education and Workforce Development program.

GCC hosted a Neighborhood Watch Summit on its campus to bring together various stakeholders in law enforcement and community groups to review crime fighting successes and to share information about how to implement projects and programs that have been developed and successful in the 19 villages around the island. Participants in the summit commended GCC

for its proactive stance in supporting these efforts to ensure public safety and the general welfare of villagers around the campus.

At the last College Assembly in October, one hundred sixty two (162) GCC employees underwent a Work Ethic Training that used a curriculum called **Bring Your 'A' Game to Work.** The training was an engaging curriculum for building the seven (7) foundational workplace skills of work ethic, and it brought together faculty, administrators, and staff in an interactive training format that focused on experiential exercises, fun activities, and meaningful discussions. Additional training sessions were provided to seventy six (76) employees who were willing to take the certification exam, and as a result, achieved their national certification in Work Ethic Proficiency.

Through the College's effort to modernize its technology infrastructure through the Banner Modernization Project, the Ellucian Degree Works system was officially launched through social media, local news media interviews, and live demonstrations amongst other campus-wide launch events. The College is also aggressively testing its mobile app for an immediate launch scheduled to occur soon thereafter.

Accreditation Updates

The GCC Institutional Strategic Master Plan (ISMP) 2020-2026 was adopted by the College's Board of Trustees during its October session. The goals and objectives of the ISMP are fully integrated into the College's assessment and planning processes which includes the regular and systematic assessment of the progress made in realizing the results of the IMSP goals in achieving student success.

Palau Community College

Accreditation Updates

Palau Community College became an accredited institution in 1977 and to date, it has been accredited for forty-two (42) years.
In August of this year, PCC faculty attended two day training on online course development. The training was conducted by the Accreditation Office.
In August 2019, PCC held its convocation for all college personnel. Accreditation Liaison Officer and Institutional Research Analyst presented the results of the college Institutional -Set Standards for Student Achievement (ISSA).
The ISSA report has eleven standards required by the U.S. Department of Education, ACCJC standards, eligibility requirements, and annual report. As such, the college has met 90% of its required standards.

Moreover, the Accreditation Liaison Officer updated the college on its 15 year Institutional Master Plan (2008 – 2024). Since its implementation in 2008, the plan has successfully implemented over 80% of its goals while other objectives are currently ongoing.

College Program Highlights

- In July 2019, twenty-three (23) University of Hawaii at Manoa and Australia National University students and their professors were welcomed to the PCC campus by PCC President Dr. Tellei and underwent an orientation to prepare them for their two weeks of field studies in Palau. The course focused on understanding the composition and relationship between gender, environment, decolonization, creative arts, and tourism in the context of political and regional affairs. Students learned through practical engagement with local practices and expertise with emphasis on integrating formal learning and theory with first-hand experience.

- During the month of July 2019, staff from Palau Public Utility Corporation, Ministry of Education, and Koror State Government completed trainings in Green Machine Maintenance, Basic Vehicle Servicing and Preventive Maintenance, and Basic Air Conditioning Maintenance. The training was offered through the Maintenance Assistance Program (MAP) at Palau Community College (PCC). A 60-hour course, the training was developed for staff in various agencies to provide needed maintenance and troubleshooting services.

- A swearing-in & induction ceremony for the new officers of the Associated Students of Palau Community College (ASPCC) 2019 - 2020 took place at the PCC Assembly Hall on Thursday, September 19, 2019. At the same time, an election of Faculty Senate Association officers took place at the Academic Affairs - faculty conference room.

- In September 2019, Palau Community College in collaboration with the National Health Care Coalition and in conjunction with the National Emergency Preparedness month (September) conducted an unannounced fire evacuation drill at PCC residential halls. Palau Community College currently has an Emergency Operation Plan which contains processes and steps taken when emergencies and disasters occur. Likewise, the emergency drill is part of the college plan in place to assist students, staff and guests in case of emergency or natural disaster to evacuate accordingly.

- In October 2019 Palau Community College (PCC) in collaboration with Ministry of Education (MOE) and REL Pacific met to discuss Palau Professional Learning Partnership to support students of Palau MOE schools which will focus on collective design of professional learning experiences to support pre-service and in-service teachers

in Palau. Based on the meeting discussions, PCC and MOE will both co-design professional learning modules/experiences focused on cohort of in-service teach needing credits to attain teaching credentials or certification and to leverage the drafted Palau Professional Learning Framework to support these efforts.

- On Thursday, November 14, 2019 PCC staff participated in a First Aid & Basic life Support/Cardiopulmonary Resuscitation (CPR) training held at Continuing Education Training Room. Over twenty staff from various offices participated in this one-day training to equip themselves with necessary skills needed. The training is to ensure PCC personnel are well prepared for any medical emergencies on campus.