



American Samoa Community
College (ASCC)

Northern Marianas College (NMC)

College of the Marshall Islands
(CMI)

College of Micronesia-FSM
(COM-FSM)

Guam Community College (GCC)

Palau Community College (PCC)

Report

to the

Accrediting Commission for Community and Junior Colleges (ACCJC)

**Pacific Postsecondary
Education Council (PPEC)**

July – December 2012

Pacific Postsecondary Education Council (PPEC)

The Pacific Postsecondary Education Council is a consortium of presidents and chancellors of higher education institutions in the U.S. and U.S. affiliated Pacific Islands who have agreed to work collaboratively to serve the needs of member institutions as they address regional and postsecondary education issues. Member institutions are from American Samoa, Commonwealth of the Northern Mariana Islands, Republic of the Marshall Islands, Federated States of Micronesia, Guam, Republic of Palau, and the State of Hawaii.

The Pacific Postsecondary Education Council's goals are to:

- Encourage and develop regional planning of postsecondary education throughout the Pacific;
- Serve as a forum to address common educational issues and to foster cooperation in solving common problems facing Pacific people and their environment;
- Encourage and sponsor sharing of resources and expertise among member institutions to promote the wise utilization of limited resources and discourage unhealthy competition and wasteful duplication of effort;
- Work as a unit in promoting the uniqueness of Pacific people, their islands, and their cultures;
- Seek resources dedicated to major needs of the region in such areas as communications, alternative energy, human resource development, and planning;
- Articulate compatibility of educational programs to facilitate transferability of academic credits among member institutions;
- Develop and foster inter-institutional cooperation and region-wide programs in education, training, community services, research and development; and
- Serve as a coordinating agency for external organizations interested in assisting with postsecondary and continuing education needs of the Pacific, and act as an information clearinghouse for Pacific postsecondary educational institutions.

The PPEC higher education institutional leaders in the Pacific region work together to serve the needs of member institutions as they address regional and postsecondary education issues including, but not limited to:

- Facilitating inter-institutional collaboration,
- Enhancing transfer and articulation opportunities for students,
- Strengthening teacher development and information sharing, and
- Encouraging capacity-building and development.

This is an updated summary of highlights as provided by each institution.

AMERICAN SAMOA COMMUNITY COLLEGE (ASCC)

The American Samoa Community College has experienced a busy and productive six months since the last report. Enrollment remains stable at about 2,200 students, although there was a decline in Summer School FTE due to Pell Grant changes. Working within the approved budget, the College continues to meet obligations and provide services within resource limits.

Work on the ARRA/State Fiscal Stabilization Program funded campus renovation is nearly complete, with the opening of three converted faculty housing units that provide space for Samoan Music and Drama, Teacher Education, and the Samoan Studies Institute. Work has also been completed on 5 computer labs and campus-wide technology upgrades. The final upgrade is the MIS Server Annex, which will be completed by the end of January. With these last projects finalized, ASCC has completed a campus-wide renovation that includes all classrooms and science labs, computer labs, and key offices such as Admissions and Records, Financial Aid and Institutional Effectiveness. Additional classroom space has been provided for Fine Arts, Nursing, Teacher Education and Samoan Studies.

Technology upgrades include new servers with increased capacity, increased bandwidth, campus-wide WIFI available to students, staff and faculty, more than 400 new computers for student labs and for faculty, and a dedicated Mac Lab for the Teacher Education Program. On-line registration is currently being implemented to improve services to students. Total Cost of Ownership provisions have been implemented for all technology upgrades, according to ASCC policy.

As part of the ARRA/SFSP funding, ASCC has been able add smart classroom equipment and support resources for 8 classrooms and the Institutional Effectiveness Training Room. The smart classroom technology has been fully implemented in the Trades and Technology Division, with TTD staff providing training to other faculty and key staff.

Institutional Effectiveness has implemented Compliance Assist software, providing training to all key staff, to support continued improvement of quarterly and annual reporting, strategic and long-range planning, program review, and self study.

Faculty continue to work with the college administration and the Assessment Core Committee to close the SLO Assessment loop. General Education Outcomes have been completed and work continues on Program Learning Outcomes, with institutional results to be included in the 2012-2014 ASCC Catalog. ASCC met the required reporting deadline for ACCJC.

Three grants from the U.S. Department of Education have been implemented to support continued academic and student services improvement. The College Access Challenge Grant, which provides tutoring, counseling, financial aid assistance and transfer services has been renewed. Two new grants support priority programs over the next five years – Transition to Teaching and the Title III Asian and Pacific Islanders Institutional Development Program. Transition to Teaching supports continued efforts toward program development and ACSCU accreditation for the B.Ed. Program. Title III has increased the number of faculty teaching Developmental English and Developmental Math, provide integrated technology support for skills development, and a “bridge” program intended to assist students with developing the English and Math proficiency necessary for success in college courses.

Results from the first three segments of this “College Accelerated Preparatory Program” (CAPP) shows a statistically significant increase in the number and percentage of students passing developmental English and Math courses, progressing through the levels more consistently, and demonstrating readiness for college level study after one semester of intensive CAPP courses. In general, the passing rate for English has improved from 45% to 72% and in Math from 45% to just under 70%.

ASCC has been an active participant in PPEC projects, including sending a team of 10 to Hawaii for the ACCJC workshops. Other professional development activities include sending participants to the ARC Conference, PAC-RIM and other regional conferences. Students were also able to participate in off-island activities. Two students completed six-week marine biology research in Hawaii during the summer. The Business students travelled to Western Samoa to visit business and industry leaders and a group of Art students will spend two weeks touring the U.S. Southwest in a “South Pacific Meets South West” research project. The ASCC Student Association for the Fa’a Samoa represented American Samoa at the Pacific Arts Festival in the Solomon Islands in July.

ASCC continues to fulfill the community service aspects of its mission through the translation, documentation and education to support traditional Samoan language and culture. The College has completed a partnership with the American Samoa Government to provide workforce education and training through a very successful Apprenticeship/Retrain program and assessment and skills development for 900 displaced workers under the National Emergency Grant. These programs included non-credit training to prepare workers for several trades certifications, enrollment in the GED program, and college access to those participants who meet entry requirements. The College is looking for ways to provide continuing training opportunities in the Trades with later afternoon and evening classes to accommodate workers’ schedules.

After the Commission reaffirmed ASCC's accreditation in January of 2011, the College prepared and submitted a Substantive Change Application, requesting authority to move forward with development of the B.Ed. Teacher Education Program. The Substantive Change request was approved in June of 2011, giving ASCC permission to begin dialogue with ACSCU.

ASCC submitted an Application for Eligibility to ACSCU in August and the Eligibility Review was conducted in late September. Eligibility was granted and ASCC added the long-planned 400-level Teacher Education courses to the Fall 2011 Schedule.

ASCC completed a focused Self Study of the Teacher Education Program in February and hosted the Candidacy Visit Evaluation Team from ACSCU in April. Based on the commendations and recommendations provided during the exit interview, ASCC received Candidacy for Accreditation for the B.Ed. program. The Initial Accreditation Visit by WASC/ACSCU has been scheduled for March 2013.

ASCC is in the second year of a five-year grant (\$350,000 per year) from the U.S. Department of Education's "Transition to Teaching" program, which provides additional resources for continued program development, and enables the College to maintain adequate support for on-going academic programs.

NORTHERN MARIANAS COLLEGE (NMC)

Removing Barriers to Student Success

One of the operational goals for the last 2011-2012 academic year has been to remove barriers that impede student success. As an operational goal that was incorporated by every College department into their annual operational plans, the goal has been met by several departments with numerous initiatives. What follows is but a small sample of activities that have some measure of impact on student success since the College's last submission to PPEC early this year.

In December of 2011, the College developed a program guarantee that will allow flexibility for graduates to return to NMC upon graduation should the graduates not be able to demonstrate the entry level skills expected by his or her employer. The "program guarantee" will provide free education and retraining for up to eight credits to former students under the condition that the employer certifies that the student lacks the target job skills expected of an entry-level employee who has graduated from an equivalent vocational/technical program. The policy was channeled through the governance process and adopted by the NMC Board of Regents. A "program guarantee" procedure is currently in the works for adoption by the Management Team. This guarantee speaks volumes of the fact that graduates are guaranteed competency in technical skills represented in the degree.

Furthermore, the Division of Academic Program and Services (APS) and the Academic Council adopted BE 111 (College Success) as a required core course for all students. Individual Degree Plans (IDP) now reflect the addition of the BE 111 course as a core requirement for all degree-seeking students. BE 111 is designed to assist students transition into and succeed in college.

In addition, the following areas of work in the Division of Student Services were selected to showcase major activities that have occurred during the second half of the current year (March – September). Over this reporting period, the Division of Student Services has continued providing a broad array of student support services:

- **Academic Tutoring**—Academic tutorial services are offered to students through Counseling Programs & Services, Service Learning Program, and Library Programs & Services in all subjects, but with special emphasis on Math and English. This service is particularly important in the context of retention and course completion as more than 80% of new, first-time freshmen place in one or more remedial course. Through tutors affiliated with these programs, the College provided academic tutoring sessions to both college and pre-college students.
- **Educational Workshops**—All programs within the division are engaged in facilitating educational workshops to engage students with tools, strategies, and resources to assist each in navigating the academic, financial, and social demands of student life. Seventy-four (74) workshops were facilitated by program staff during this period.
- **Professional Development**—To address the highly specialized functions of staff and unique needs of students, the division supports professional development as part of its efforts to provide high quality services to students. Staff (which may include work-study students) participated in 27 professional development/training activities during this period.
- **Financial Aid**—The vast majority of aid distributed by the College is need-based and a key factor in students' decisions to both enroll and remain enrolled in courses. Table 1 provides data on students that submitted a Free Application for Federal Student Aid (FAFSA). Table 2 lists financial aid programs administered by the Financial Aid Office and amounts disbursed to students under each program.

Table 1 FAFSA and Pell Grant Data, 2011-2012 SY

2011-2012 SY	
FAFSA Applications Received	1352
Pell Grant Award Recipients	1000
Maximum Award = \$5550	680
Award Range = \$555 - \$5500	320
Ineligible (due to various reasons)	352

Table 2 Financial Aid Programs Administered by Financial Aid Office, 2011-2012 SY

No.	Programs	Number of Students	Amount
1	Pell	1000	\$4,022,379.00
2	SEOG	173	\$49,272.00
3	FWS	27	\$41,464.00
4.1	CACG (Fall 2011)	233	\$349,500.00
4.2	CACG (Intersession 2011)	10	\$6,500.00
4.3	CACG (Spring 2012)	287	\$430,500.00
4.4	CACG (Summer 2012)	73	\$56,650.00
5.1	CNMI Scholarship (Fall 2011)	401	\$487,684.00
5.2	CNMI Scholarship (Spring 2012)	289	\$354,113.50
6	BOR Scholarship	1	\$1,000.00
7	BWOY Scholarship	7	\$16,410.00
8	TSLF Scholarship	10	\$10,000.00
9.1	Cari-Pac Scholarship (Fall 2011)	17	\$19,380.00
9.2	Cari-Pac Scholarship (Spring 2012)	21	\$23,370.00

Total Awards: \$5,868,222.50

- **TEACH Grant**—The College began administering the Teacher Education Assistance for College and Higher Education (TEACH) Grant at the start of the Fall 2012 semester to provide students enrolled in the B.S. Education program with additional financial support. The program provides grants of up to \$4,000 per year to students who intend to teach in a public or private elementary or secondary school that serves students from low-income families. Thirty (30) students received the TEACH Grant in connection to their enrollment at the College during the Fall 2012 semester.
- **CNMI Scholarship Appropriation**—NMC received \$1,190,000 in appropriations for FY11 for CNMI Scholarships as provided by P.L.-17-55. The President tasked the Dean of Student Services with managing a partnership with the CNMI Scholarship Office, Scholarship Advisory Board, and the Office of the Governor to distribute these funds to eligible scholars. Each entity entered a Memorandum of Understanding/Agreement (MOU/ A) to effectuate this partnership on December 1, 2011. Thereafter, an amendment to this MOU/ A was made to distribute remaining funds to Fall 2011 applicants and allow scholars to appeal award amounts through NMC's student complaint and grievance procedures. During the fiscal year and for the Fall 2011, Spring 2012, and Fall 2012 semesters, the NMC Finance Office and Financial Aid Office processed a total of 1,044 CNMI Scholarship awards for NMC students totaling \$1,189,998.
- **Early Intervention**—The Early Intervention Program (EIP) is designed to aid instructors and academic advisors to assist students who may need additional help to succeed in the course. EIP also assists in communicating options to students who are on academic probation and suspension. EIP received 48 student referrals from faculty during this period.

- **Student Activities & Leadership Development**—Division staff and the Associated Students of NMC (ASNMC) continue to work collaboratively to support registered student groups and activities to “encourage personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all its students.” These activities are vital to creating a collegial and vibrant college environment in which students develop interpersonal communication skills and a sense of community and self-worth. As such, these activities have some measure of adding to the appeal of the College and an impact on students’ decisions to remain enrolled.
- **Recruitment & Outreach to Prospective College Students**—Division staff is often at the front lines, meeting with individual and groups of high school students and parents to promote admission to the College and provide academic support. Sixty-eight (68) recruitment and outreach related activities were scheduled during this period. A total of 1,100 admission applications were processed in FY12. Fall 2012 enrollment increased by 7% as compared to Fall 2011.
- **College Access Challenge Grant (CACG)**—After months of negotiating a waiver of the Maintenance of Effort (MOE) requirement for CACG in FY11, the College was awarded \$1.5 million for FY12 under CACG to prepare low-income students for college admission and success, including scholarship awards totaling approximately \$500,000.
- **Digital Storage Grant**—The Dean of Student Services, Director of Library Programs & Services, and the CNMI Archivist prepared and submitted a Technical Assistance (TA) grant application to assist with the digital storage of the historical collection of regional newspapers maintained by the CNMI Archives. The College was awarded \$20,000 for this purpose on September 6, 2012.
- **Service Learning Grant**—The College was awarded a \$10,000 grant through the University of Hawaii, Hawaii Pacific Islands Campus Compact to continue implementing its three-year goals and objectives under NMC's Service Learning Program. The College supported 142 student service learners during the period of the grant's implementation through 4 community partners and 7 NMC courses.
- **Millennium - Integrated Library System (ILS)**—NMC Library’s Integrated Library System (ILS) project was officially completed on December 16, 2011. Funded by ARRA SFSF funds, the new ILS addresses many years of intermittent connectivity to the old system and allows for web-based access to the catalog system that identifies the location of books, periodicals, and other resources available through the Library. The system’s features were first introduced at a student assembly scheduled on January 14, 2012 and through numerous presentations in courses to familiarize students with the new system and services provided by the Library.

Furthermore, the College is aware of the demands for greater hours of access and service for its Library. Within resource availability, the Library has made an effort to adjust hours as generously as possible. The Library continues to be open on Saturdays from 12:00 pm to

4:00 pm after positive feedback from students and faculty. Department Chair's feedback was also involved in determining the best time for the Library to be open in order to best accommodate the Saturday classes. Occasionally, requests to open the Library for additional hours were accommodated for specific class purposes, such as Library Instruction or Database Searching Skills. Since the Spring 2012 semester, the Library has extended its Wednesday hours and is now open from 8:00 am to 8:00 pm.

- **International Student Services**—The College implemented the International Student Fee (\$200 per semester) via College Procedure No. 704.601. One hundred nine (109) students enrolled with an F or M visa/status were assessed the fee during the Spring 2012 registration period. The College generated \$21,800 in revenues as a result and established a budget for International Student Services, a new program whose mission is to recruit, retain, support, and graduate international students. The program has since hired work-study students to assist with language translation needs, academic tutoring, and student activities. Professional development for program staff is supported through this fee. Plans are underway to use a portion of the fees collected to renovate spaces in building I for the provision of these services.
- **New & Returning Student Orientation**—The College required participation in student orientation for new and returning students for the first time prior to the Fall 2012 semester. The effort was a division-wide effort scheduled over three days - August 1, 8, and 9, 2012. On August 10, students who were unable to attend scheduled group sessions were provided the opportunity to receive an orientation through viewing a 22-minute video prepared by the Student Orientation Planning Committee - a team of 19 individuals from various programs on campus. Three hundred fifty-four (354) students participated in the group sessions and 61 viewed the orientation video.
- **Computer-Based Testing**—NMC's Testing Services increased its capacity for administering computer-based tests by establishing a computer lab with a dedicated line for high speed internet and a server to meet requirements for administering tests offered through Educational Testing Services (ETS), Professional Assessment Network (PAN), and Prometric. As a result, the College now administers the TOEFL iBT and over a hundred standard examinations used for professional and industry specific certification requirements. NMC is the only Prometric test site in the CNMI and the only test site between the CNMI and Guam that administers the TOEFL iBT.

As part of its efforts to address compliance with Accreditation Standard II.B.3c, the Testing Center is now charged with administering the English and Math Placement Tests. These tests (COMPASS and ACCUPLACER) will be administered through the Testing Center beginning with the Spring 2013 semester.

Enrollment Growth

NMC has experienced an exciting and productive six months. The Office of Admissions and Records (OAR) reported that the Fall semester of this year was the second highest full-time equivalent (FTE) enrollment in the College's history. NMC reached 1,274 FTE students,

equating into a growth of 7% over 1,186 students enrolled in Fall 2011. Furthermore, students completing degrees increased by 4% in 2012 as compared to 2011. This increase of enrollment may be attributed to several factors.

The College established a “Climb Higher” initiative aimed at recruiting adult learners and other non-traditional students between the ages of 25 and 34 and providing them with resources they need to earn a degree. The enrollment in the number of students aged 25 and older increased by 9% from Fall 2011.

Another factor attributed to this increase is the various activities provided to students through the College Access Challenge Grant (CACG) program, including Start Smart seminars and information sessions on Saipan, Rota and Tinian. The bi-annual Cash for College workshop, aimed at helping students find financial assistance to pay for their college expenses, was attended by more than 400 students when it was last held on November 10, 2012.

The College has also established a partnership with the Advisory Board of the Commonwealth of the Northern Marianas Islands (CNMI) Scholarship program. Beginning in the Fall 2012 semester, all new applicants for the CNMI Scholarship educational assistance program will only receive financial assistance if they are to enroll at NMC for the first two years of post-secondary study. At present time, the Mayor of Saipan, an ex-officio member of the Saipan Higher Education Financial Assistance (SHEFA) Board, is proposing that the SHEFA Board implement a similar rule.

Using Technology to Enhance Learning

Several activities and initiatives were undertaken in the Information Technology (IT) Department since the last report presented to PPEC. The College has taken several steps to improve its use of technology to enhance student learning by continuing to promote Ed2Go. As a result, 10 different individuals have been able to complete 9 separate courses. Academic Programs and Services have also continued to endorse online learning through the MoodleRooms Course Management System with current course offerings. This Fall 2012 semester, 20 courses are online and hybrid utilizing NMC Online.

The College has acquired additional modules for the current Student Information Management System (SIMS) platform, PowerCampus. With these modules, student account management will be a seamless process. These modules will enable the College to track and report student achievement data and streamline the registration process by allowing online course registration. The College is currently gearing up for full implementation of this new SIMS system.

Other works completed over this reporting period include the search for a new IT Director, the updating of the IT plan, and implementation of a computer replacement plan. The vacancy announcement for a new Director of Information Technology has ended. Following the closing of application submissions, the screening process is now in its final stage and interviews are well under way. The Computer Lab Technical Assistant position, currently on a limited term contract, has been converted to a permanent full time employee position. The incumbent employee has been hired permanently to fill the long standing need for additional full time staff needed in the Computer Labs and classrooms. Furthermore, to facilitate the full optimization of online learning

opportunities, a Distance Learning Director was hired in April of this year. This position oversees online, hybrid, and web-enhanced course development and instruction.

Activities are also underway to review and update the existing Information Technology (IT) Plan to align with the College's 2012 – 2014 Strategic Plans and Priorities. The Technology in Education Committee (TEC) met on November 19, 2012 with members from various college stakeholders that included NMC's Disability Advocacy Counselor, the Office of Institutional Effectiveness, Community Development Institute, Office of Distance Education, Information Technology, Financial Aid Office, Dean of Administrative and Finance present. Other members included the Finance Office, Administrative Managers and faculty members from Academic Programs and Services. TEC adopted to continue holding regular weekly meetings.

Through these and other ongoing initiatives, which are very much a work in progress, IT Department's goals are to improve the utility of information technology, implement the Student Information Management System (SIMS), launch the online learning center, and continue to integrate technology with student learning.

Further, the IT Department has progressed work on various aspects of its operation plans since the last reporting period. The computer replacement plan is in its implementation stage with 30% completion of the Campus-wide computer replacement project and 90% completion of the Computer Classroom and Lab replacements. Concurrently, the wireless network implementation is ongoing and the College will be able to assess the impact of this project by December of this year. At present time, additional drives are being procured to augment data storage and relieve the overloaded "N" Drive. Video Telephone Conference (VTC) equipment for Rota and Tinian instructional sites has been upgraded to a High Definition System. Additional upgrades from the current DSL broadband connection to a higher speed broadband connection were implemented to support and enhance VTC quality. As mentioned previously, the Integrated Library System (ILS) is fully implemented and currently being utilized by NMC's Library Services.

Board of Regents Policies

Over the past year, the Board of Regents has shifted its focus and attention away from day-to-day procedural matters and towards policy review and development. Following a recently established process for reviewing, revising, and developing policies, the Board now addresses policy development at every board meeting. This shift has ensured that the Board focuses on its role as policy-makers, delegating College procedures and management of the College to the President.

Senate Legislative Initiative (S.L.I) 17-12

NMC recently led the public awareness activities to promote awareness of Legislative Initiative 17-12, which allows the NMC Board of Regents to establish the mission of the College. For more than 25 years, the College's mission statement was embedded and fixed in the CNMI Constitution, thereby limiting the College's flexibility in revisiting and updating the mission statement on a periodic basis. Initiative 17-12 sought to give the NMC Board of Regents the

authority to establish the mission statement without having to undergo a constitutional amendment.

Numerous NMC faculty, students, staff, as well as community members helped raise awareness about the initiative during Election Day and many occasions preceding the election. The College set up information booths at local events and also made presentations at meetings of various community groups such as the Saipan Rotary Club to raise awareness about the initiative. During these outreach activities, the College shared information about how Initiative 17-12 will help the College in meeting accreditation standards and remain relevant to the ever-changing needs of the community it serves.

Initiative 17-12 passed with more than 10,000 “Yes” votes (almost 90 percent of all votes cast).

Strategic Planning

NMC is embarking on a review of its mission statement as part of the College’s five-year strategic plan. The Strategic Planning Process began with the appointment of the Strategic Planning Task Force (SPTF) members, who will lead the college's strategic planning initiatives. During the planning sessions, the SPTF members engaged various activities including analyzing the external and internal scans and their impact on the College; analyzing the results of relevant data; and determining the critical issues and turning them into goals.

In preparation for this work, the College held a strategic planning roundtable on October of this year, with leaders representing both the public and private sectors, and a retreat for all NMC employees with Mr. Dennis Jones of the National Center for Higher Education Management Systems (NCHEMS). The retreat was made possible by the successful submission of a Technical Assistance (TA) grant application to the Department of Interior, Office of Insular Affairs (OIA) on March 2, 2012. The College was awarded \$39,488 for this purpose on April 11, 2012.

The result of these strategic planning activities was a report outlining suggestions for strategic priorities for the College. With the review of NCHEMS data, the Task Force conducted a strengths, weaknesses, opportunities, and threats (SWOT) analysis to facilitate identification of key words and phrases for the crafting of the new mission statement. A key outcome from the pre-planning phase was that NMC’s mission and vision, as important identity-related statements, needed to be revised. The resulting drafts of the mission statement are a consolidation of concepts from the College’s strategic planning efforts. Concurrently, the Task Force is also developing vision statements that will further define priorities for the College. NMC’s mission, core values, and vision will serve as the basis for this new planning effort.

The Task Force has sponsored open forums during College Hour to engage the college community in discussion. At the time of this writing, the Task Force is compiling comments and suggestions received from campus constituents.

Western Interstate Commission for Higher Education (WICHE) As reported previously, the Commonwealth of the Northern Mariana Islands (CNMI) is exploring the possibility of joining Western Interstate Commission for Higher Education (WICHE), a regional, nonprofit organization that includes 15 western states like California, Hawaii, Washington, Oregon, and others. WICHE and its 15 member states work to improve access to higher education and ensure student success. Its student exchange programs, regional initiatives, and its research and policy work allow the organization to assist constituents throughout the West and beyond.

Dr. Sharon Y. Hart, President of the Northern Marianas College (NMC), worked throughout the year with WICHE to allow undergraduate students from the Commonwealth, who plan to attend one of the 145 participating WICHE institutions, to be eligible for consideration for reduced tuition. More specifically, instead of paying the out-of-state tuition—which is sometimes double or more of the resident tuition for many states—CNMI students will be able to pay 150% of the resident tuition rate when they attend a WICHE institution. This will open up tremendous educational opportunities and savings for residents of the CNMI.

WICHE's Western Regional Graduate Program will also enable CNMI students to enroll in some 250 participating graduate programs and pay the enrolling institution's resident tuition rate, instead of the nonresident rate that an out-of-state student would normally pay.

Further, the CNMI stands to gain economically if students from other WICHE states enroll at NMC and pay tuition and fees. They also contribute to the local economy by paying for housing, food, leisure activities, etc. The CNMI could also benefit from WICHE resources in policy development, workforce development, technology, health, and other areas.

At its October 18, 2011 meeting, the CNMI Senate unanimously adopted Senate Resolution 17-71, which supports the CNMI's membership in WICHE. Less than a year later, the Governor has agreed to pay the annual membership dues from his budget.

WICHE requires that either a state (or territory) Legislature and Governor must state support for WICHE membership. In early November of this year, both the Governor and the CNMI House of Representatives sent a letter to WICHE outlining their support of the CNMI's membership.

Dr. Hart attended the Commission Meeting to encourage the Commission Board members to accept the CNMI's membership. On November 13, 2012, WICHE voted to accept the Pacific Island U.S. Territories and Free-standing States into WICHE Membership. The motion was unanimously passed by all Commissioners. The CNMI was voted on as the first to be granted membership.

2012 Comprehensive Self-Evaluation

The College submitted its 2012 Comprehensive Self-Evaluation with the Commission on August 22 of this year. A separate report to WASC on the School of Education was submitted a week earlier.

The Accreditation Reaffirmation Team and Standard Teams worked diligently to complete the 2012 Comprehensive Self-Evaluation report, compiling evidence for the report, and engaging the entire College community in reviewing drafts and submitting input. The campus convened for a

college-wide Accreditation Workshop on August 9, 2012 where each Standard Team addressed, reviewed and focused on three questions: “What are we doing well? What areas need growth/improvement? What are we doing or will do to address those areas for growth/ improvement?”

From October 22nd to 25th the ACCJC and ACSCU Visit Teams completed a site visit consisting of meetings with various governance councils of the College, including the faculty and staff senates, and the Associated Students of NMC as well as one-on-one interviews requested by the visiting team members. The production of the NMC Supplemental Report addressing issues that were verbally announced in the campus-wide exit session of the team visit is well underway. At the time of this writing (November 2012), NMC is almost ready with the submission of its Supplemental Report after a robust process of dialogue and feedback among the various constituencies and Standard Teams of the College. It is anticipated that a draft report will be completed by the end of November of 2012. This report will be sent to the Commission before the start of ACCJC’s holiday vacation.

Communication and collaboration on Accreditation information has been boosted with the gathering of students, faculty and staff at College Hour each week on Wednesday at the noon hour. This time together is used to announce upcoming events, discuss campus-wide topics, and as a reserved time with no other meetings to ensure greater participation.

COLLEGE OF THE MARSHALL ISLANDS (CMI)

I. Introduction

The Republic of the Marshall Islands consists of 29 atolls and five islands clustered in two chains spread out over 1.9 million km² in the central Pacific Ocean. The total land surface area is approximately 181 km² that rises to no more than 2m above sea level. The temperature is uniform across the year and rarely experiences tropical storms. The current population is approximately 56,000 people with about 70% of the population living in the two urban areas of Majuro and Ebeye.

Continuous improvement is being made to CMI facilities, academic programs and quality of instruction, our services to students and our community outreach programs.

Our accreditation extends to 2015 when we must submit a new self-study and host a WASC visit.

All full time faculty now have at least a master’s degree with many having a doctorate. New faculty have been added to continue to strengthen our academic offerings.

The Spring 2012 enrollment consisted of 654 full time students and 248 part time students. There were a total of 2004 Credits Hours students enrolled in college credit classes and a total of

1291 Credit Hours enrolled in developmental classes. This is a record enrollment for CMI.

Arrak Campus and Vocational Education

CMI received a final approval for their substantive change to offer a one year carpentry certificate on the Arrak Campus. In Fall 2012, a second class of carpentry students began with an enrollment of 38 students, combined with the first class, there are now 58 students in the carpentry program in Arrak

The new First Year Enrichment Experience (FYRE) is a one semester, 17-week residential total immersion English language program at the CMI Arrak Campus designed for level 1 developmental students who are at risk. In Fall semester of 2012 we have 35 students enrolled in the program. There are a couple of very positive signs in the program, particularly with the progress FYRE students have made in their math and computer classes. There will be more extensive data available after the Fall 2012 semester to aid with assessment. However, because of budgetary concerns the program will need to be re-evaluated.

The College received \$250,000 from the Marshall Islands Marine Resource and Authority (MIMRA) to set up the Maritime Vocational Training Center. Four trailers have been renovated constructed to house the maritime students and instructors. There is still a need for approximately \$100,000 to purchase outstanding and necessary equipment before the program can get started. We have spoken with MIMRA and this is in the agenda for the December MIMRA Board Meeting. There will also be a training of Trainers set for January 2013. This will provide the most updated training to potential local maritime trainers; this will be the pool of people the program will enable to tap into for future programs.

There are currently five local staff (Ministry of Public Works and Education) in Taiwan attending a three month long vocational certification program in automotive, electrical and plumbing. They are scheduled to return on Dec. 24. These staff members have been working with the current Jitdam Kapeel Vocational Program at Public Works over the last two years and have participated in the last three training sessions, which are six months long. The cycle of training will take place in the 1st quarter of the New Year and during this time, CMI will begin work on the Substantive Change proposals for each program.

Baccalaureate for Elementary Education and Nursing

The College of the Marshall Islands (CMI) sought approval from the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools to implement third year (300-level) courses in anticipation of offering a baccalaureate degree in Education for the College of the Marshall Islands Elementary Education program on the main Uliga campus.

CMI is looking at some different ways to try and implement the BA program for Education. Currently we are talking with San Diego State, University of the South Pacific and beginning contacts with the University of Arkansas Fort Smith. The MOU that was being developed with UOG has not been able to make much progress and CMI needs to move on.

The Friends of CMI, University of Maine – Fort Kent and CMI have started a pilot project involving 14 RMI students in the BSN program that combines classroom instruction and distance education. This is being funded through a grant from the Freeman Foundation and with support from the Marshall Islands Scholarship Board. The students attended UMFK during the summer are taking other classes through DE at CMI.

II. Accreditation

The College of the Marshall Islands' accreditation is important for several reasons. First, accreditation indicates that the institution has met and maintained the highest levels of educational quality. Second, it means that credits earned at the institution can be transferred and are accepted by other accredited institutions in the United States. Lastly, accreditation status is important as it qualifies students for Pell Grants and other U.S. federal financial aid to pursue higher education at CMI.

College of the Marshall Islands	
Sanction Levels	Year
Show Cause	2005 February
Probation	2006 February
Warning	2007 February
Accreditation	2009 February

Whenever an institution deviates from the WASC eligibility requirements and standards, sanctions are imposed. There are four levels of sanction: 1) Warning, 2) Probation, 3) Show Cause, and 4) Termination of Accreditation. In June 2005, after a site visit and a review of the institutional self-evaluation from ACCJC, the College was continued on Show Cause status for the third time. The November 2005 site visit was followed by notification on Jan. 31, 2006, that the Show Cause status was removed and that the College has moved up a level to Probation status. Another site visit took place in November 2006, and was followed by a notification in February of 2007 that the ACCJC had moved up the sanction level to Warning status. CMI was notified in February 2009 that the Warning status was removed and Accreditation was reaffirmed. In March of 2009 there was another site visit which lead to a March 2010 Follow – up Report. The Report reflects ongoing efforts to engage in continuous quality improvement and also to demonstrate resolution of the team's recommendations.

CMI has completed their mid-term report and follow up report. The follow up report was in response to an accreditation visit in March 2011. The reports were timely filed. A visit in regards to the follow up report was conducted on April 19th and 20th by a two-man team. This visit was to verify statements made in the follow up report. We are waiting the report from this visit.

In September of 2012, CMI was placed on “referral” by WASC as a result of finances, specifically the deficits from FY 09 and FY10, as well as the lack of contingency fund at the 5% level of operational funding. In October of 2012, CMI did make a \$12,000 into the contingency fund taking it to nearly \$200,000, about half of the amount that is required. In November the BOR approved the merging of the Plant Fund, about \$12,200, in the Contingency Fund. This transfer should be completed in December of 2012.

The deficit issue is the cause of much greater concern. From FY 07 – FY 12 CMI has registered deficits of nearly \$5million. During the period FY 07 – 09, nearly all of the funds in the contingency fund we exhausted, from about \$3.1 million to little more than \$100,000 as of November 2011. The initial trial balance for FY 2012 indicates a deficit of nearly \$700,000. As a result, CMI has taken some dramatic steps concerning expenditures in the FY 13 budget, which has drastically curtailed budgets for travel and staff development; in fact almost all budgets have seen serious change. One major element for this has been the dramatic rise in the cost of utilities, where over two years CMI has seen utility costs mover from about \$250,000 to nearly \$700,000 per year. In addition, there are several serious structural issues with the budget that have to be addressed, primarily in areas of personnel costs. To be direct, personnel costs have had little consideration for local financial conditions and as a result the budget is not sustainable and the deficits since FY 07 and exhaustion of contingency funds are evidence of this situation.

As a result, plans are underway for a very serious reform of CMI spending and in particular in personnel. There is a need to rein in and reduce these costs and have them be more reflective of the financial capacity of CMI and the RMI. This means that faculty workload has to be normalized from 24 hours to 30 hrs. Faculty overload rates had to be reduced from \$800 an hour to \$650 an hour. There are also many other options being considered and talks with the government have been initiated. The BOR may be asked to consider a declaration of financial emergency that many of the personnel and contractual issues can be dealt with more effectively and have these costs brought under control. CMI has to return to a situation where budget surpluses can be used to support the endowment and scholarships in order to be better prepared for 2023 when the current Compact of Free Association expires. The operating financial environment that was established in FY 07 and continued through the end of FY 12 is simply not sustainable and does endanger the future of CMI if it is not effectively addressed.

There are implications here surrounding new accreditation standards for finance and retention as a result of proposed fiscal reforms.

During the November BOR meeting the BOR also approved the new Faculty Fast track Program (Majol Mokta – roughly translated Marshallese First). This is a program that aims to move the faculty from 3 Marshallese out of 53, to a goal where half of the faculty is Marshallese by 2023. This means that the government will need to review and support polices at the national scholarship board and work with other donors to see how scholarship funding can support the types of graduate educations needed at CMI and for the RMI as well. This program would assist greatly with retention and help reduce some of the costs associated with hiring people from off island.

The Land Grant BOR has also made available to CMI \$25,000 to support efforts with accreditation and is also proposing another \$50,000 in further assistance upon receipt of a

proposal with associated costs. Some of this funding was used to send three CMI staff to recent WASC training in California.

III. Update of Ongoing CMI Initiatives

- Teaching and Health Academies – Continual discussion is ongoing with principals regarding how to expand these academies to all the high schools. Funding from AHEC is helping with the Health Academy and one full time faculty has been assigned to work with the Academies to improve curriculum. AHEC also helped support a successful summer bridge program in Arrak for students from Laura High School.
- A new Career and Transfer Center opened in February 2012; this will assist students who want information on jobs, careers, and transfer and scholarship opportunities. CMI is looking for sources of additional funding to help expand planned services. CMI has also hired a new full time counselor to assist students with work or transfer.
- CMI is working with the National Training Council and the Ministry of Public Works concerning the future of the electrical, plumbing and automotive training programs that have been taking place since 2010 with support from Taiwan. Currently, funding from NTC has been obtained to send six people to Taiwan to be certified as trainers, which is scheduled for completion in late December 2012.
- Some distance education classrooms are now online. Equipment, supported from a grant from USDA, has been installed at both Uliga and Arrak sites. A computer lab and classroom has been remodeled to support future DE programs in Ebeye. With funding from Land Grant, CMI and the Ministry of Education are moving forward with the purchase of DE equipment to assist with the two outer island high schools on Jaluit and Wotje. MOE has provided space and funding for renovations at these locations.
- CMI also received a grant of \$25,000 from AusAid to replace some aging kitchen equipment at the Arrak Cafeteria, primarily for the stoves and other cooking appliances. All of the equipment has been received and installed in Arrak and has made a nice difference for the staff and students. We did receive assistance from Kapiolani CC and their Culinary Arts Program with recommendations on the types of equipment we should be looking for, and this was a big help.
- Adult/Continuing Education conducted a community class in Arrak on basic computer skills. This was initiated by a faculty member and was done on a voluntary basis. There were 13 students who completed the course. Six (6) were Arrak campus staff, 2 Laura Elementary teachers, 2 government employees who live in Laura and 3 women from the Laura community.
- CMI Land Grant is continuing to develop information and videos in **Marshallese** as well as radio programs. Spawning of black pearl oysters continues at the Arrak hatchery. Spats have been distributed to Rongelap and Namdrik atolls. Additional spawning is

planned for December. Land Grant is also continuing work in the outer islands and on Majuro dealing with Water Quality and Climate Change.

- The CMI just completed its participation in November with a second annual Jobs and Career Fair at the International Conference Center near the capitol. There were over 1,000 students from high local high schools, as well as CMI students who attended the daylong event. There were over 15 different organizations in attendance and there was also a representative from UH – Hilo on island during that week as well.
- CMI has begun talking and working with Hawaii Pacific University in areas involving climate science, aquaculture research, institutional research and language. There were meetings during September, November and December in Honolulu. In 2013, HPU is looking to visit Majuro and CMI. Task Forces at each school will also be established to see where a strategic partnership may assist with future activities.
- The government will be proposing legislation to move the Language and Culture Commission to CMI, along with associated personnel and budgets. The government wants to see more activity and outcomes with kajin majol in the schools and with teachers in Education.
- In October CMI joined the Association of Heads of Tertiary Institutions in the Pacific Islands (AHTIPI). This organization is being spearheaded by the University of the South Pacific and Australia. This will provide more opportunities for training of staff in IT, library and IR, as well as increasing contacts with other schools in the region.
- During the September JEMFAC meetings with the US in Honolulu, CMI had funding approved for \$280,000 to assist with maintenance projects, an additional \$125,000 for GED on Majuro and \$50,000 to re-establish GED on Ebeye.

IV. Physical Plant

- The new CMI College Center opened in July of 2012, contains the new library, new space for Marshallese and Micronesian collections, new working space for the IT department, four new classrooms for GED and office and meeting spaces for Academic and Student Affairs. The cost of this project was approximately \$2.3 million and will complete the construction work of the \$25 million reconstruction of the CMI Uliga Campus.
- Academic and Student Affairs have moved into the new College Center, and plans have been developed for use of these newly vacant spaces.
- A new work/utility vehicle has been purchased for Physical Plant in Arrak; this will be a big help as programs and numbers of people at Arrak expand.
- Demolition of the old admin building is set for Christmas break 2012. The TRACC center will move to the old IT space and the Nuclear Institute will move into the library.

- During the Christmas break the first of several AC change out projects will begin. New energy efficient AC units will begin to be installed in the classrooms and eventually to the rest of Uliga and Arrak. This should take about 18 – 24 months to complete. The new efficient AC units should be able to save 50% on current AC/utility costs. These units have been installed in the new College Center. AC accounts for about 67% of total utilities.
- Since September 2012, during the period 9 – 5 each day, CMI runs on its own Caterpillar gen set. This is not a stand by unit, but a main line set that can produce up to 635 MW of power. Our max load is about 300KW at this time. We are able to produce electricity that is a bit cheaper than buying from the utility. After fuel costs and consumable parts are taken into account we have been saving about \$1,500 - \$2,000 a month on utilities in Uliga.

V. Alternate Energy Initiatives

- Several proposals have been developed to increase the amount of solar panels and deliver to the ROC Embassy. These proposals would effectively double the size of our solar system from the current 57 KW to almost 110 KW. This is worth about \$200,000 in funding.

COLLEGE OF MICRONESIA-FSM (COM-FSM)

Midterm and Follow Up Report

COM-FSM is working on its combined Midterm and Follow Up Report, which is due March 15, 2013. Report working groups were established through the existing departmental and committee structures to continue emphasis on accreditation being an integral component of everyone's work, and not merely that of the ALO and an accreditation committee.

The report working groups ensure broader participation in the development of the combined Midterm and Follow Up Report, and expand institutional learning as more participate in the accreditation process. The first draft of the Midterm and Follow Up Report is scheduled for January 18, 2013, and a second draft for February 11, 2013.

SLO Report

The SLO Report from COM-FSM is also due March 15, 2013. The Curriculum and Assessment Committee, instructional administrators, and the ALO have primary responsibility for the draft SLO report, which will be shared with the larger college community for review and feedback on December 7, 2012.

Assessment Software and Coordinator

After carefully researching the advantages to TracDat and TK20 assessment software, COM-FSM has decided to purchase TracDat. The College recognizes initial assessment efforts and cycles have been commendable and have yielded useful information towards closing gaps; however, without assessment software, we will be unable to conduct more robust and deeper analyses across the institution over time. Additionally, an assessment coordinator position has been revised and expanded to include management of and institutional training for TracDat, institutional SLO assessment, and responsibility for non-academic as well as academic program assessment support.

SLOs

Faculty continued training and work on improving SLO assessment at the classroom, program, and institutional level. During the fall semester, faculty have been working in pairs to improve upon authentic assessment in the classroom. The faculty pairs discuss authentic assessments utilized and conduct at least one classroom observation on their partner during which authentic assessment is demonstrated. During the classroom observations, partners complete an evaluation feedback form and results are discussed.

Faculty have also been participating in a once monthly *Institute for Student Learning and Excellence in Teaching* (ISLET) and recently faculty themselves organized an ISLET where assessment strategies were shared.

The SLO rubric and SLO *proficiency* have been heavily discussed across the College this last year. To ascertain college-wide perceptions on our rubric level, COM-FSM has conducted two rubric surveys and will complete another survey in March, 2013. During workshops this last year formative assessment techniques were also used to ascertain college perceptions on SLO proficiency and to foster institutional dialogue on assessment and closing SLO proficiency gaps.

Faculty and staff across the College have received training on budgeting to ensure resources are being allocated to support and improve student learning as identified in assessment reports and college plans. All members of a given division, office, and department are taking part in the budget process.

Accreditation Training

The College has continued its commitment to improving employee understanding of the accreditation process. The College strongly encourages all employees to complete the *Online Accreditation Basics Course*, with a total of 140 faculty, staff, and administrators, who have already successfully completed the course. Our goal is to obtain 100% completion by all employees who have high enough English proficiency skills to do so. Additionally, two out of our five board members have also completed the course.

The ALO has held accreditation training sessions for both faculty and staff. The greater the organizational accreditation capacity the more rapidly the institution will move from *compliance* to sustained *constructive engagement*. The accreditation driven institutional improvements and improved organizational capacity have led to greater employee appreciation of the accreditation process.

Our Board of Regents have also participated in accreditation training working with Wilson Hess of Sandy Ponds Associates. The Regents participated in one week of training in September, 2012, and will conduct a second week of training in January, 2013.

Governance structure

Last year, COM-FSM made substantial and successful changes to the standing committee governance structure in order to ensure broader-based participation from faculty and staff across the six-campus institution. Though there were improvements, college assessment of committee changes indicated a gap had formed, reducing mid-level management roles in the governance process.

To close this gap, a mid-level management team was formed, now titled the *Management Team*. This team includes campus deans and college directors. With the formation of the *Management Team*, the College is expecting improved inter-office collaborations and communications, in addition to ensuring all internal stakeholders are included in the participatory governance process. Many of the institutional silos and turf/lines-of-authority issues have existed between campus deans and office directors -- who make decisions and controls personnel. Having these constituents on the same team for decision-making will also ideally further benefit college unity and communications and collaborations between campuses and offices.

An *Executive Committee* was also recently formed and its composition includes: president, vice presidents, campus deans, chair of the Management Team, chair of the Council of Chairs, faculty/staff senate president, and a student body representative. At the same time, the *President's Cabinet* was reduced to include only the president and the vice presidents, and will focus more on organizational management. The *Executive Committee* will serve as a higher-level decision making body with broad representation.

Mission and Strategic Planning Process

The College has been working on a review of its mission statement and the development of a new strategic plan. The strategic planning process has three phases. The first phase was a Visioning Summit held in September, 2012, at the National Campus on Pohnpei and included representative personnel from all campuses and external stakeholders present on Pohnpei.

Because many personnel from the state campuses were not able to attend and because external stakeholder input would otherwise be limited to primarily Pohnpei, the College held a second phase to the Visioning Summit on Chuuk, Yap, and Kosrae. College personnel, students, and external stakeholders on Chuuk, Yap, and Kosrae were invited to attend their local event. During the second phase, data from the phase one report was utilized and expanded upon. The Visioning Summit phase two was completed in November, 2012, and a report will be generated.

Phase three of the visioning process is underway. A mission statement working group has spent time analyzing Visioning Summit input and has conducted several exercises towards assessing the current mission statement. Recommendations on the mission statement will be provided in a report to the Board of Regents for consideration in their January, 2013, meeting. A strategic planning working group has also now been formed as a subgroup of the newly formed Executive

Committee, and will be working closely with the Institutional Research and Planning Office to complete a strategic plan.

Increasing External Stakeholder Communications

The College continues to hold community meetings during the Board of Regent's quarterly meetings. However, greater efforts continue to be made to inform and engage our external stakeholders. The efforts taken during the visioning summit phases one and two brought in more participation from external stakeholders. The College appeared at the States and National Leadership Conference (SNLC) held in Pohnpei on November 9, 2012, and an oversight hearing by the Education Committee of FSM Congress on November 14, 2012 -- each appearance included a focus on the accreditation process and college progress. Academic programs are making efforts to reactivate advisory councils and the campuses are taking efforts to better engage and inform parents on key issues.

Administrative Program Prioritization

Last year COM-FSM conducted an Academic Program Prioritization. This academic year, COM-FSM has determined to undertake an Administrative Program Prioritization. Primary responsibility has been given to our Management Team, and they have elected a tri-chair led team who will organize the process. The administration across the College, and others who were interested, participated in the Society for College and University Planning (SCUP) webinar on "Prioritization of Administrative Programs."

GUAM COMMUNITY COLLEGE (GCC)

Reaffirmation of Accreditation

Students, faculty, staff and administrators all played a critical role in the reaffirmation of GCC's accreditation on July 4 (July 3 on the mainland) by the Accrediting Commission for Community and Junior Colleges (ACCJC). The maintenance of the College's accredited status since 1979 is an ongoing process through which the assessment loop is completed to justify to the Commission that GCC is performing its mission with regard to set standards for programs, curriculum, and student learning outcomes (SLOs).

Preparations for the 2012 Accreditation visit began in earnest during spring semester 2010. In October 2011, the Accreditation Liaison Officer (ALO) set up a "mock visit" for Dr. Doug Houston, an experienced Team Chair, to visit the College and review the Institutional Self Evaluation Report due in December 2011 to the ACCJC, providing valuable insights into the report's strengths and challenges. In January 2012, Dr. Chip Chapdelaine, chair of the 11-member team that would visit the College in March, visited the campus for a preview meeting with the senior management. Then from March 19-22, the team visited the campus, meeting with dozens of faculty, staff, and students, and scrutinizing documents to assess GCC's academic, governance, administrative and financial processes. The outcome of this in-depth review was

reaffirmation of accreditation through 2018 – the six year, maximum allowable period. Here are some relevant excerpts from accreditation documents that detail some of the observations regarding the College’s successful reaffirmation of accreditation:

“The College is commended for establishing and communicating to students and the community student learning outcomes for all of its courses and programs,” for “its accelerated construction program,” and for “its flexibility in managing financial resources and for its efforts to compensate for irregular cash flow issues.”

- Dr. Barbara Beno
ACCJC President

“This is a very proud day for all of us at GCC. ACCJC has confirmed that as a College, we are doing what we say we’re doing with regard to what students learn in the classroom, how their education applies to the real world, how we manage our finances, and how we plan for expansion of our curriculum and our facilities.”

- Dr. Mary Okada
GCC President

“Our dedication to participatory governance – including faculty, staff, students, and board members in the decision-making process – played an important role in the ACCJC decision.”

- Dr. Ray Somera
GCC Vice President for Academic Affairs

Accreditation Leadership

As representatives of the Commission, President Okada and Academic Vice President Somera received appointments from ACCJC to serve in an accreditation team last October. She served as Team Chair while he served as her Team Assistant in their visit to Honolulu Community College last October 15-18, 2012, leading a team of nine (9) colleagues from various ACCJC colleges in California during the accreditation visit. This visit allowed them to experience first-hand how to prepare, implement, and assess an accreditation visit from the other side of the fence, so to speak, with GCC having been visited by an 11-member accreditation team in March of this year. As a result, they have a better appreciation of how the whole accreditation visit is set up and implemented, from the time of the pre-visit, during the visit itself, and the post-visit report finalization process.

Still on the subject of accreditation, President Okada provided testimony during the ACCJC public hearing on the Accreditation Standards last September 24 at the Honolulu Community College campus. This was the last of a series of public hearings by the Commission in an attempt to get public input on the existing ten-year old Standards of Accreditation. The feedback received after the event was that this hearing was the most substantive and most informative of all the three hearings held. Major points included in the president’s testimony included the following:

- ACCJC should seek more representation of faculty from Pacific colleges on evaluation teams. When a faculty member participates as a member of an accreditation team, the

member's College reaps great benefits with regard to its own preparation for accreditation, as many colleges utilize faculty members as key personnel in the self evaluation and writing of the report.

- ACCJC should consider incentivizing colleges that successfully address all the recommendations by the midyear report by giving the college an additional two (2) or four (4) more years, if they validate the college's success at midpoint. Total years of reaffirmation would therefore become 8 or 10 years, instead of the usual 6.

Ribbon-cutting for Renovated Building on Campus

For the fourth time in as many years, GCC celebrated the opening of a new building on November 5 – this time, for the completely renovated Foundation Building. The ribbon cutting honored several of the original donors who sponsored classrooms in the old building: the family of the late Pedro D. Perez, the former First Savings & Loan (now BankPacific), First Hawaiian Bank, Hawaiian Rock, and the Hotel Nikko Guam.

“Over 20 years, several members of the community made an investment (GCC's) mission: Pedro D. Perez, First Saving & Loan, First Hawaiian Bank, Hawaiian Rock, and the Hotel Nikko Guam. Today, we recognize their investments by rededicating the rooms in their names,” said Dr. Okada during the event.

She also noted that all of the new buildings on campus are the collective efforts of GCC employees, its Board of Trustees and Foundation Board of Governors, friends in Washington D.C., and the generous donors to the College. After thanking Congresswoman Madeleine Bordallo and Asst. Secretary of the Interior Tony Babauta for their help in securing federal funding from the U.S Department of Agriculture and other federal sources for the Foundation Building project, Dr. Okada pointed out just how much of the money for all of GCC's new buildings did not come from the government of Guam's general fund.

“Today, with all of you present, I submit to your attention that the hard work and dedication of ALL the GCC employees - our pride in what we do – has garnered over \$22 million in both federal and local support for all these upgrades and construction projects,” she said, receiving a round of applause from the over 200 people in attendance during the ribbon-cutting ceremony.

The \$5.8 million project is slated to be the second LEED-certified building on campus. The 21,000 square foot structure was designed by Michael Makio of Taniguchi Ruth Makio Architects and constructed by Orion Corporation. It will house classrooms, an expanded GCC Bookstore, and a café on the first floor, and the entire Adult Education Office on the second floor. The College assists over 700 students a year in its Adult education and GED programs, and these new facilities will allow the institution to provide them even more focus and more assistance on their path to sustainability.

The Foundation Building's LEED features include photovoltaic panels on the roof, a rainwater catchment system, energy efficient lighting and windows, furniture made of recyclable materials, and tiles from the original building reused in the renovation.

First Program-to-Program Articulation with the University of Guam

GCC and the University of Guam (UOG) have teamed up to provide students with an even more cooperative means to pursue postsecondary education. Effective fall 2012, students who earn their Associates of Arts in Liberal Studies at GCC will have fulfilled their UOG General Education requirements at GCC and can now transfer their entire degree over to UOG to pursue a Bachelor of Arts degree in Interdisciplinary Arts & Sciences. These students would enter UOG with a junior class standing to complete course and baccalaureate requirements. Prior to this agreement, articulation between the two institutions has been on a course-by-course basis.

“We are pleased that our Liberal Studies program, which aims to provide students with the means to engage in critical insight, reasoning, mature judgment and independent thinking, is now a bridge for them to pursue further postsecondary education over at UOG. This type of articulation between two fully accredited institutions is a major milestone for our students and our island workforce,” said Dr. Ray Somera, GCC Vice President for Academic Affairs. Somera noted that program-to-program articulation agreements are also being discussed with UOG for several other GCC associate degree programs.

“This agreement is evidence of UOG’s and GCC’s shared commitment to increasing opportunities for student access and success in higher education,” said UOG Senior Vice President, Dr. Helen Whippy. “These students now have an opportunity to pursue their bachelor degrees in Interdisciplinary Arts & Sciences, preparing them to be competitive candidates entering the workforce after graduation.”

James Pangelinan, who serves as the student representative on the GCC Board of Trustees, said “As a student in the Liberal Studies program here at the Guam Community College, I am elated to know that when I receive my AA, it will fully articulate over to the University of Guam’s BA in Interdisciplinary Arts & Sciences program without any hindrances. I commend both GCC and UOG for giving students like myself the opportunity to pursue a higher degree without having squandered any time.”

Details of the GCC AA Liberal Studies to UOG BA IAS degree will be available in the Academic Year 2013-2014 catalogs of both institutions. Furthermore, the GCC program will also adopt the same name of the UOG program (IAS) to make this program-to-program articulation truly a seamless one.

ARRA Funding Impact

GCC recently published a compact booklet entitled, “ARRA Funding Impact” to document the ways in which the College has become a bigger and better institution because of the over \$9 million it has received in American Recovery and Reinvestment Act (ARRA) funding. As the President’s letter on the inside front cover of the report notes, “this money became available at an optimal time for the college because GCC has seen a nearly 41 percent increase in enrollment since 2007. Pacific Islanders are acquiring more education and skills in order to be able to compete for the jobs that will accompany any type of military buildup in Guam, coupled with increased tourist arrivals from nearby Asian countries. This enrollment spike far exceeded the increase anticipated in the GCC Institutional Strategic Master Plan (ISMP) 2009-2014.”

These ARRA projects are described below in terms of cost, as well as an assessment of their impact on student learning and institutional improvements at the college:

Learning Resource Center

ARRA Cost: \$2,430,644

Total Cost: \$4,324,534

The College applied this ARRA SFSF funding to assist in the completion of construction of the Learning Resource Center, a project identified in our Institutional Strategic Master Plan (ISMP) 2009-2014. The old GCC library, contained on the second floor of a temporary building, lacked any semblance of modern facilities and consequently was rarely used by students.

Impact: The new Learning Resource Center is a source of pride not only for GCC's approximately 2,500 postsecondary students, but also for the over 700 high school students from nearby George Washington High School campus who take CTE classes at GCC. Also, members of the community at large can take advantage of the study rooms, study areas, computers, and other features of this beautiful facility. In August 2011, the LRC was designated LEED Gold by the U.S Green Building Council. Its LEED features include photovoltaic solar panels, digital temperature controls, energy efficient windows and lighting, and furniture made of recyclable materials.

Student Center

ARRA Cost: \$4,154,755

Total Cost: \$4,437,550

ARRA SFSF funds built a new Student Center, which had been planned for in the ISMP but lacked a funding source. The facility opened in December 2011, after record fall semester enrollment of 2,556 students. Prior to its opening, these students had a limited space in which to hold meetings. The College's Student Health Center was housed in a 200-square foot temporary container. They were using a small classroom as a computer lab, and expanding federally funded programs were housed in classrooms.

Impact: The new Student Center presented students with a beautiful two-story, 22,000 square foot facility including a plaza, student lounge, meeting rooms, tutoring center, computer lab, and health center. The new facility also houses the offices for GCC's federally funded TRiO Project AIM and College Access Challenge Grant Programs, the Center for Student Involvement office, and organization. In keeping with the College's sustainability efforts, photovoltaic panels mounted on the roof of the Student Center were purchased with ARRA funding provided by the Guam Energy Office.

Northeast Parking Area Project

ARRA Cost: \$374,547

Total Cost: \$374,547

The rapidly increasing population at GCC presented a parking nightmare for students. The College expended this ARRA SFSF funding for the construction of the Northeast Parking lot in an undeveloped field located adjacent to the Technology Center.

Impact: The parking lot provided a total of 73 much-needed parking stalls to the growing campus community. In addition, it allowed for implementation of planned traffic flow and fire lane access for the campus.

Building D Generator

ARRA Cost: \$514,456

Total Cost: \$514,456

The College spent this ARRA SFSF money to construct a typhoon-resistant building that houses a 500KW generator set. This new generator provides primary service to Building D, which houses the College's main servers for the Integrated Database System, networking and communications equipment, and various instructional labs and offices.

Impact: The new 500KW generator ensures continuity of the campus community in the wake of the power outages, typhoon or earthquakes, and guarantees that all mission-critical systems, including instructional activity, can be put back online without interruption or unnecessary delay. The generator also provides additional connections to nearby Buildings B and C, which house classrooms and offices.

Sungard Higher Education Software and Service

ARRA Cost: \$531,463

Total Cost: \$531,463

The College expended this ARRA SFSF funding for the upgrade of the Integrated Database System (IDS) from Banner 7 to Banner 8. The IDS connects to the student, financial, human resources, payroll, financial aid, and advancement (alumni) modules together. The upgrade included the purchase of the Enterprise Data Warehouse (EDW), e-print reporting, and Cognos 8 Business Intelligence.

Impact: This software upgrade allowed the College to service student and employee needs more efficiently and effectively by providing the support of information in one integrated system. The College is now able to provide advanced reporting, analysis tools, and much needed data not only to the campus community, but also to the Department of Education, the University of Guam, and GCC's over 100 island business partners.

Automotive Paint Booth

ARRA Cost: \$81,728

Total Cost: \$81,728

The College used this ARRA SFSF money to purchase and install an Automotive Paint Booth as part of the Automotive Services Technology program. The old paint booth did not comply with industry or environmental safety standards, presenting a hazard to students and faculty.

Impact: The new Automotive Paint Booth supports the Auto Body component of the Automotive Services Technology program, which boasts over 200 students in both its high school CTE and postsecondary courses each semester. Also, acquisition of the new paint booth brought the program's facility into compliance with industry environmental safety standards.

Building 500 and 600 Fire Sprinkler System Riser

ARRA Cost: \$162,407

Total Cost: \$162,407

The College spent this ARRA SFSF money for the replacement of the fire sprinkler riser system for Buildings 500 and 600, which house the Construction Trades and Automotive Service Technology programs, in order to bring these buildings into compliance with current Government of Guam fire code requirements.

Impact: This project provided for a safer learning environment for the nearly 300 postsecondary and secondary students enrolled in GCC's Automotive Service Technology and Construction Trade programs.

Youth Employment Summer Program

ARRA Cost: \$937,908

Total Cost: \$937,908

GCC was a sub-recipient of US Department of Labor grant funds in this amount from the Guam Department of Labor for the Youth Employment Summer Program.

Impact: The program employed more than 350 young adults ages 16-21 with 82 private and public sector employers for an 8-week period, in order to equip them with the skills needed for success in the workplace. The students underwent a week of rigorous training at GCC and were then paired with employers, most of whom gave them rave reviews. One young participant was so inspired that at the closing ceremony, she performed a song she had written about her experience.

Public Health Child Care Outreach and Training

ARRA Cost: \$395,000

Total Cost: \$547,000

GCC's Education Department entered into a contract with the Guam Department of Public Health and Social Services for \$547,000 (of which \$395,000 was ARRA funded) in March 2009 to provide training, technical assistance and outreach support for child care providers working in center-based and family-based settings; and to Child Services Providers to improve the quality of child care for young children, including those with disabilities and their families.

Impact: Two-hundred fifty thousand dollars (\$250,000) of the ARRA grant funded college-level courses for up to 25 daycare providers, 18 of whom completed their Certificate in Early Childhood Education. The remaining funds supported activities to improve over 200 caregivers' strategies for developing literacy in young children, with each receiving up to 20 Motherhead™-recommended children's books for use at their centers or in their homes.

Energy Audit and Photovoltaic Projects

ARRA Cost: \$1,786,000

Total Cost: \$1,786,000

The College received \$1,286,000 in ARRA funds from the Guam Department of Energy to conduct an energy audit to pinpoint areas on campus where energy cost saving measures could be optimized, and to fund photovoltaics for the Anthony A. Leon Guerrero Allied Health Center, the Learning Resource Center, and the College's parking lots. Sodexo Corporation conducted the audit in January 2011. Through a separate Guam DOE grant of \$500,000, photovoltaics were installed on the roofs of the Student Center and the renovated Foundation Building.

Impact: photovoltaic panels (PV) installed on the roofs of the four new buildings on campus, and on all of the parking lot lights at GCC are helping to keep the rising cost of power at bay. Power rates on the island have increased over the past two years, but the pave panels allow GCC to actually feed power back into the island grid during peak sun hours. Michael Makio, vice president and principal architect of Taniguchi Ruth Makio Architects and designer of GCC's new buildings, estimates that the photovoltaics will save GCC approximately \$2,570 per month, or nearly \$31,000 annually. Makio notes that this savings does not include savings realized from the energy efficient features of the new and renovated buildings, and energy audit recommendations such as light bulbs around campus being replaced with energy efficient bulbs, air conditioners being upgraded to energy efficient models wherever feasible, and energy efficiency mechanisms being installed on vending machines. Also notable is the Learning Resource Center's designation as LEED Gold by the U.S. Green Building Council in August 2011, and the fact that the PV panels installed on campus make GCC the largest civilian producer of solar energy on the island.

Other Highlights since the Last Report

- The College continues its growth in student enrollment, with 2,567 postsecondary students enrolled for fall 2012, compared with 2,553 postsecondary students enrolled during the previous year (fall 2011). The College estimates a 41 percent increase in

student enrollment since 2007, with the Associate degree programs in Education, Criminal Justice, Early Childhood Education and Culinary Arts as the top programs.

- The College launched its redesigned website on July 16, with a new look that has great visual appeal, and most important of all user-friendly.
- The new Board of Trustees Chair, Deborah C. Belanger, presided over her first official meeting as Chair on July 20. She replaces Gina Y. Ramos, who held the position for nearly five years.
- GCC's Allied Health program received another \$100,000 donation from TakeCare Asia on September 28. This is the fourth consecutive year that TakeCare officials have presented GCC with this sizable donation, which supports the College's Practical Nursing and Medical Assisting programs through scholarships and the purchase of equipment and materials.
- A new Student Trustee, James Pangelinan, has been sworn in to join the Board of Trustees as mandated by Public Law 13-99 (formerly PL 14-77). He was elected by the student body in a special election held during GCC's Fall Festival in September.

PALAU COMMUNITY COLLEGE (PCC)

Accreditation

In preparation for the 2013 Midterm Report and the 2013 College Status Report on Student Learning Outcomes Implementation, the Accreditation Steering Committee (ASC) adopted their working timetable on July 24th during its initial meeting. Both reports' first, second and third drafts were reviewed by the Accreditation Steering Committee during its October, November and December meetings. On December 21st, both reports were reviewed by the College President and received approval to be sent to the College Board of Trustees for review. The Accreditation Steering Committee continues to work to finalize both reports where they will appear in front of the College President and the Board of Trustees for their final review, approval and certification in February of 2013. Both reports will be mailed out to the Accrediting Commission for Community and Junior Colleges (ACCJC) – Western Association of Schools and Colleges (WASC) in March of 2013.

The Accreditation Office works closely with the Institutional Assessment Committee (IAC) to provide trainings and follow up sessions to assist departments/units/programs in their assessments and program reviews. In July–September this year, trainings with the Administration and Finance Division, Student Services Division and Academic Affairs Division took place to ensure that division/department goals and objectives are align with mission statements; assess the assessment tools to ensure that right tools are used for assessments; revisit student learning outcomes at the course and program levels to ensure their alignment with the institutional learning outcomes; and ensure that signature assignments are used correctly. After

the trainings, follow up sessions continued to revisit departments/units/programs to assist with their assessment work to review assessment results, to set actions plans, to close cycles, and begin new cycles.

Palau Community College submitted two (2) degree program proposals to the ACCJC Substantive Change Committee this year. The two (2) degree programs were the Science, Technology, Engineering, and Mathematics (STEM) Disciplines Associate of Arts Degree Program and the Public Health Associate of Science Degree Program. The STEM Disciplines Program was approved in May and began its implementation in fall 2012, whereas, the Public Health Program was approved in November of this year and will be implemented in spring 2013.

In September this year, the Accreditation Liaison Officer (ALO) attended the ACCJC Accreditation Standards - 3rd Public Hearing in Hawaii where she presented the College's comments and recommendations to ACCJC commissioners for the Accreditation Standards. During this trip, she attended the Accreditation Workshop for the Pacific colleges where the U.S. Department of Education Policies were reviewed and discussed, including the review and discussion of specific Distance Education and Correspondence Education guidelines and policies. More follow up sessions are scheduled throughout early next year to support and assist departments/units/programs with their assessments. In October, the Accreditation Liaison Officer (ALO), the Assistant Accreditation Liaison Officer (AALO) and the Dean of the Student Services Division of the College attended the Strengthening Student Success (SSS) Conference in Costa Mesa, California. During the SSS Conference, the ALO, AALO and the Dean of Students attended half day training on preparation of the 2013 College Status Report on Student Learning Outcomes Implementation.

The Accreditation Office continues to work closely with the Institutional Assessment Committee (IAC) to support the College in its self evaluation effort to allow definite strategies to be developed for major revisions, to provide information for consideration when decisions are made, and to develop recommendations to improve institutional effectiveness. Palau Community College continues to strive in its assessment effort to improve student learning as well as to improve its support services. It also strives to stay and remain an accredited institution.

Other Highlights:

- **Academic Affairs**

Mr. Robert Ramarui is the new Associate Dean of Academic Affairs. He focuses on Curriculum and Program Committee (CPC), Programs and Internships, and Course Learning Outcome (CLO) assessments with the Faculty.

Academic Affairs is working closely with Faculty and program units to complete the Course Learning Outcome assessments to make sure the College is teaching the students what they need to know in order to meet the Program Learning and Institutional Learning Outcomes. The College continues to meet with representatives from different industries in Palau to ensure that graduates meet their occupational needs and demands.

- **Student Services**

Summer 2012 enrollment was three hundred ninety-seven this year. Palauan students made up 78% of the total enrollment, followed by Yap with 9%, Chuuk with 6%, Pohnpei with 1%, Kosrae with 2%, and all others at 4%. The School of Art & Science was 41% of total enrollment, followed by the School of Business with 23%, School of Technical Education with 18%, undeclared majors at 6%, and non-degree seeker at 2%.

Fall 2012 enrollment is six hundred eighty this year. Palauan students makes up 75% of the total enrollment, followed by Yap with 9%, Chuuk with 5%, Pohnpei with 2%, Kosrae with 2%, Republic of the Marshall Islands with 1%, and others at 6%. The School of Arts & Sciences is 3% of the total enrollment, followed by School of Business with 31%, School of Technical Education with 21%, undeclared majors with 14%, and non-degree seekers with 1%.

Graduates & Prospective Graduates

The number of PCC graduates and prospective graduates for summer 2012 and fall 2012 totals 70 – fifty-five (55) for summer 2012 and 15 for fall 2012.

San Diego State University Programs

Twenty-five students are enrolled in the current SDSU BA degree cohort program. The new cohort program started this year in May 2012 and is expected to be completed by December 2014.

- **Institutional Research Office**

From July 2012, during the normal course of its work, Institutional Research office continued working with various departments on the assessment of their service areas. For Maintenance and Security Units, IR made use of the online tool *Sogosurvey* in administering the survey for quick and easy collection of responses. A Freshmen Entrance survey was administered in July and August to all first-time students during Social Science 100 class. IR office also uses an IR Feedback form to track requests of data and services and ensure that results are completed in a timely manner. The office has released the 2011-2012 PCC Fact Book, with retention and graduation rates included in the report.