

PPEC

**Pacific Postsecondary
Education Council**

January – June 2012

Report to

**Accrediting Commission
of
Community and Junior Colleges**

(ACCJC)

Pacific Postsecondary Education Council (PPEC)

The Pacific Postsecondary Education Council, PPEC, 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.

PPEC is 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 update 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 just over 2,200 students. Working within the approved budget, the college continues to meet obligations and provide services within resource limits.

The Fall 2008 Visiting Team identified ten recommendations for ASCC improvement. One additional recommendation was added by the Commission. ASCC was required to respond to all items within two years and to undergo two Follow Up Visits to assure compliance. After the first Follow Up Report and Visit, ASCC's sanction was reduced from Probation to Warning; sanctions were removed and Reaffirmation of Accreditation was granted after the second Follow Up Report and Visit. The College also addressed continued progress in each area in the Mid-Term Report, submitted to ACCJC in October. At the request of ACCJC, the Mid-Term Report was reformatted and resubmitted in March.

Work on the ARRA/State Fiscal Stabilization Program funded campus renovation continues, 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 continues on the completion of the 5 computer labs and campus-wide technology upgrades. With these last projects being 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 tested 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 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 expects to be in compliance with the required November 2012 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 summer “bridge” program intended to assist students with developing the English and Math proficiency necessary for success in college courses.

ASCC has been an active participant in PPEC projects, including sending four instructors to Hawaii for the Developmental English workshops and submitting nine student entries in the “Island Sustainability” essay contest. 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. In addition to the essay contest winner attending the Island Sustainability conference in Guam, ASCC students attended the PTK annual conference in Nashville, and a Student Leadership Conference for Student Government Association officers. 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.

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 is completing 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 include 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.

ASCC is also taking the lead in the Territory with renewable energy challenges. The college has the largest PV (solar) installation of any government building and will be monitoring energy savings with the assistance of the Territorial Energy Office (TEO). The Territorial Energy Office has supported, with ARRA funds, an Energy Education Program, coordinated by ASCC Student Government Association students, for the past two years. The students have provided energy education workshops in the public elementary and secondary schools, coordinated campus-wide and island-wide awareness activities, and designed and implemented a series of public service announcements, in the form of music videos, for local broadcast.

The ASCC President has been named to the Governor's American Samoa Task Force for Renewable Energy, with the college chairing the Education subcommittee.

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, a positive decision on Candidacy for Accreditation for the B.Ed. program is expected in June, with the Initial Accreditation Visit to follow in the Fall of 2012.

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

Northern Marianas College (NMC)

2012 Comprehensive Self-Evaluation

The College is well underway towards preparing for its 2012 Comprehensive Self-Evaluation with the Commission. The Accreditation Reaffirmation Team and Standard Teams meet weekly and have followed a strict timeline writing the 2012 Comprehensive Self-Evaluation report, compiling evidence for the report, and engaging the entire College community in reviewing drafts and submitting input. Also, every term the Accreditation Reaffirmation Team holds workshops with the entire College community in order to stimulate further discussion about the College's efforts to meet accreditation standards. The next workshop will be held on Tuesday, May 15.

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. As a result, the Board has revised or introduced and acted upon 15 policies in the past ten months. More importantly, 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.

Institutional Autonomy

The College has worked closely with the Office of the Governor and the CNMI Legislature to reinforce the College's institutional autonomy. In addition to a legislative resolution that expressly recognizes the autonomy of the College, several bills and legislative initiatives have been passed or are being drafted and/or considered. Namely, Senate Legislative Initiative (S.L.I.) 17-12 would amend the Constitution of the Northern Mariana Islands to authorize the Board of Regents to revise the mission statement of the College. Also, House Bill 17-294 would provide the Board of Regents with greater flexibility in determining eligibility for resident tuition.

Peer Study

At the beginning of the fall 2011 term, the College worked with the National Center for Higher Education Management Systems (NCHEMS) to identify peer institutions against which NMC would compare and benchmark itself for planning, budgeting, resource allocation, and

performance purposes. Utilizing the Comparison Group Selection Service (CGIS) of NCHEMS, the College sifted through data from the Integrated Postsecondary Education Data System (IPEDS) using data from Academic Year 2008—2009 to generate a list of over 300 institutions which, in turn, was narrowed down to a list of 84 institutions. The College then reviewed the 84 institutions and, based on program mix, student enrollment, and other considerations, selected the following peer institutions:

- Chipola College in Marianna, Florida
- Great Basin College in Elko, Nevada
- Northern New Mexico College in Espanalo, New Mexico
- Edison State Community College in Piqua, Ohio
- Kent State University Salem Campus in Salem, Ohio
- Guam Community College in Mangilao, Guam

Strategic Planning

In line with the Planning Agenda that will accompany the College's 2012 Comprehensive Self-Report to ACCJC, the College is also moving forward with a process to develop a new strategic plan that will succeed the current plan, which expires this year. To that end, the College applied for and was awarded a technical assistance grant from the Office of Insular Affairs in the amount of \$39,488. The College will also work with Dennis Jones and the National Center for Higher Education Management Systems (NCHEMS) to develop a needs assessment process that will allow efficient and effective compilations of the data collected. The final strategic plans will be working plans that include values, a new vision, mission, and strategic goals to guide the College during the 2012-2013 academic year and for three to five years afterwards.

Removing Barriers to Student Success

One of the operational goals for the current 2011-2012 academic year has been to remove barriers to 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 these successes:

- The College developed and implemented a program guarantee that will allow flexibility for students to return to NMC after graduation if they are lacking entry level skills within their completed program areas.
- The NMC Library is now open on Saturdays from 12-4:00 p.m. to accommodate students enrolled in Saturday classes.
- The Division of Student Services hosted its quarterly in-service event on February 17 to promote cross-training and dialogue between all student service programs.

- Academic Programs and Services adopted BE 111, College Success, as a required core course for all degree students. The course helps students to succeed in college.
- NMC has applied to the US Department of Education to become certified to provide the Teach Grant. This grant will allow students enrolled in our SOE program to receive a grant of up to \$4000 per year, for up to four years.

Using Technology to Enhance Learning

The College has taken several steps recently to improve its use of technology to enhance student learning. The College recently launched and implemented its partnership with Ed2Go. The partnership is allowing members of our community to utilize NMC's website as a portal to access non-credit e-Learning courses, lessons, and programs. Academic Programs and Services have also endorsed the MoodleRooms Course Management System with current courses. At the present time, 12 courses are online utilizing MoodleRooms. Furthermore, to facilitate the full optimization of online learning opportunities, the College is in the process of hiring a Director, Distance Learning Education.

The College is also upgrading its Student Information Management System (SIMS) by acquiring additional modules for the current SIMS platform, PowerCampus. These modules will enable online course registration, provide faculty with more student data for advising purposes, and improve the College's ability to compile aggregated and disaggregated student achievement data.

Celebrating Over 30 Years of Enhancing Lives through Higher Education

The College recently concluded its year-long celebration of its 30th year anniversary with the 31st annual Charter Day event on Friday, May 4. Under the theme of "Enhancing Lives through Higher Education", the Charter Day event involved the entire College community in honoring its employees of the year, recognizing, for the first time, a Donor of the Year, and commemorating the College's 30th Year Anniversary with a resolution from the local legislature and a proclamation from the Office of the Governor.

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 masters 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 Spring 2012, the first class of carpentry students began with an enrollment of 24 students.

The new First Year Enrichment Experience (FYRE) is a one semester, 17-week residential total emersion English language program at the CMI Arrak Campus designed for level 1 developmental students who are at risk. In Fall semester of 2011 we had 57 students enrolled in the program. However in Spring 2012 we only had 14 students. We believe that this is due to the fact that we recruited most of the 12th grade graduates that were eligible for the program shortly after their graduation in June 2011 and they enrolled for the Fall semester. Therefore there were far fewer students eligible for the program in Spring. We are in the process of analyzing the cause of this drop and are also considering making this a two semester program.

After the first semester of the program, an analysis was done comparing the initial cohort of students participating in FYRE and similar students from the main campus on an English skills assessment done at three points (the start of Fall 2011, end of Fall 2011, and start of Spring 2012). The FYRE students were significantly different at the start of the program from the comparison group. However, at the end of Fall 2011 and at the start of Spring 2012 FYRE participants were not significantly different from the comparison group on the main campus. This supports that the FYRE participants demonstrate similar performance as their peers after the program. Retention of the FYRE participants was also compared to peers not in the program. After the Fall 2012 semester, 76% of the FYRE participants completed the first semester able to register for classes and with no academic action (suspension or probation); the comparison group from the main campus resulted in on 46% being able to return. Additionally, FYRE had 22% of students with academic action and 2% withdrawn while the main campus comparison group had 42% with academic action and 12% withdrawn. Actual enrollment from each group in the following semester was nearly identical at 92% and 91%, for FYRE and main campus groups respectively. A higher percentage of students able to continue into the second semester supports that the FYRE program improves retention.

This promising data supports continuing the FYRE program in some form. However, this is not an exhaustive assessment and there remain significant concerns to be answered. Primary among these concerns is the ability of students from FYRE to maintain the habits of success when the intense support cannot be replicated completely on the main campus. More than one faculty member reports the FYRE participants do not maintain the positive practices learned from the program once here on the main campus. While anecdotal, this on-the-ground assessment warrants some serious consideration. Secondary, re-starting the FYRE program for the spring semester proved quite difficult.

The Carpentry Program started its first day of instruction on January 23, 2012 with the enrollment of 24 students. After midterm week, the enrollment decreased to 20 students, due to injuries, absenteeism, and acceptance into the Hawaii Job Corps Program. The program had two female students, but both female students were accepted into the Hawaii Job Corps and left the island few days after receiving the notification. The students finished their first project which was to build their own toolbox to use throughout the duration of the program. Students are now learning how to build furniture that they will display and sell during a scheduled open house that is scheduled for April.

Three full time instructors were hired where all of them have been teaching and supervising the students in the classroom and especially in the woodshop. Students practice wearing gears when they are in the shops. Coveralls and uniforms have been placed on order and awaiting for their arrival.

A brochure explaining the carpentry certificate program was developed in English and Marshallese and distributed during the recruitment trips that were taken this semester.

A Vocational Advisory Committee was recently established where the five member committee met and elected their officers. Mr. Carlos Domnick was elected as Chairman and Mr. John Mason as the Secretary. A guidance manual developed by the Dean of Vocational and distributed to the members for their reference throughout the duration of their membership term.

A Continuing Education instructor will be hired in June 2012 to begin offering continuing education courses in the community. The College received \$250,000 from the Marshall Islands Marine Resource and Authority (MIMRA) to set up the Maritime Vocational Training Center. Four trailers are currently being constructed to house the maritime students and instructors. Completion date for the trailers is May.

A consultant was hired locally to assist in putting together curriculum, certification, hiring instructors and layout of the Maritime training program which is tentatively scheduled for August or September 2012. The College was awarded a \$15,000 NOAA grant to purchase training materials for the maritime program. This semester, the College submitted another \$15,000 worth proposal to NOAA to purchase textbooks and instructional supplies and materials.

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. A cohort of 20-25 full time in-service/pre-service teachers is expected for the Spring 2012 enrollment. (Pending ACCJC approval in November). This request was approved at the March meeting of the substantive change committee.

CMI has put off implementing these courses for next semester in order to explore other options. We have been in discussions with the University of Guam (UOG) to possibly offer a 2 + 2 program. The first two years would be the CMI associate's degree and the next 2 would be the UOG's baccalaureate degree in education. These courses would be offered at CMI but through UOG. We are in the process of developing an MOU with UOG and they are preparing a substantive change in order to implement this.

CMI is also exploring a 2 + 2 approach for Nursing Education. This is even more critically important because the funding from the Supplemental Education Grant (SEG) under the Compact of Free Association for the Marshall Islands Scholarship Board is having 50% of available funds reprogrammed for other education programs and services. Discussions are

ongoing between the US and RMI governments. The creation of 2 + 2 programs may be able to mitigate impacts if the SEG funding reprogramming goes forward.

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.

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-

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

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 leads 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.

III. Update of Ongoing CMI Initiatives

- Teaching and Health Academies – continual discussion 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.

- 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 expend planned services. The plan is looking at using the reprogrammed SEG budget from Scholarships to support this development. CMI is also looking for a full time career counselor so that the center may be opened at least eight hours per day.
- Dual Enrollment. We have met with all the high school principals and explained the program. They will be sending eligible students to CMI in May for testing and the program is anticipated to start in August.
- 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. CMI is submitted a proposal to NTC for bridge funding while Substantive Change Proposals are being developed for submission in 2012. Funding from NTC has been obtained to send six people to Taiwan to be certified as trainers.
- Some distance education classrooms are now online. Equipment, supported from a grant from USDA, has been installed at both Uliga and Arrak sites. There is a critical need to have DE programs delivered to Ebeye and are covered under the USDA program. A computer lab and classroom are in the process of being remodeled to support the DE program in Ebeye. Completion of these classrooms and installation of DE equipment is expected to be complete by the end of May.
- CMI is working with NTA and MOE on the establishment of DE centers close to the two outer island high schools on Jaluit and Wotje. There is funding from Land Grant to assist with this project and discussions are ongoing.
- All computer labs at both Uliga and Arrak sites have been changed over to N – Computing (Cloud Computing). These units are about 40% of the cost of traditional computer equipment/labs, as well as using much less electricity. There is excellent feedback from faculty with this new development. This information is being shared with the Ministry of Education. The computer lab equipment that is being replaced by N-Computing units are being distributed to staff as a much needed upgrade.
- CMI has recently received a \$25,000 grant from the Canada Fund to support Adult Education in Arrak and Teaching/Nursing dorm students in Uliga. This included new computer labs at each location as well as additional learning/instructional materials for teacher and nursing education.

- 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. An additional grant application was submitted to USDA Rural Development for approximately \$73,000 to complete the replacement of equipment and fixtures for the Arrak Cafeteria Kitchen.
- 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. 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. Spat 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 Director of Counseling, in collaboration with others, helped launch a new Women's Health Education Network (WHEN) workshop in April 2012. This involved exposing young women and girls to possible careers in the health sector as well as providing some basic health information. WHEN involved the Ministry of Health, Office of the President (RMI), Ministry of Education, various women's and youth ngo's, University of the South Pacific and the United Nations. Grant funding was provided by US Dept of HHS and UNFPA. There were over 250 participants and was considered to be a very successful event.

IV. Physical Plant

- The new CMI College Center is due to open in July of 2012, this will contain the new library, new space for Marshallese and Micronesian collections, new working space for the IT department, four new classrooms and office and meeting spaces for Academic and Student Affairs. This cost of this project is approximately \$2.3 million and will complete the construction work of the \$25million reconstruction of the CMI Uliga Campus.
- As Academic and Student Affairs move into the new College Center, plans are being developed for use of these newly vacant spaces. This may include a day care center, large meeting/lecture space and space for an expanded Education Department.

- A new work/utility vehicle is being purchased for Physical Plant in Arrak, this will be a big help as programs and numbers of people at Arrak expand. Most of the land in Arrak has been cleared and this will aid with expansion and grounds keeping.

V. Alternate Energy Initiatives

- Several proposals have been developed to increase the amount of solar panels as well looking into electric vehicles.

College of Micronesia-FSM (COM-FSM)

Accreditation

An investiture ceremony was conducted for the new president, Joseph M. Daisy, Ed.D. on February 6, 2012. Mariana Ben Dereas was promoted to the role of Vice President of Instructional Affairs and began her duties January, 2012.

COM-FSM has worked extensively this academic year to raise awareness of the accreditation process, standards, and resultant benefits to the institution, and the students it serves, when meeting and exceeding standards. The ALO has visited all six campuses working with students, faculty, staff, and administration. Recently, the entire college higher administration completed the “Accreditation Basics” online course available through the ACCJC website. The administration felt the benefits from the course were substantial enough to recommend all faculty and staff also complete this course. To date, over seventy members across the College have successfully completed the course, and we expect many more will complete the course in the following months. We thank the ACCJC for generating an informative course that can readily be understood by all members of the college community and completed in a mere 90 minutes. Feedback from participants has been positive, and levels of confidence, as a result of increased comprehension, valuable.

Regents Graceful Enlet and Churchill Edward will be attending the College League of California’s Annual Trustees Conference in San Diego, May 4-6, 2012.

After a March 9, 2012, Board of Regents meeting in Yap, a Follow-Up report was certified and sent to the Commission on March 15, 2012, to offer evidence towards four recommendations for which the college is on probation. A Follow-Up visit took place April 23 – 25, 2012, with team

chair, Dr. Steven Kinsella and Ms. Susan Murata. The team visited both the National and Pohnpei campuses. The College will be sending a brief, supplemental report to the Commission on May 15, 2012, and both the president and ALO will appear before the Commission in June, to present evidence of work completed since the submission of our Follow-Up report.

The College is completing assessment of its five-year strategic plan and on April, 20, 2012, President Daisy addressed the college community with a presidential white paper on planning. The white paper is a roadmap on where we are and where we need to be in the near future. The College has since taken some steps towards accelerating portions of the planning process without sacrificing broad-based participation. The Commission will want to see greater momentum, as we are nearing the end of our “two-year rule” time frame.

Implemented changes in college-wide committee structure to increase broad-based participation and strategies for improving college-wide communications/dialogue have been assessed. Results of the committee structure survey will be reviewed and recommendations generated by the Planning and Resources Committee and by the Council of Chairs (faculty/staff led committees). Results and recommendations of a college-wide communications plan survey will be discussed and input solicited from faculty and staff across the college during a training day on May 10, 2012, for Yap campus and May 11, 2012, for all other campuses. The College is committed to participatory governance and to acknowledging and valuing college-wide input towards continuous improvement.

During this same training day, faculty and staff will complete a survey of the SLO rubric, generating baseline data towards assessing where we are as an institution. Faculty will also work with program colleagues to discuss SLOs, and complete another cycle of program assessments. COM-FSM will submit their SLO rubric report in March of 2013.

JEMCO resolutions have resulted in a \$700,000 decrement in US Compact funding for COM-FSM in FY2013. In response, on April 20, 2012, FSM President Mori wrote a letter to the Commission communicating his inclusion of a \$700,000 budget request to the FSM Congress, for purposes of funding college operations through locally generated revenue. In the letter, President Mori emphasizes this is an initial step and commitment of his government towards assisting COM-FSM with long-term financial needs.

Guam Community College (GCC)

Evaluation Team Visit Completed

The accreditation kick off that the College launched in September 2009 culminated in a team visit to the Guam Community College campus on March 19–22, 2012. The entire campus was well prepared to receive the team.

This was preceded by a mid-January visit by the team chair, in order to discuss the expectations of the visit with the college leadership. The Accreditation Liaison Officer (ALO) directed and managed the logistics of the visit, and ensured that the needs and concerns of individual members of the team were promptly addressed.

Armed with the College’s Institutional Self Evaluation Report (ISER), the eleven (11) members of the evaluation team came to validate the contents of the report. In the process, members of the team interviewed over 50 college constituents, individually or in groups. This included various representatives from all sectors of the college ~administrators, faculty, Faculty Senate leaders, Faculty Union officers, staff, students, student government leaders, as well as members of the Board of Trustees and the Foundation Board. The team also conducted two well-attended open forums, with faculty (both fulltime and adjunct), staff, students and their parents, and other interested stakeholders, in attendance. An estimate of about 70-75 individuals was counted in each forum held by the team. After a three-and-a-half-day visit, the chair reported the team’s findings to a packed audience on the last day of the visit. Overall, it was a most productive exercise, and drove home the value of accreditation to everyone in attendance in each of the sessions.

The College looks forward to receiving the official report regarding its reaffirmation of accreditation status after the June meeting of the Commission.

“Pause” in Military Build Up Plans

The College reported this update to its Institutional Self Evaluation Report (ISER), for the benefit of the visiting team:

- On page 3 of the ISER: With the U.S. Department of Defense’s decision to transfer military assets from Okinawa, Japan to Guam from 2011 through 2014, the island’s infrastructure will need expansion to accommodate 8,500 Marines, an estimated 9,000 dependents and an overall 30,000 people at the peak of the construction phases. This unprecedented population increase is expected to significantly impact Guam’s very

limited resources and aging infrastructure. The proposed defense buildup, as listed in the Department of the Interior Office of Insular Affairs' website, will be 8,500 Marines to move from Okinawa, Japan in 2015, 4,000 – 5,000 other active duty personnel in 2015, 19,230 active duty personnel in 2015, roughly 20,000 dependents in 2015, and 6,000 – 8,000 civilian employees in 2015.

Because of the efforts of ranking Armed Services Committee member Senator John McCain, the U.S. defense law signed by President Barack Obama in late December 2011 officially put the anticipated Guam military buildup projects on hold, or on “pause” mode. Programs that were cut from the Pentagon's spending this year include over \$150 million in military construction projects on Guam. The U.S. Senate succeeded in its push to freeze Guam military buildup funding this year, at least until the Pentagon can deliver a more detailed implementation plan for the troop realignment. In late February 2012, however, it was finally revealed by the Department of Defense that only 4,500 Marines would actually transfer to Guam as part of a more comprehensive military plan to realign forces in the Pacific. The plan for the transfer, moreover, will be spread out over a longer period of time (even beyond 2014) so that community discussions over the socio-economic impact of the military expansion on Guam can continue.

Do these critical changes in the anticipated military build up have an impact on the college, insofar as planning is concerned? Practically none, because of the following considerations:

Although the College takes the view that the military buildup will create an indelible impact on educational and training opportunities at the college because of expansion requirements that will have to respond to potential workforce needs, it has also believed that funding opportunities will not come easy, even with a buildup. The College therefore has relied on its own ability to find other means to increase its fiscal resources, such as the pursuit of federal grants. For example, as documented in the latest audit released on March 4, 2012, the college “closed Fiscal Year (FY) 2011 with an \$8.6 million (M) increase in net assets, nearly doubling its FY 2010’s \$4.4M increase in net assets. This was mainly due to increases in Pell grants, American Recovery and Reinvestment Act (ARRA) grants and other federal grants, and an increase in student enrollment and tuition and fees. Independent auditors Deloitte & Touche, LLP gave GCC an unqualified “clean” opinion on its FY 2011 financial statements and its compliance and internal controls.” The College therefore continued to maintain low-risk status for the 11th consecutive fiscal year, and is again commended for maintaining this status. The audit report continued, “Revenues were \$40.8M in FY 2011, an increase of \$6.9M or 21% from the \$33.8M in FY 2010. This was mainly due to the \$3.1M or 31% increase in Federal grants and contracts, which went from \$9.9M in FY 2010 to \$13M in FY 2011. Of the \$12M received, \$7.5M came from ARRA. There was also a \$1.2M or 24% increase in Student tuition and fees, which went from \$5.2M in FY 2010 to \$6.4M in FY 2011. Student tuition increased from \$110 to \$130 per credit hour, and there were marked increases in the post secondary enrollment for the Spring 2011 and Fall 2011

of 9.5% and 1%, respectively, as compared to prior 2010 semesters. Contributions from U.S. government had a \$4.5M or 197% increase, going from \$2.3M in FY 2010 to \$6.8M in FY 2011. Other revenues of \$1.4M consists of the \$1M transfer from the GCC Foundation.” These excerpts from the audit report validate the College’s standing in terms of how successful the College has been in building up its financial integrity, with or without the military buildup.

Increased Student Enrollment in Relation to Capital Improvement Projects

Within the last five years, the College has experienced an unprecedented 38% increase in student enrollment, which has grown incrementally each year. Although slight increases are still recorded within the past two semesters, the enrollment numbers have become steady. Based on the Registrar’s Enrollment Report, the student headcount for spring 2012 (n=2,477) indicates an increase of 20 students over that of spring 2011 (n=2,450). Like the previous semester, where a record-high 2,556 postsecondary students registered in college courses, the tuition increase implemented by the College in fall 2011 has not had a negative impact on student enrollment. This may be attributed to the fact that, since 2007, there has been a rapid expansion of new facilities at the College which has contributed directly to a more conducive learning environment. Student testimonials in open forums, town hall meetings, and committee minutes point towards this “construction boom” as one important reason why students continue to enroll at the College. To recap, these capital improvement projects have included the following:

- Anthony A. Leon Guerrero Allied Health Center; with rooftop photovoltaics – completed in December 2009
- Learning Resource Center; with rooftop photovoltaics – completed in December 2010
- Northeast Parking Lot, with 42 new parking slots; also with photovoltaics – completed in November 2011
- Student Center – completed in December 2011
- Non-skid Walkway Project (including campus painting for all buildings) – completed in March 2012
- Renovation of Foundation Building (to include a Bookstore and a Café) – ribbon cutting is slated for July 19, 2012
- Renovation of Building 200 – construction slated to begin in summer 2012

It is important to note that all of these projects are included in the update to the Physical Master Plan, an important component of the Institutional Strategic Master Plan (ISMP). This Physical Master Plan was presented by Taniguchi Ruth Makio Architects, the College’s architectural firm partner, to the GCC campus community on December 30, 2011 (for staff and administrators) and January 24, 2012 (for faculty and community stakeholders). The feedback solicited during these sessions will be further incorporated into the next iteration of the Plan.

Articulation with the University of Guam

Because of the College's commitment to provide students seamless transfer to 4-year postsecondary institutions, efforts to forge articulation agreements with the University of Guam (UOG) have been heightened and focused within the past five years. As a product of continuous discussion and dialogue, there are currently 28 GCC courses that articulate to UOG courses in the General Education (GE) category. For the non-Gen Ed category, 19 GCC courses articulate with UOG courses. These are all contained in an Articulation Agreement via a Memorandum of Understanding (MOU) signed by the two presidents of both institutions in 2008, and is up for renewal in 2013. Within the context of these articulation agreements, a consortium between GCC and UOG is also in effect, thereby giving students the chance to avail of student federal aid (i.e., Pell) when they are enrolled in either one of these two institutions.

Course-to-course articulation agreements secured for this period include the following:

Th101 (Introduction to the Theatre) – articulates with the UOG course of the same number and title

En 111 (Writing for Research) – articulates with the UOG course of the same number and title

En 210 (Introduction to Literature) – articulates with the UOG course of the same number and title

Serious discussions regarding program-to-program articulation have also begun. The discussion has gone one round with the Deans in charge of the following programs taking the lead in these discussions with their UOG counterparts:

Associate of Arts in Liberal Studies – to articulate with Bachelor of Arts in Integrated Arts & Sciences

Associate of Arts in Criminal Justice – to articulate with Bachelor of Science in Criminal Justice

Associate of Arts in Education – to articulate with Bachelor of Arts in Education

As organized by the College of Liberal Arts and Social Sciences of the University of Guam, a conference in Pohnpei in May 2012 will focus on articulation and student learning outcomes. This will bring together a number of PPEC institutions to discuss how students in the entire region, with the collaborative efforts of sister colleges within the PPEC organization, can benefit from articulation, and make seamless transfer within the PPEC institutions closer to reality in the immediate future.

Participatory Governance and Budgetary Issues

The practice of meeting every semester to discuss issues mutually affecting both administration and faculty is institutionalized in the College's participatory governance process. When these meetings take place, budgetary issues always are at the forefront of the discussion. This has been necessary in light of the Government of Guam's financial difficulties, and its impact on college funding has been indelible because of the inconsistent releases of allotments to the College. In the meeting held last month, the dialogue on cost-saving measures continued, which included ways to seek federal grant funding by departments, use of available CTE funding for programmatic improvements, and other means of raising revenue for departments and programs.

On April 18, 2012, Guam Governor Eddie Calvo released Directive No. 2012-01 which orders Government of Guam line agencies to identify spending cuts in their respective budgets, totaling about \$43 million. This directive also appoints the president of the College (or her designee) as a member of the **Spending Cuts Task Force** that will be under the purview of the Governor's Office. Although the \$43 million is intended to streamline government functions, the College is not included as a line agency. Other agencies, including the Guam Legislature, Department of Education, Judiciary, University of Guam and the Guam Community College are asked to participate in identifying \$10 million. Without a doubt, this directive will encourage more dialogue and discussion at the College on "how we can live within our means" in a very tight budget environment.

Palau Community College (PCC)

Accreditation

In January 2012, the College Accreditation Steering Committee (ASC) with the Accreditation Liaison Officer (ALO) reviewed and submitted the final draft of the 2012 Follow Up Report to the College President. The ALO and Assistant ALO presented the said report to the President and the Board during the Board's January 2012 meeting. The College President and the Board of Trustees approved and certified the 2012 Follow Up Report following their final review on February 27, 2012. The ALO and Assistant ALO mailed out the 2012 Follow Up Report via postal mail and electronic mail on March 05, 2012 to the office of the Accrediting Commission for Community and Junior Colleges (ACCJC).

The Commission required a site visit to the College after the 2012 Follow Up Report submission. The site visit was conducted on April 2nd and 3rd of 2012 by a two-member team from the Commission, Chancellor Dr. Leon Richards and team member, Dr. Salvatore Lanzilotti, from

Kapiolani Community College. Palau Community College now waits for the Commission's response regarding its 2012 Follow Up Report.

The Palau Community College – Accreditation Office continues to conduct workshops and trainings to assist departments/units/programs in their assessments and program reviews. In January to February of this year, the ALO and AALO assisted the College Institutional Assessment Committee (IAC) in conducting a series of workshops on the FAMED Process. FAMED – Formulate, Assess, Measure, Evaluate and Develop - is the institutional evaluation process. In March 2012, the ALO and Assistant ALO conducted a “Course and Program Assessment Training” to the faculty. This training was to assist the faculty in the alignment of course, program, and institutional learning outcomes (ILO) to the College mission statement. The ALO and Assistant ALO also met with the Administration and Finance Department management team to give assistance in aligning its goals and objectives to the institutional learning outcomes and the College Mission statement. In April 2012, the ALO and Assistant ALO attended the WASC-April 2012 Academic Resource Conferences (ARC) in Costa Mesa, California. There will be more trainings and workshops throughout the year to the faculty, staff and administrators regarding Student Learning Outcomes and the ACCJC's Standards and Rubrics.

The College Accreditation Steering Committee had its organizational meeting on April 26th. The ALO discussed the required College Status Report on Student Learning Outcomes Implementation to be submitted to the Commission on March 15, 2013. In the same meeting, the College 2009 Planning Agendas were also discussed. In May 2012 the ASC began conducting its regular meetings and work sessions in preparation for the College Status Report on Student Learning Outcomes Implementation.

Palau Community College continues to strive in its assessment effort to enhance student learning and improve support services to ensure its commitment to remain an accredited institution.

Other Highlights:

- The spring semester 2012 enrollment reached six hundred seventy-seven this year. This is an increase of five percent (5%) from spring semester 2011 enrollment. Palauan students makes up 78% of the total enrollment, followed by Yap with 12%, Chuuk with 5%, Pohnpei with 2%, Kosrae with 2%, and all others at 6%. The School of Art & Science makes up 38% of the total enrollment, followed by the School of Business with 35%, School of Technical Education with 21%, undeclared majors at 4%, and non-degree seekers at 2%.

The number of PCC graduates and prospective graduates for SY2011-2012 totals 121 students – fifteen (15) for fall 2011, thirty-two (32) for spring 2012, and seventy-four (74) for summer 2012.

Thirty-two students in the SDSU BA degree cohort program will graduate on May 25, 2012, as part of the PCC spring commencement exercise.

- Twenty-nine students have enrolled in the next SDSU BA degree cohort program scheduled to begin on May 28, 2012. The new cohort program is expected to be completed by December 2014.
- Through the Asian American and Native American Pacific Islander (AANAPISI) Program, the College will establish two additional computer labs/classrooms to support/increase students' technological access. The first computer lab/classroom is expected to be completed before summer session begins in June 2012.
- Highlights for this period at the Tan Siu Lin PCC Library were library orientations and instruction, updates to the Micronesia-Pacific Collection, expansion of library services and additional computers for the library computer lab.

Between January and June 2012, the library provided library orientations and instruction to 90 students in three introductory college courses (SS 100). In addition, the library also hosted high school students for Career Awareness Week with Glee themed library activities. Upcoming summer events at the library will include craft projects and movies for kids.

A significant number of Micronesia-Pacific materials were added to the online catalog including government documents, PCC records, donated books, magazines, and articles.

In March a workshop was held at the PCC Library to train staff on digitizing materials for the Pacific Digital Library website: <http://www.pacificdigitallibrary.org>, which provides public access to unique photos and ephemera from the Pacific region. The Library Science students in the Micronesia-Pacific Resources class are contributing their efforts towards digitizing Palauan materials for the project.

In March 2012, during the accreditation team visit, the library received positive feedback regarding the improvements made over the previous year towards updating library services and meeting the WASC accreditation standards.

Library Science students are also working on a project in the library to set up a coffee shop space where students will be able to gather, use wi-fi, and possibly enjoy coffee and

snacks. The space is being decorated with local artwork and a coral/sea theme. Another area of expansion for the library is the addition of an entertainment DVD collection. The DVD collection, built up with donations from the public, has been very popular amongst students and the public and has increased circulation statistics.

In May 2012 the PCC Library Computer Lab will receive an additional six computers through the Institute of Museum and Library Services and Technology Act grant. There will be a total of twenty-one computers available for students and the public as well as one computer dedicated to online catalog access.

- The College is in the process of launching a plan to redesign the existing web site to make it faster to load. There will be user accounts for specific departments and offices to update information in their areas in the PCC Web Site. This strategy will allow all College entities to show updated information of programs, services, and activities to our constituents and the general community.
- The Institutional Research Office is using Remark Software for data entry and analysis of survey forms and questionnaires. This tool via a scanner accelerates the survey reporting process and ensures the quality and coherence of acquired data.

The FAMED assessment cycle has been communicated to the College community through a workshop that presented guidelines and examples to the faculty and staff.

A Graduate Exit survey was administered to all graduating students in May 2012. The main objective of the survey is to help the College identify areas for improvement and assess the effectiveness of educational programs and services.

Departments and Division heads are working on evaluating their goals through the 15-Year Master Plan Report Card, a status report that presents the extent of progress made on each objective in varying levels - ongoing, behind schedule, partially implemented, completed, not started, need to be revisited, or are revised.

- The Palau Tourism and Hospitality School of Excellence held its Opening Ceremony on May 2, 2012. The program currently has 80 students in Tour Services, Food & Beverages, and Hotel & Management Operations. Workshops and Trainings, including Alii-Host, are currently being conducted to students in the tourism program.

A new tourism instructor was hired in April 2012. Ms. Ltlatk Fritz is a PCC alumna who holds an AAS degree in Food and Beverage (F & B) and a Bachelor in Business Administration (BBA) from the University of Hawaii-Hilo.