

# PPEC

Pacific Postsecondary  
Education Council

Report to

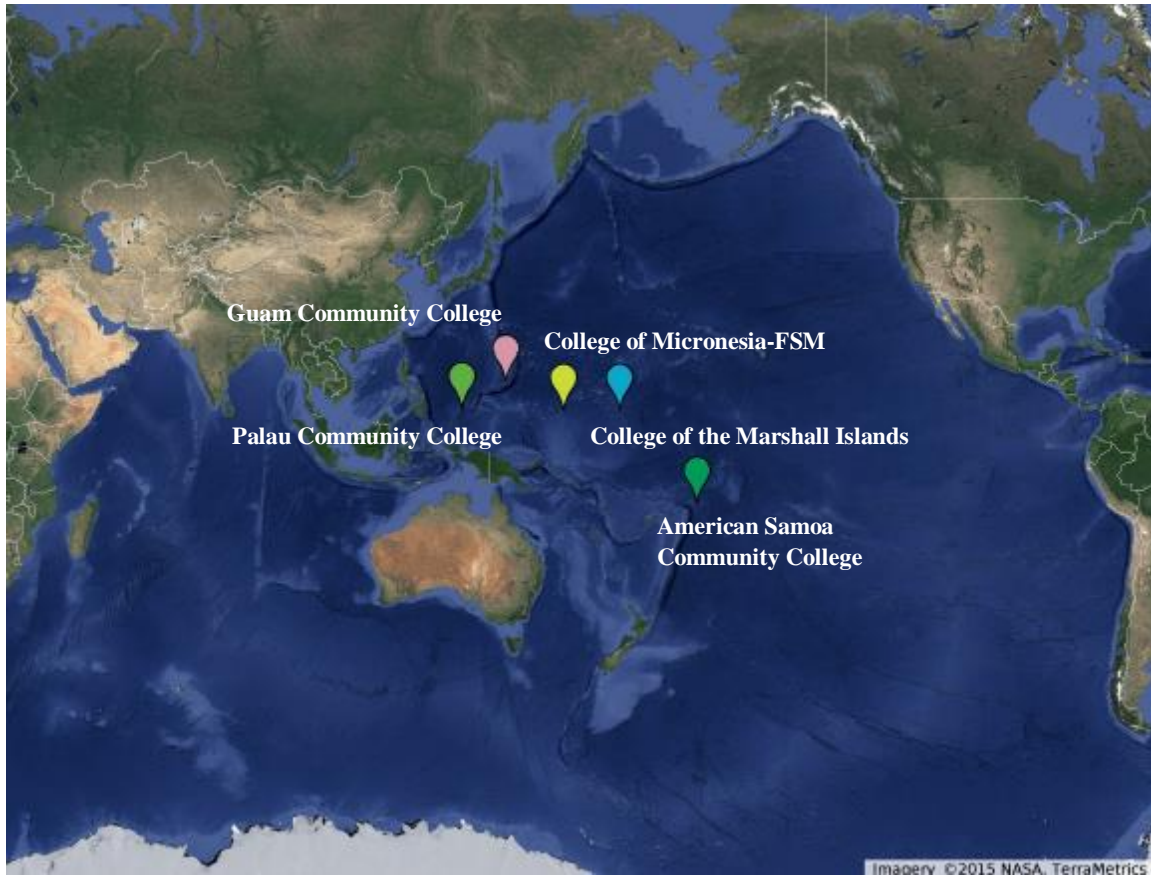
# ACCJC

Accrediting Commission of  
Community & Junior Colleges

July - December

# 2018

## Geographic Location of Community College Campuses (satellite map)



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

	240736 American Samoa Community College	243638 College of Micronesia- FSM	376695 College of the Marshall Islands	240745 Guam Community College	243647 Palau Community College
Street address or post office box (HD2016)	PO Box 2609	Kolonia	Oceanside Ulga	1 Sesame Street	Medalaih
City location of institution (HD2016)	Pago Pago	Pohnpei	Majuro	Mangilao	Koror
ZIP code (HD2016)	96799-2609	96941	96960	96913	96940
Name of chief administrator (HD2016)	Rosevonne Pato	Joseph Daisy	Dr. Theresa Koroivulaono	Dr. Mary A.Y. Okada	Patrick U. Tellei
Institution's internet website address (HD2016)	www.amsamoa.edu	www.comfsm.fm	www.cmi.edu	www.guamcc.edu	www.palau.edu
Longitude location of institution (HD2016)	-170.742774	158.158189	171.378129	144.808944	134.473744
Latitude location of institution (HD2016)	-14.322636	6.909759	7.102688	13.440649	7.343177

	240736 American Samoa Community College	243638 College of Micronesia- FSM	376695 College of the Marshall Islands	240745 Guam Community College	243647 Palau Community College
Total enrollment (DRVEF2017)	1095	2022	1032	2055	532
Full-time equivalent fall enrollment (DRVEF2017)	809	1645	790	1342	420
Full-time enrollment (DRVEF2017)	615	1454	667	982	364
Part-time enrollment (DRVEF2017)	480	568	365	1073	168
Current year GRS cohort as a percent of entering class (EF2017D)	70	88	87	50	89
Full-time retention rate 2017 (EF2017D)		61	59	67	63
Current year GRS cohort as a percent of entering class (EF2016D)	72	78	88	41	79
12-month unduplicated headcount undergraduate: 2016-17 (DRVEF122017)	1581	2704	1329	2845	749
12-month full-time equivalent enrollment: 2016-17 (DRVEF122017)	916	1677	792	1499	463
Percent of undergraduate enrollment that are American Indian or Alaska Native (DRVEF2017)	0	0	0	0	0
Percent of undergraduate enrollment that are Asian/Native Hawaiian/Pacific Islander (DRVEF2017)	90	100	100	95	100
Percent of undergraduate enrollment that are Asian (DRVEF2017)	1	0	0	45	2
Percent of undergraduate enrollment that are Native Hawaiian or Other Pacific Islander (DRVEF2017)	89	100	100	50	98
Percent of undergraduate enrollment that are Black or African American (DRVEF2017)	0	0	0	1	0
Percent of undergraduate enrollment that are Hispanic/Latino (DRVEF2017)	0	0	0	1	0
Percent of undergraduate enrollment that are White (DRVEF2017)	0	0	0	2	0
Percent of undergraduate enrollment that are two or more races (DRVEF2017)	0	0	0	0	0
Percent of undergraduate enrollment that are Race/ethnicity unknown (DRVEF2017)	0	0	0	1	0
Percent of undergraduate enrollment that are Nonresident Alien (DRVEF2017)	9	0	0	0	0
Percent of undergraduate enrollment that are women (DRVEF2017)	66	56	49	56	55
Adult age (25-64) enrollment undergraduate (DRVEF2017)	168	251	164	638	145
Adult age (25-64) enrollment full-time undergraduate (DRVEF2017)	45	146	89	268	48
Adult age (25-64) enrollment part-time undergraduate (DRVEF2017)	123	105	75	370	97
Percent of undergraduate enrollment under 18 (DRVEF2017)	0	1	5	1	1
Percent of undergraduate enrollment 18-24 (DRVEF2017)	84	86	79	68	72
Percent of undergraduate enrollment 25-64 (DRVEF2017)	15	12	16	31	27

	240736 American Samoa Community College	243638 College of Micronesia- FSM	376695 College of the Marshall Islands	240745 Guam Community College	243647 Palau Community College
Full-time first-time degree/certificate-seeking undergraduate enrollment (DRVEF2017)	268	572	249	501	131
Full-time undergraduate enrollment (DRVEF2017)	615	1454	667	982	364
Full-time transfer-in degree/certificate-seeking undergraduate enrollment (DRVEF2017)	2	0	0	34	3
Full-time continuing degree/certificate-seeking undergraduate enrollment (DRVEF2017)	345	881	418	402	230
Full-time nondegree/certificate-seeking undergraduate enrollment (DRVEF2017)	0	1	0	45	0
Part-time undergraduate enrollment (DRVEF2017)	480	568	365	1073	168
Part-time first-time degree/certificate-seeking undergraduate enrollment (DRVEF2017)	113	75	30	290	11
Part-time transfer-in degree/certificate-seeking undergraduate enrollment (DRVEF2017)	0	0	0	13	2
Part-time continuing degree/certificate-seeking undergraduate enrollment (DRVEF2017)	367	488	327	554	153
Part-time nondegree/certificate-seeking undergraduate enrollment (DRVEF2017)	0	5	8	216	2
Undergraduate enrollment (DRVEF2017)	1095	2022	1032	2055	532
First-time degree/certificate-seeking undergraduate enrollment (DRVEF2017)	381	647	279	791	142
Transfer-in degree/certificate-seeking undergraduate enrollment (DRVEF2017)	2	0	0	47	5
Continuing degree/certificate-seeking undergraduate enrollment (DRVEF2017)	712	1369	745	956	383
Nondegree/certificate-seeking undergraduate enrollment (DRVEF2017)	0	6	8	261	2
Full-time first-time degree/certificate-seeking undergraduate enrollment (DRVEF2017)	268	572	249	501	131

	240736 American Samoa Community College	243638 College of Micronesia- FSM	376695 College of the Marshall Islands	240745 Guam Community College	243647 Palau Community College
Percent of students enrolled exclusively in distance education courses (DRVEF2017)	0	0	3	0	0
Percent of students enrolled in some but not all distance education courses (DRVEF2017)	0	0	0	2	10
Percent of students not enrolled in any distance education courses (DRVEF2017)	100	100	97	98	90
Percent of undergraduate students enrolled exclusively in distance education courses (DRVEF2017)	0	0	3	0	0
Percent of undergraduate students enrolled in some but not all distance education courses (DRVEF2017)	0	0	0	2	10
Percent of undergraduate students not enrolled in any distance education courses (DRVEF2017)	100	100	97	98	90
Number of students receiving an Associate's degree (DRV2017)	210	241	103	256	102
Number of students receiving a certificate of 1 but less than 4-years (DRV2017)	11	114	38	132	0
Graduation rate total cohort (DRVGR2016)	35	22	7	17	15
Graduation rate men (DRVGR2016)	24	18	11	14	15
Graduation rate women (DRVGR2016)	41	25	3	19	15
Physical books as a percent of the total library collection (DRVAL2017)	97	55	73	11	95
Physical media as a percent of the total library collection (DRVAL2017)	2	4	3	1	5
Digital/Electronic books as a percent of the total library collection (DRVAL2017)	0	40	23	88	0
Percent of full-time first-time undergraduates awarded any financial aid (SFA1516)	92	96	100	79	92
Percent of full-time first-time undergraduates awarded federal state local or institutional grant aid (SFA1516)	92	96	100	79	92
Average amount of federal state local or institutional grant aid awarded (SFA1516)	2946	5656	5020	4808	5218

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

# American Samoa Community College

## Introduction

The American Samoa Community College (ASCC) was established in 1970 to provide post-secondary education opportunities in the liberal arts, teacher training, vocational-technical education and general education to the residents of American Samoa. ASCC received its initial accreditation in 1976 and continues to remain accredited under the purview of the Western Association of Schools and Colleges (WASC) Accrediting Commission for Community and Junior Colleges (ACCJC). ASCC offers Associate of Arts, Associate of Science degrees and a Bachelor's in Elementary Education, as well as certificate programs in a variety of academic and technical areas.

## Accreditation Updates

Mid-term Report: ASCC submitted its Mid-term Report to the Accrediting Commission for Community and Junior Colleges (ACCJC) in October. The College is now undergoing its annual program review in December and will initiate its plans in preparation for the College's 2021 Institutional Self-Evaluation Report (ISER).

2015-2020 Institutional Strategic Plan: ASCC through its participatory governance structure completed the updating of its 2015-2020 Institutional Strategic Plan in September 2018. The document provides status updates and recommendations based on actions taken by the College to address the expected outcomes for strategic goals, objectives, and expected outcomes.

## General Highlights

Student Success and Achievement: In June, a Memorandum of Agreement (MOA) was entered between the American Samoa Department of Education (ASDOE) Director and the American Samoa Community College President. The purpose of the MOA is to join ASDOE and ASCC in collecting and assessing student data that will then be aggregated and used for improving decision-making pertaining to student success and achievement. Training and collaboration between ASDOE and ASCC will ensure that the highest level of confidentiality is maintained throughout American Samoa-State Longitudinal Data System (AS-SLDS). The aggregated AS-SLDS data can be used in making data-informed decisions as well as developing policies and processes that will improve the education and career development for both agencies.

Dual Enrollment Program: ASCC has entered into a new agreement with DOE through the Dual Enrollment MOU-ASDOE. This established and approved two-year MOU provides the opportunity for selected public high school seniors to enroll in college courses during their last high school year. The Dual Enrollment MOU initially began during summer 2018 with selected seniors from Manu'a High School. This fall, about 40 high school seniors are taking advantage of the opportunity to enroll in either an English or Math course at ASCC during after-hours. The ASDOE-Dual Enrollment MOU provides students with the resources to cover their registration fee, textbook fees, and tuition. ASCC provided a separate orientation under the guidance of the

Admission Officer to ensure that the high school students are well informed of the ASCC academic policies and regulations they need to observe to be successful at the College.

Teacher Education Department Summer Lab School: For the first time in its history, the Teacher Education Department (TED) American Samoa Bachelor in Education Program has piloted a Summer Lab School at Pava'ia'i Elementary School to allow in-service and pre-service students to more easily fulfill the practicum component of 300-400 level courses. The establishment of the Lab School mitigates students needing to prolong their time of degree completion when enrolled in the Bachelor in Education program. An MOU between ASCC and ASDOE has been signed to ensure the continuation of the Summer Lab School.

ASCC Community Talk Show: The College's own television show, titled "ASCC Saili le Atamai," made its debut in September. The new ASCC television show in collaboration with the public television station and private owned radio stations, will provide an opportunity for future participation from the College's various divisions and departments in order to raise awareness in the community and to showcase the many programs and services offered by ASCC.

## **Prepared by CMI administrators and faculty for PPEC**

### **The College of the Marshall Islands (CMI)**

#### ***Mission***

*The mission of the College of the Marshall Islands is to provide access to quality, student-centered, post-secondary educational services to the Marshallese people. The College also provides selective higher education programming, intellectual resources, and research specific to the needs of the nation and the larger Pacific community. (Approved February 8, 2017)*

#### ***Introduction***

The College provided educational services to 1,119 students in fall semester, 2018. Of those, there were 744 full time and 375 part-time students from across the Republic of the Marshall Islands, the Micronesian region and further afield. The following report covers the period from August 20 – December 14, 2018.

#### ***General Accreditation Updates***

The ACCJC team visit for the Bachelor of Arts in Elementary Education took place from September 18 – 21, 2018. Dr. Stephanie Droker, ACCJC Vice President and Dr. Kevin Bontenbal, ACCJC Commissioner paid their first visit to CMI and the Republic of the Marshall Islands (RMI) to meet selected representatives from all sections of the college. On the day they arrived in Majuro and after a short break on the ground, the ACCJC team accompanied by a CMI team led by CMI President Koroivulaono flew to Jaluit Atoll to visit one of CMI's two outer island centers. The visitors were shown around the Jaluit Center and treated to a lunch cooked by

students using vegetables from the gardens they planted around the center buildings as part of national food security programs. The CMI team also took the opportunity to explain the critical importance of access to education in an atoll country of 70 square miles of land and 750,000 square miles of ocean. The ACCJC team provided equally critical information about the need to ensure that learning resources and student services were adequately provided wherever CMI offered its programs. In outer island centers, contingency plans in case of emergencies was strongly recommended so that student learning progressed according to schedule and well supported.

The ACCJC team also visited the Arrak campus, the second of the two CMI campuses on Majuro Atoll, where the two CTE programs are located which are the carpentry and maritime observer training. The CMI-RMI Land Grant program is also located at the Arrak campus.

Back at the Uliga Campus in Majuro, Dr. Droker and Dr. Bontenbal met with students, administrators, faculty and staff to discuss CMI programs including the BAEE, student services and future plans for improvement. The highlight of the visit for the CMI team was the accreditation training conducted by Dr. Droker and Dr. Bontenbal based specifically on the way in which colleges should prepare their ISERs. The CMI ALO, Dr. Elizabeth Switaj is driving the development of the CMI ISER. CMI teams that were formed to write the follow up, mid-term and Special BAEE reports have been strengthened through the experience of self-reflection and accountability inherent in this report-writing process. Mainstreaming the process of writing and collecting evidence so that there is not a frantic rush in the last six months, is a new approach for CMI. The ISER is due for submission to ACCJC in January 2021.

Administrators, faculty and staff at CMI continue to implement activities as part of the integrated planning cycle which has been in place for a little over a year. Dr. Ray Somera, Vice President for Academic Affairs at Guam Community College provided significant feedback for many initiatives underway at the time of his visit in November. His presentation on “Students First, Mission Always” was well attended by both CMI students and employees. As CMI moves decisively towards addressing the challenges of having the lowest graduation rate in the ACCJC region, collaborative partnerships especially with Pacific regional colleges are proving to be very effective in creating relevant and cost-effective initiatives. One such example is refocusing on the key words in our mission, “quality, student-centered...educational services” as emphasized by Dr. Somera. By bringing both students and employees into the same space regularly in general assembly-type discussions, the opportunity to connect meaningfully builds a consultative, robust partnerships for direct engagement.

The Institutional Researcher, Ms. Cheryl Vila was selected to be part of the Honolulu Community College ACCJC onsite evaluation team. President Koroivulaono also accepted the invitation to be a member of the ACCJC Kaua’i Community College team. CMI will continue to send selected personnel as the college builds much-needed capacity in accreditation.

### ***Updates from the Office of the President***

#### ***Update of ongoing CMI initiatives***



## ***The METO Education Master Plan***

The METO<sup>1</sup>: Education Master Plan was approved by the Board of Regents in September. The four operational plans that emanate from the Meto were also approved. The plans are the:

- Enrollment Management Wappepe<sup>2</sup>;
- Information Technology Wappepe;
- Plant and Facilities Wappepe; and
- Safety and Security Wappepe.
- The new Strategic Plan 2019 – 2023 is currently in development by the first locally hired consultant in this area, Mr. William Reiher, who is also a former CMI Vice President. Mr. Reiher was the Chairperson of the Institutional Planning Committee in 2015 and led the development of CMI's first strategic plan which was implemented in 2016 and will end this year (2018). The strategic plan will provide the activities and key performance indicators that operationalize the METO and the four Wappepe.

The development of all institutional plans has been carried out predominantly by CMI employees and the former Vice President intentionally as first time projects to build capacity locally in these areas.

## ***Academic initiatives***

### **Math Accelerated Program Report 2018: a first time initiative**

#### **PURPOSE:**

The mathematics accelerated program provides an intensive eight weeks guided learning to students placed in developmental math level II. The objective of this initiative is to allow students to accelerate their progress in non-credit courses and improve their success, retention, and completion rates at college.

#### **RATIONALE:**

The STEM department offered three levels of non-credit math courses to prepare students that are placed below credit level requirements. In previous years, the majority of students took a lot more semesters at these levels than expected and in most cases they exhausted their Pell funds. For this reason, the program is designed to provide a supportive, effective, and conducive learning environment to fast-track their progress.

#### **DESCRIPTION:**

Mathematics is a difficult subject for many students. This initiative is an intensive eight-week program of level II (Math 086 - Elementary Algebra) and level III (Math 096 - Intermediate Algebra) mathematics courses. These two levels are divided into two 4-week sessions with an exit exam at the end of each level. Students who do not pass the level II work will exit the program and join the regular class.

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

<sup>2</sup> The smaller type of stick chart

The Math 086 and Math 096 will run back-to-back in the summer semester. The two sections of math 086 and math 096 will run for the normal number of contact hours, but in order to fit those times into the 4-week program of session 1, classes will have lecture meetings for three hours, study hall for an additional three hours, and another hour of supervised study from Monday to Friday.

In addition to supporting our students move faster through these classes, they must all live in the dormitory.

## **SCHEDULE:**

### **Week 1 – 4 Math 086 – Elementary Algebra**

Session	Course	Sections	# of Students	Credits	Class Time	Days
1	MATH 086	1	15	3	8:30-11:30	M – F
1	MATH 086	2	15	3	8:30-11:30	M – F

### **Week 5 – 8 Math 096 – Intermediate Algebra**

Session	Course	Sections	# of Students	Credits	Class Time	Days
2	MATH 096	1	15	3	8:30-11:30	M – F
2	MATH 096	2	15	3	8:30-11:30	M – F

### **Sample Schedule:**

Time	Monday	Tuesday	Wednesday	Thursday	Friday
7.00-8.00am	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
8.30–11.30am	Math 086 (lecture)	Math 086 (lecture)	Math 086 (lecture)	Math 086 (lecture)	Math 086 (lecture)
12noon-1.00pm	<b>LUNCH</b>				
1.35–3.00pm	Capp 066	Capp 066	Capp 066	Capp 066	Capp 066
3.15-6.15pm	Study hall	Study hall	Study hall	Study hall	Study hall
6.15-7.55pm	Self-time, dinner	Self-time, dinner	Self-time, dinner	Self-time, dinner	Self-time, dinner
8.00-9.30pm	Supervised study	Supervised study	Supervised study	Supervised study	Supervised study
10.00pm	Sleep	Sleep	Sleep	Sleep	Sleep

## **EMBEDDED TUTORS:**

The program requires embedded tutors to work closely with instructors. Tutors are expected to:

- Attend class every day and report to the instructor.
- Support the instructor in the classroom.

- Work with assigned individuals or groups in areas of need in the classroom.
- Help create and implement activities to reinforce concepts for students with academic needs.
- Conduct private and group tutoring sessions outside of regular class meeting times.
- Help students with homework and assignments to meet due dates.
- Support instructor build a rapport with the students.
- Support and help monitor students' attendance, study skills and time management.
- Identify at-risk students and quickly remediate issues before they become serious.
- Support instructor in developing creative activities and utilizing best teaching practices that will promote academic success and high retention.

## RESULTS:

The Math Accelerated program implemented during the Summer 2018 had a total of 19 students pioneering the program. Due to low enrollment number, there were a few changes made to the program after some discussions with the Dean of Academic Affairs. Of these changes, students were recruited from our level one math sections with the majority living close by along the Delap – Rita corridor. For this reason, students had to travel daily to school to attend the program as the majority of them were non-residential. Additionally, the program did not have embedded tutors but all lectures and tutorial sessions were carried out by the same instructors.

Students	Residential	Non-residential	Math 086							Math 096						
			W	NP	C	C+	B	B+	A	W	NP	C	C+	B	B+	A
Male	3	8						1	10		1			1	2	7
Female	1	7	1						7	1						7

Of the 19 students that enrolled in the math 086 class, one student withdrew from the course while the remaining 18 students progressed to level III (math 096) with a B or A grade pass. From the 18 students that took the math 096, one student did not pass (NP) while 17 scored a B+ or A.

In summer 2017, the first English accelerated program showed very similar results due to intensive class time and very closely supervised and mentored study hall times. Analysis of these results continue and will be ready for the next annual report. The most obvious conclusion after two accelerated programs, one in English in 2017 and the other in Math in 2018, show that CMI students respond best to shorter but highly intensive class and study programs. These programs will continue to be offered in the summer and intensive programs designed on a similar basis are being offered in the fall and spring semesters.

### ***The Bachelor of Education in Elementary Education (BAEE)***

CMI's first baccalaureate program, the BAEE, was approved by ACCJC in spring 2017. The first cohort started in fall 2017. The report below provides the update on the progress of the first cohort.

## **Fall Semester 2018: Updates on Quality Pedagogy Framework (QPF) Integration in CMI Education Courses**

### **Overview**

The first BAEE cohort are now into the third semester of their 2-year program, with fifteen (15) full-time students enrolled in the following courses:

EDU 416: Teaching with Curriculum Materials;

EDU 444: Evaluation and Assessment;

IDS 428: Personal and Social Health Skills; and

EDU 427: Physical Education & Elementary School Art;

These are the last four requisite courses before students commence internship in the Spring semester of 2019. The practicum components are:

EDU 496: Elementary Student Teaching (internship in a classroom for one semester); and

EDU 497: Elementary Seminar for Student Teaching (seminars which complement Student Teaching, and are held one after-school afternoon per week).

### **QPF Integration in BAEE Courses**

#### **1. EDU 416: Teaching with Curriculum Materials**

- This course is delivered in a blended format in that apart from the face-to-face contact hours, course materials and activities are also on Moodle.
- The capstone project for EDU 416 is the development of a portfolio of five (5) comprehensive QPF learning plans, covering a month of teaching (duration).
- The portfolio will include QPF-related resource materials.
- The five grade-appropriate QPF learning plans should be in any 3 of the 5 different subject areas of: ELA, Social Studies, Science, Math and Health.
- The QPF learning plans in this portfolio will be ready for implementation on Day 1 of teaching practicum, Spring semester, 2019.
- During the pre-practicum orientation week in the Spring semester 2019, the students will display and present their portfolio work to invited guests such as the ADB-funded “Improving the Quality of Basic Education” (IQBE) project team, PSS (RMI MoE) staff, BAEE cohort 2, Education students and faculty and others.
- Plans are underway to do a video production which will document the first BAEE cohort’s learning journey, their QPF-related activities, and the final QPF product (portfolios).
- This video documentation will be complemented by student testimonials that we aim to upload on our Education website.

#### **2. EDU 444: Evaluation and Assessment**

- This course is delivered in a blended format in that apart from the face-to-face contact hours, course materials and activities are also on Moodle.
- The major project for EDU 444 is the development of a portfolio of five (5) comprehensive formative and summative assessments that will be incorporated into the QPF learning plans.
- The formative and summative assessments will cover a month of teaching (duration).
- This major project is linked to the EDU 416 capstone project.

#### **3. IDS 428: Personal and Social Health Skills**

- This course is delivered in a blended format in that apart from the face-to-face contact hours, course materials and activities are also on Moodle.

- The major project for IDS 428 is the development of a portfolio of five (5) QPF learning plans on the topic of personal and social health skills.
- These QPF learning plans are to cover a month of teaching (duration).
- This major project is linked to the EDU 416 capstone project.

#### **4. IDS 427: Physical Education and Elementary School Art**

- This course is delivered face-to-face and involves hands-on activities and projects
- However, the BAEE cohort 1 have been encouraged to include topics learned from IDS 428 into their EDU 416 capstone project.

##### **(a) Inaugural Orientation for BAEE Student Teaching Program (internship)**

The Education Department will be holding the first-ever Orientation for the BAEE Student Teaching Program on Tuesday 4<sup>th</sup> December, 2018. A highlight of the program will be the QPF displays by the BAEE students and the distribution of two Handbooks, namely:

- A Handbook for the Student Teacher (Spring 2019); and
- A Handbook for the Peer Mentor, Cooperating Teacher and Principal (Spring 2019).

Both Handbooks provide important information relating to the Student Teaching Program (STP) which will commence in Spring semester 2019, and also contain:

- an overview of the QPF (IQBE Project Team acknowledged for sharing this resource);
- QPF assessment templates which will be used by the Faculty Supervisor when assessing the student Teacher's delivery of QPF Learning Plans during the 12-week (STP);
- Sample QPF Learning Plans;
- Power-point on how to write Learning Outcomes and Success Criteria (Dr Gillian Tasker and Dr. Marilyn Low are acknowledged for sharing this resource); and
- Sample Teachers' QPF Resources.

### ***The Performance Management System***

Cycle 2 of the Performance Management System (PMS) for faculty is now complete. For non-faculty employees Cycle 2 evaluations are almost complete. Many valuable lessons were learned from the Cycle 1 experience and these were consolidated in the review process for cycle 1. Several review recommendations were submitted for consideration to the Board of Regents in their September meeting and were approved.

Overall, the process of mainstreaming new college-wide systems and processes will continue to be challenging as CMI prepares for the next round of institutional plans implementation from 2019. There is however, a noticeable shift across the college towards more collaborative, open dialogue for institutional improvement based on student-centeredness.

# College of the Micronesia - FSM

## *Accreditation Update:*

The college received a [letter of concern](#) from ACCJC on August 3, 2018, regarding Standard IV.C.12., IV.C.11., and IV.C.7. and most specifically that the governing board upholds a code of ethics and the governing board acts in a manner consistent with its policies and bylaws.... The Board adopted a proposal to resolve the issues at its September 20, 2018 meeting ([Board Directive 4](#)).

The [2018-2023 Integrated Educational Master Plan](#) (IEMP) was completed in August 2018. The Board of Regents reviewed and adopted the updated plan at its September 20, 2018 meeting ([Board Directive 3](#)). The IEMP was developed based on the 2016 Visioning Summit where the mission statement vision statement and core values were reviewed and updated. Following that a new strategic plan was developed with two strategic directions and key measures of performance. The previous IEP was evaluated in 2016. This evaluation was a review of completion of strategies, what was still relevant and what was no longer appropriate for the college. Other documents contributing to the content of the updated IEP are the Board of Regent two-year action plans, the president's 2018 White Paper, the BECCA Plan, and the Five-year Financial Plan.

The college submitted a substantive change proposal to ACCJC for its first baccalaureate degree program in elementary education. The proposal was reviewed the October 24, 2018, substantive change meeting. The college received a letter from ACCJC dated October 25, 2018, approving the Bachelor of Science degree in Elementary Education.

## *Highlights*

### **FILMING OUR JOURNEYS**

The college continues to take innovative measures to ensure student success. For the second summer, we combined SS 150 History of Micronesia-FSM with ESL 089 Reading V for first time students. The combined course creates a “learning family” which provides the new freshmen with wrap around support from the first day.

This class was unique in that it also focused on storytelling for social justice. The students learned to make films on leadership and contemporary issues in Micronesia. The Kaselehlie Press printed and article on the course

[http://www.kpress.info/index.php?option=com\\_content&view=article&id=1043:filming-our-journeys&catid=8&Itemid=103](http://www.kpress.info/index.php?option=com_content&view=article&id=1043:filming-our-journeys&catid=8&Itemid=103) and final films can be viewed on YouTube, Pacific Storytellers Cooperative (<https://www.youtube.com/channel/UCw-X1qYcPkaJSUzIFu3M0Dw/videos>).

The US Embassy and the US Bureau of Education and Cultural Affairs in Washington, D.C have read about the project and were so impressed they want to work together on a future project. We

are now collaborating on a filmmaking project to document conservation efforts at Nan Madol and other state historical sites with a \$40,000 grant.



*Left to Right: Dir. Of Student Life, Lt. Gov. of Pohnpei, 3 students, U.S. Ambassador, 3 more students, VPIA, VP FSM National Gov.*

The college is collaborating with the national and state departments of education on a grant to **Improve Quality Basic Education in the FSM** over the next five years. (IQBE). The college provide training for in-service teachers in each state starting January 2019, train a cadre of lead teachers, assist with development of a two-year induction program and train mentors. The college will also assist with development of policies around teacher certification and induction programs.

The math division has developed a **transition math course** for high school juniors and seniors in collaboration with McREL. The course is ready for a first pilot spring or 2019 at Chuuk High School. One year ago, the juniors (now seniors) were given the college entrance exam and placed into a developmental math level. These students will take the transition math course in spring of 2019, receive credit for senior math, and the high school math teacher will be trained to deliver the course. Assessment of the course will be determined by how well this same group of students achieves learning outcomes in the college level math course summer of 2019.

The college has adopted Schoology as its **Learning Management System** (LMS) to encourage collaboration, improve student participation and performance, and supplemental traditional classroom instruction. The LMS gives the college the ability to improve student learning outcome achievements and administrative oversight of course activity. It also serves as a medium to deliver digital course materials and tools that help student learning.

Other information may be found in the Board of Regents report at:

[September 20, 2018](#)

## **Guam Community College**

### **Introduction**

Since its inception through the Community College Act of 1977 (as amended by Public Law 31-99 in 2011), Guam Community College continues to fulfill its mission to be a leader in career and technical workforce development, providing the highest quality, student-centered education and job training for Micronesia. GCC serves as Guam's State Agency for Career and Technical Education under the United States Vocational Education Act of 1946 (and subsequent amendments). As a multi-faceted, public, career and technical education institution, the College currently offers 26 associate degrees and 18 certificates. GCC delivers postsecondary education on campus in fall and spring semesters and during summer. Off-site, the College primarily delivers secondary career technical education at six Guam public high schools, as well as short-term, specialized training at local businesses. Additionally, GCC offers adult education programs and services, namely English as a Second Language, Adult Basic Education, High School Equivalency preparation and testing, and Adult High School Diploma.

### **General Updates**

Student Demographics. Enrollment numbers dropped in Fall 2018, which continues the decreasing trend since Fall 2013. In particular, the enrollment of students under 21 years of age dropped 14% from Fall 2017 to Fall 2018. Although the number of new students from Guam Department of Education high schools increased by about 50% from Fall 2016 to Fall 2017, the retention and persistence rate is lower in 2018 than five years prior. Most students enrolled at the College are pursuing an Associate of Science degree, while less than 10% are enrolled in Certificate programs. Students who enrolled in courses remain successful, as 82% of students successfully completed courses in Fall 2017.

Fall College Assembly. The Fall College Assembly occurred during the morning of Tuesday, November 6, 2018. The focus of the assembly was to seek stakeholder input on the 2020-2026 Institutional Strategic Master Plan (ISMP). The ISMP includes five thematic areas: human/fiscal capital, academics, infrastructure, workforce development, and transformational engagement. Faculty, staff and administrators were divided (based on their role and institutional knowledge) into fifteen subgroups in breakout sessions for discussion. Each subgroup was assigned to develop objectives and measures for each thematic goal. After the breakout session, subgroups presented their ideas to the entire assembly. The data gathered will be compiled and analyzed for another round of discussions in the next college assembly.



## **Accreditation Updates**

Legislative Resolution for GCC's 7-year Accreditation. Sen. Joe S. San Agustin, chair of the Committee on Education, Finance, and Taxation, and Sen. Wil Castro presented Dr. Mary Okada, GCC President/CEO, and Frank Arriola, Chairman of the GCC Board of Trustees, with a legislative resolution commending Guam Community College for its accreditation status on July 3. GCC was awarded full seven-year accreditation – the longest period possible for a community college – by the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges (WASC), on June 13, 2018. The ACCJC peer review team gave GCC four commendations signifying that the institution has exceeded standards, including commendations for its (now 17) consecutive clean audits and for initiatives that support student learning. GCC received zero recommendations for compliance and zero recommendations for improvement.

## **Highlights and Initiatives**

Korean Exchange Program (July 16-27 in Korea; July 30-Aug 24 on Guam). Six GCC students spent two weeks at Baekseok University in Korea in July as part of GCC's Korean Language and Culture summer course, and then welcomed their Korean counterparts to Guam on Tuesday, July 31st, for the ESL Immersion portion of the program between GCC and Baekseok, a Korean private university. Located in Cheonan City, South Korea, Baekseok has an enrollment of approximately 15,000 students and a thriving hotel management program with which GCC has partnered for the college's Associate of Science degree in International Hotel Management. The 12 students from Baekseok spent four weeks on Guam, studying English at GCC and experiencing the warm hospitality and vitality of the island's Chamorro culture.

Criminal Justice Academy Completion. Twenty-six men and women completed the 16th Criminal Justice Academy at GCC on July 14 at the Sheraton Laguna Resort. With their class motto as "Duty to Protect; Honor to Serve," the class commander, Cadet Paul Palmer encouraged his fellow students to complete their Criminal Justice associate degree at GCC and to be proud to serve the people of Guam. GPD Capt. Paul Sayama served as the 16th cycle cadre.

1<sup>st</sup> Construction Boot Camp Successful. GCC and island construction employers celebrated the completion of 33 participants in GCC's Future Builders of Guam Construction Boot Camp on Aug. 28 in the GCC Learning Resource Center. GCC offered the free construction boot camp from July 2 through August 10 in order to address the critical shortage of construction workers on island. Several employers have hired some of the completers, two of whom scored platinum (the highest possible) on the National Career Readiness Certificate exam. The completers will also take the NOCTI (National Occupational Competency Testing Institute) certification exam. NOCTI is the largest provider of industry-based credentials and partner industry certifications for career and technical education (CTE) programs across the nation. The camp focused on the construction fields of carpentry, welding, electrical, masonry, and plumbing. Participants also earned valuable CPR/Basic First Aid, OSHA safety and EM385-1-1 (compliance required by all contractors working on military contracts and projects) certifications.

Summer Work Experience Program. On June 27, Hyatt Regency Guam hosted a site visit for GCC and GDOE administrators and faculty to see the GCC CTE high school Lodging Management and ProStart interns at work. The Hyatt accepted a total of 30 GCC CTE high school interns this summer. This important partnership helps the CTE students to be career-ready and also to build the island's workforce.

GDOE federal programs representatives Frank Leon Guerreo, Maria Blas and April Slade attended the site visit. GCC department chairs Vicky Schrage and Eric Ji, and Summer Work Experience coordinators Kathy Chargualaf and Eric Chong also toured the Hyatt and observed and interviewed the students at work.

## **Palau Community College**

### ***Accreditation Updates***

Palau Community College became an accredited institution in 1977 and to date, it has been accredited for forty-one (41) years.

The College Accreditation Steering Committee (ASC) subcommittees comprised of members from different departments and programs of the institution with the responsibility to prepare the College Midterm Report for March 2020 continue to meet and work on their respective Accreditation Standards with first draft to be submitted in March 2019 the to Accreditation Office.

The College continues to assess its degree programs/certificates, co-curricular programs and service areas. Trainings and workshops continue to be provided by the College Accreditation Office and the Institutional Research and Evaluation Office to ensure that faculty and staff use results of assessments to analyze, plan, develop and implement to ensure student success and institutional effectiveness.

### ***College Program Highlights***

- Palau Community College Cooperative Research & Extension hosted the 1st Annual Agriculture Summer Camp on June 18-22, 2018. The summer camp was made possible through the support and funding from the following partners: Palau Community College (PCC), Republic of Palau Office of the President, Ministry of Natural, Resources, Environment and Tourism, Taiwan ICDF, German Cooperation, America's SBDC - Palau, Natural Resources and Conservation Services (NRCS), Palau Community Actions Agency, and German organization - Gesellschaft Internationale Zusammenarbeit (giz). The five (5) day summer camp had a total of 50 students participating in fun educational activities such as agriculture livestock and horticulture farm systems including visits to PCC CRE Research and Development Station to learn about tissue culture, air lay, graft, sow and transplant as well as small gardening techniques using table top garden. Each participant will receive a table top garden delivered to their home for gardening and promotion of food security initiatives.
- On July 06, 2018 a closing ceremony for the Continuing Education (CE) Summer Kids Program was held at Cafeteria of Palau Community College (PCC). The ceremony was an opportunity for the elementary school students to showcase the artistic and cultural skills that they learned while participating in the program. Present to enjoy the performances were the students' family members as well as interested members of the

community. Also in attendance were PCC President Dr. Patrick U. Tellei and PCC Dean of Continuing Education (CE) Jefferson Thomas. The 2018 Summer Kids Program commenced in June 2018, a four-week program where students participated in various cultural & educational activities designed to enhance their learning abilities. Subjects covered in this year's summer classes included mathematics (with an emphasis on Singapore math), English reading & writing, Palauan orthography, marine/environmental science, music, and art. In addition to improving their academic skills, the summer program students also participated in activities that enhanced their understanding of Palau's traditions and cultural practices such as traditional chants, songs, and crafts.

- In July 2018, Eleven (11) Palau Community Action Agency (PCAA) Head Start Program staff were on hand to receive Certificate of Completion from Palau Community College (PCC) Maintenance Assistance Program (MAP). The training participants underwent three basic training modules in Automotive Servicing & Preventive Maintenance, Air Conditioning, and Plumbing with PCC CTE instructors.
- The 21st Science Symposium was held at Palau Community College. The symposium featured Environmental/Marine Science students who interned at Palau International Coral Reef Center (PICRC) during the summer 2018. Internship projects focused on the youth tolerance of the coral *Porites Cylindrica*, which is abundant and easily identified. samples collected from a shallow reef of two meters and a deep reef of five meters. As part of the research activity, student spend extensive hours monitoring the bleaching rate. Another internship project focused on the Benefits and Effectiveness of Protected Area Network in Koror. It involves the collection of community surveys and interviews in regards to PAN laws. Other research project monitors the Chronic Coral Bleaching Events in the Inner Bay Reefs which focused on three isolated inner bay reefs located in various hamlets of Koror.
- Held every year, Palau Community College (PCC) annual convocation start off the 2018 academic year with all college personnel in attendance to hear college updates on programs, accreditation, ISSA, U.S. Department of Education disclosures, and Emergency Operation Plan but also to indulged in network among peers and colleagues. This was an opportune time for the college administration, faculty, and staff to share and address issues before the new school year begins and information regarding programs and services.
- In August 2018, Palau Community College Non Academic staff went through a two-day assessment training on Nuventive Improve (formerly TracDat) software program. Over 30 staff from Admissions & Registrar Office, Financial Aid Office, Cafeteria, Student Life Office, Bookstore, Development Office, Business, Computer Services Office, Human Resource, Physical Plant, Library, Continuing Education Office, Learning Resource Center, Adult High School Office, Dean of Students Office, Academic Affairs

Office, Cooperative Research & Extension, TRIO Talent Search, and Upward Bound program participated in this assessment training. The training provide for participants the tool to be used to assess their Non-Academic and Non-Instructional service area by entering data results from their respective area evaluation.

- CTE Lab School students and teachers visited Ulong Island on November 9, 2018 for their Palauan History Class. The purpose of the field trip was to explore the sites of the first foreigners encounter in Palau; the most famous one - the story of Captain Henry Wilson in 1783 to the island of Ulong. The field trip helped enrich the students' learning and understanding about Palau's resources and archeological history. This learning opportunity helped increase students historical knowledge and facilitated the connections of significant historical figures and events, and their impact on Palau.