

## Standard 1

### Institutional Mission and Effectiveness

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**The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analyses of quantitative and qualitative data and analysis in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and reevaluation to verify and improve the effectiveness by which the mission is accomplished.**

#### **1A. Mission**

**The institution has a statement of mission that defines the institution's broad educational purposes, its intended student population, and its commitment to achieving student learning.**

#### **1A.1 The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.**

#### **Descriptive Summary**

The Palau Community College Mission Statement expresses a commitment to student learning by promoting that “Palau Community College (PCC) is an accessible public educational institution helping to meet the technical, academic, cultural, social, and economic needs of students and communities by promoting learning opportunities and developing personal excellence”. This statement defines the institution's broad educational purposes of providing an accessible public institution that offers academic and technical learning opportunities while fostering cultural, social, and economic vitality within the community. Such purposes are appropriate to an institution of higher learning for preparing the PCC student population in their quest to pursue a higher education and an employment career.

The Republic of Palau Public Law (RPPL) 4-2, the legislation that established PCC, defines the college's intended students as, “citizens of the Republic of Palau, the Republic of the Marshall Islands, the Federated States of Micronesia, and such other students as may be recruited by the

college.” The identified population is a reasonable match for the institution's location as all identified countries are within the Micronesian region. The college intended population is specified in the Mission Statement and it is set forth in the college's enabling legislation. Moreover, the intended population is a reasonable match for the institution's location, its resources, and the role of higher education.

PCC implements student learning programs and services aligned with its purposes as mandated by the Mission Statement and enabling legislation while maintaining the college's accreditation. The three schools that offer credited programs are the School of Arts and Sciences, the School of Business, and the School of Technical Education. PCC also has other programs that cater services to its students, students from elementary and high schools, and community members. Short-term training programs are offered through the Continuing Education Division (CE) as needed by community members. In addition, a high school equivalent program, Adult High School, also under CE, is in place to meet the needs of adult community members who

wish to complete their high school education.

Other programs available at the institution are the TRIO programs Student Support Services (SSS), Upward Bound (UB), Upward Bound Math and Science (UBMS), and Talent Search (TS)), the Operations and Maintenance Improvement Program (OMIP), and the Cooperative Research and Extension (CRE) Department. The TRIO programs are educational opportunity outreach programs designed to motivate and support students from disadvantaged backgrounds. TRIO programs assist students to progress through the academic pipeline from middle school to college. The OMIP training program assists government employees with short-term trainings in the areas of infrastructure, operation, and maintenance. The CRE department focuses on research and extension programs that bring research-based information and technology to the community through three divisions: Agriculture, Natural Resources and Environmental Education (NREED), and Family and Consumer Education (FaCE).

In addition to the support programs, PCC with the cooperation of other institutions provides the community alternative avenues for personal development and education. These other institutions include Penn Foster Career School (formerly known as Thomson Education Direct), National Occupational Competency Testing Institute (NOCTI), San Diego State University (SDSU) programs, Palau Tourism and Hospitality School of Excellence, Child Care Center, Palau Area Health Education Center (AHEC), Workforce Investment Act (WIA), and Western Curriculum Coordinating Center (WCCC).

Penn Foster Career School is one of the oldest and largest distance learning institutions in the world. In partnership with PCC, it provides programs and services that are designed to meet the life-long learning needs of the adult learner whenever a program or service requested has such a small student enrollment that the cost to provide such request would be too great for the college to handle. NOCTI is the foremost provider of occupational competence examinations for businesses, education institutions, industries, the military, and government agencies in the United States. PCC is an approved NOCTI Area Test Center and can coordinate and administer tests should such be requested.

The Bachelors of Arts in Liberal Studies program and the Masters of Arts in Education with an emphasis in Leadership in Postsecondary Education are offered in collaboration with the Center for Pacific Studies at Interwork Institute at SDSU, the Department of Administration, Rehabilitation, and Postsecondary Education within the College of Education at SDSU, and PCC. Likewise, National University in San Diego offers online bachelor and master degree programs in collaboration with PCC. These programs are specifically designed and delivered to accommodate the working adult. Instruction is delivered on island and through distance learning.

The Palau Tourism and Hospitality School of Excellence, which is in its developmental stages, is a result of collaboration between the Ministry of Education, the Belau Tourism Association, and Palau Community College to enhance and strengthen the tourism and hospitality training programs in Palau. The Child Care Center is a consortium of services between the college, the Palau Community Action Agency and the Ministry of Health. The center provides

child care services to the college's students and the community.

The Western Curriculum Coordination Center (WCCC) is a self supporting resource center that was relocated to PCC from the University of Hawaii at Manoa, and it serves the immediate community and the Pacific region. It acts as a clearinghouse for over 15,000 curriculum and resource materials, including print, audio-visual, and computer assisted training materials. These materials in career education, school-to-work, vocational and technical, bilingual, drug and violence prevention, and related academic education have been collected from sources throughout the United States and the Pacific Islands entities, and for the most part, are not available from commercial publishers.

The college's commitment to student learning is demonstrated through the development of the 15-Year Institutional Master Plan 2009-2024 which lists its first Direction as Student Success. This further shows PCC's allegiance of student learning outcomes (SLOs) for all credit and non-credit programs and services. SLOs allow for college-wide assessment of the particular skills, knowledge, and attitudes that students learn from institutional courses, programs, and services. Each of the college's departments have their own assessments for their programs, courses and services to identify areas of strengths and weaknesses in fostering continuous improvement of student learning outcomes.

In fall 2007, the Student Services Division conducted its first program review covering a three year period, 2004-2007. The program review initiated the beginning of a systematic evaluation process to ensure that the Student Services Division has the capability to carry out its functions in meeting the learning support needs of the

students. In spring 2008, the Student Services division began identifying student learning outcomes (SLOs) for each area of service. In January 2009, with the assistance of a consultant, evaluations were revised to reflect identified SLOs. Prior to identification of SLOs evaluations were on-going for programs and services, such as new student orientation, registration, financial aid and co-curricular activities.

The Freshmen Student Entrance and Graduating Student Exit survey assesses students' satisfaction and educational experiences with the institution's programs and services. The survey results are shared with all divisions of the college, which includes the Students Services Division, for the purpose of improving learning support needs of students.

To confirm its commitment of student learning, PCC thus expresses its commitment by providing an accessible public educational institution helping to meet the educational needs of its students and communities in promoting learning opportunities and developing personal excellence.

Discussions are ongoing among key constituents regarding the relevance of the mission statement to student learning and addressing the needs of its student population. In accordance with the institutional mission, the Committee on Programs and Curricula (CPC), which consists of three faculty representatives, a Student Services representative, the Extension Programs Coordinator, a representative of the Associated Students of Palau Community College (ASPCC), formerly known as Student Body Association (SBA), the librarian, the Dean of Academic Affairs (Ex-Officio), and the Associate Dean, School of Technical

Education monitors the implementation and progress of each academic program to ensure that each is consistent with the community needs and the college mission statement and its objectives, as well as to ensure that the programs meet accreditation requirements.

### Self Evaluation

PCC believes that it meets this standard because the college is meeting its mission of being “an accessible public educational institution helping to meet the technical, academic, cultural, social, and economic needs of students and communities by promoting learning opportunities and developing personal excellence” by offering a variety of programs which include a Liberal Arts program for students interested in furthering their postsecondary education

after PCC, and a wide range of occupation/vocational programs for those who will be joining the local workforce directly after graduation. All programs at PCC are created in alignment with the institution’s purpose and character to make accessible academic programs and technical and vocational trainings available to students, and to provide training and skills in areas that are needed in the students’ respective communities. The current programs and services are aligned with the mission statement and are guided by RPPL 4-2.

### Planning Agenda

The college will continue to align student learning programs and services with its mission statement.

**1A.2 The mission statement is approved by the governing board and published.**

**1A.3 Using the institution’s governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.**

### Descriptive Summary

The mission statement was revised and approved by the college’s Board of Trustees (BOT) during the transition of Micronesian Occupational College (MOC) to Palau Community College (PCC) in 1993, and since that time has gone through two formal reviews by appointed task forces. Under the Ten Year Institutional Master Plan 1997-2007, the college appointed a Mission Review task force to review the PCC Mission Statement in 2001. At that time, the task force concluded that no revision was needed as the mission statement was still relevant to student learning.

In January 2009, the PCC President appointed a Vision & Mission Statement task force to review the mission statement again. The task force members included the Upward Bound Math & Science Director, the Upward Bound Director, a Board of Trustees Representative, the Vice President of Administration & Finance, the Director of Cooperative & Research Extension (CRE), the Executive Assistant to the President, the Dean of Students, the Dean of Academic Affairs, the Institutional Research Analyst, an Associated Students of Palau Community College (ASPCC) representative, a Faculty Senate Association (FSA) representative, and a Classified Staff Organization (CSO)

representative. The membership of the taskforce, which represented a cross-section of the institution's population, helped support institution-wide awareness of the mission statement. The review process was conducted in two parts: Part 1: the task force reviewed the mission and its compliance with relevant legislations and accreditation requirements and Part 2: a survey was conducted to determine the level of understanding and agreement.

The process used in reviewing the mission statement incorporated dialogue with input of all stakeholders including students, faculty, and staff through meetings, surveys, discussions, and email. The task force submitted its final report to the PCC President in March 2009 with recommendations that the vision & mission statements be reaffirmed as they were still relevant to student learning. The board, during its August 2009 meeting, unanimously adopted the current Mission and Vision Statements. A timeline for periodic review of the Mission and Vision Statements has been established which calls

for the mission and vision to be reviewed every five years.

The mission statement is published in the 2008-2012 General Catalog, annual reports, and other college publications. Mission statement cards have also been given to faculty and staff during meetings to ensure that all members are aware of the mission and vision of PCC.

### **Self Evaluation**

PCC believes it meets this standard because the Vision and Mission Statements are reviewed and then approved by the governing board and published in other college publications. The statements will be reviewed every five years.

### **Planning Agenda**

The college will continue to review its mission statement on a regular basis using its governance and decision-making processes.

## **1A.4 The institution's mission is central to institutional planning and decision making.**

### **Descriptive Summary**

The PCC mission statement is the cornerstone of the planning and decision-making processes for the college. The institution's mission statement was supported by the Ten Year Institutional Master Plan 1997-2007 and continues to be supported by the 15-Year Institutional Master Plan 2009-2024. Both plans have built in goals and objectives that effectively prompt planning and decision making. PCC has established programs and services in line with its mission statement which is to meet the needs of the students and the community.

### **Self Evaluation**

PCC believes it meets this standard because the PCC mission statement is central for planning and decision making as reflected in Ten Year Institutional Master Plan 1997-2007 and the 15-Year Institutional Master Plan 2009-2024.

### **Planning Agenda**

The college will continue to keep the mission statement central to institutional planning and decision making.

**1B. Improving Institutional Effectiveness**

**The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.**

**1B.1 The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.**

**Descriptive Summary**

The college has structured its dialogue in the following manner, the Board of Trustees (BOT), the Executive Committee, the Committee on Programs and Curricula (CPC), the Retention Committee, the Faculty Senate Association (FSA), the Classified Staff Organization (CSO), and the Associated Students of Palau Community College (ASPCC). Each has regular but separate meetings regarding continuous improvement of student learning and institutional processes. As a result of such structured dialogue, an ongoing and continuous improvement of student learning and institutional processes is embraced and understood at all levels.

To continually improve student learning and institutional processes, the institution has in place three standing committees – the Committee on Programs and Curricula (CPC), the Retention Committee, and the Committee on Student Financial Aid (COSFA). CPC ensures the integrity and effectiveness of all academic programs while the Retention Committee ensures effectiveness in programs and services designed to assist with student retention

rates at PCC, and COSFA ensures that the institution complies with financial aid federal regulations and maintains its eligibility with Title IV.

CPC meets at least once a month to review academic policies and regulations, programs, and courses and makes recommendations for approval. CPC is made up of three faculty members, a Student Services representative, the Extension Program Coordinator, an Associated Students of Palau Community College (ASPCC) representative, the librarian, the Dean of Academic Affairs (ex-officio) and the Associate Dean, School of Technical Education.

The Retention Committee, with members consisting of the deans of Student Services and Academic Affairs, the directors of Student Support Services, Admissions and Financial Aid, and Student Life, the college registrar, a faculty representative and a student representative, meet at least once a month to address academic policies and support services, including student service processes and procedures that focus on efforts to keep students on track with their

academic programs. Departmental meetings also provide opportunities for instructors responsible for student learning to share information and ideas that are focused on the continual betterment of student learning.

COSFA is made up of eight (8) members consisting of the Vice President of Administration and Finance, the Dean of Academic Affairs, the Dean of Students, the Faculty Senate Association President, the Registrar, the English Department Chairperson, the ASPCC President, and the Director of Admissions and Financial Aid (ex-officio). The committee was created to ensure that the institution is in compliance with all federal regulations governing student financial aid programs. Furthermore, it ensures that the institution maintains its eligibility as a Title IV Aid (federal student aid) recipient.

The Student Services Division holds monthly meetings to address issues pertaining to improving student services. In fall 2007, Student Services conducted its first program review covering a three-year period. In spring 2008, Student Services began identifying student learning outcomes for each area of service. In the fall of 2008, it began the evaluation process. The results were compiled and used to help identify strengths and weaknesses and outline possible areas for improvement.

Dialogue regarding the collective understanding and the meaning of data collection and analysis has begun among and between Board of Trustees members, the President, and members of the college community in general assemblies, and the college executive committee and in different departments, divisions, and organizations' meetings. Furthermore, the college has enlisted the assistance of a professional consultant, to help the college community understand the meaning of data collection and analysis in developing and implementing student learning outcomes. In addition, the college has established the Institutional Research Office and has hired an analyst who will assist the college in data collection, interpretation, analysis, and evaluation of student learning, and who will oversee one of the four strategic directions (Culture of Evidence) in the new 15-Year Institutional Master Plan 2009-2024.

### Self Evaluation

PCC believes that it meets this standard because it maintains an ongoing and continuous dialogue on student learning and institutional processes.

### Planning Agenda

The college will continue to demonstrate a conscious effort to produce, support, and assess student learning and make improvements if necessary.

**1B.2 The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.**

### Descriptive Summary

The institution utilizes an institutional plan to assess the effectiveness of its cycle of evaluation, integrated planning, resource

allocation implementation, and re-evaluation. Such plans were outlined in the institution's Ten Year Institutional Master Plan 1997-2007 which contained eight strategic directions (Funding, Institutional Culture, New/Current Programs, Student Retention, Facilities, Technology, Public Relations, and Learning Resources). In the process of developing the 15-Year Institutional Master Plan 2009-2024, the steering committee appointed by the President reviewed the existing plan and decided to streamline and consolidate the eight strategic directions into four major areas: Student Success, Institutional Culture, Resources, and Culture of Evidence. The steering committee in deliberation of completing the 15-Year Institutional Master Plan 2009-2024 conducted two campus wide orientations of the college community to educate and solicit input to ensure proper understanding and commitment of the people in the process. Such understanding leads to the broad base understanding of the goals and the process to implement them.

As reflected in the Ten Year Institutional Master Plan Summary Report, the college did implement some of its goals effectively. At the same time, the college agreed to incorporate incomplete goals into the new 15-Year Institutional Master Plan 2009-2024.

In continuing to fostering improvement, the institution is currently finalizing a new 15-Year Institutional Master Plan 2009-2024. This plan continues the institutional planning work which began in Ten Year Institutional Master Plan 1997-2007. It has consolidated the eight original strategic directions into four and continues to build on and refocus goals and objectives in line with the college's purposes which are stated

in the mission statement. The 15-Year Institutional Master Plan 2009-2024 contains goals and objectives with stated timelines for implementation and re-evaluation.

### **Self Evaluation**

Using the first master plan as a point of departure, the eight (8) strategic directions were consolidated into four (4) strategic directions and the unfinished goals were incorporated with the newly written goals under the new 15-Year Institutional Master Plan. The 15-Year Institutional Master Plan will be distributed to the key personnel to be reviewed and edited before distribution to the college community and the general public.

### **Planning Agenda**

1. The college will publish and distribute copies of the 15-Year Institutional Master Plan 2009-2024 to the college community.

Publication and distribution of the 15-Year Institutional Master Plan 2009-2024 will ensure proper understanding and commitment of the college community as whole as it strives to achieve the stated goals as set forth in the 15-Year Institutional Master Plan 2009-2024. Copies of the 15-Year Institutional Master Plan 2009-2024 will be distributed to all college department heads, the college library, the leaders of the Republic of Palau, and the National Archives.

**1B.3 The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.**

**Descriptive Summary**

The College believes and understands that ongoing planning is essential to the improvement of institutional effectiveness. Accordingly, PCC used the Ten Year Institutional Master Plan 1997-2007 as a planning document to improve institution’s effectiveness. The college now is using the 15-Year Institutional Master Plan 2009-2024 as a guide for its ongoing work on institutional effectiveness. The 15-Year Institutional Master Plan 2009-2024 incorporates a systematic evaluation of programs and services, improvement planning, implementation, and re-evaluation in all four strategic directions (Student Success, Institutional Culture, Resources, and Culture of Evidence). The 15-Year Institutional Master Plan 2009-2024 is written with each goal supported by detailed objectives, timelines for implementation, and resource allocation.

Since the last self-study, each department of the college followed the Institutional Program on Effectiveness and maintained their own assessment tool to assess the effectiveness of the services they provide to

students. To further enhance such assessments and improve institutional effectiveness, the college has established an Institutional Research (IR) Office to handle all data collection and analysis for the college. The IR Office continues the duties of Institutional Program on Effectiveness (IPE) which began under the Ten Year Institutional Master Plan 1997-2007.

**Self Evaluation**

PCC believes it meets this standard because the college assesses its progress toward achieving its goals and makes decisions accordingly for improvement and effectiveness in an ongoing and systematic cycle of evaluation and planning. The establishment of Institutional Research Office continues the assessment work of IPE to strengthen PCC’s effectiveness through its data collection and analysis.

**Planning Agenda**

The college will continue to assess its progress towards achieving its goals and make decisions according.

**1B.4 The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.**

**Descriptive Summary**

The college planning process includes the Board of Trustees, the Executive

Committee, and task forces that reflect all members of the college community, including faculty, staff, students, administrators and when appropriate,

community members. The institution has broad-based representation in key governing bodies and planning processes of the college. The PCC Board of Trustees has members with substantial backgrounds in the field of business, education, medicine, and traditional Palauan practices and customs. The Board also has one student member, a current PCC student.

The Ten Year Institutional Master Plan 1997-2007 was written by a committee made up of a broad-based membership and allowed each strategic direction to have full responsibility for his/her own area and select his/her own subcommittee members. Likewise the same process was applied with the 15-Year Institutional Master Plan 2009-2024.

The College's financial planning processes include plans to seek additional financial resources to fund new and existing programs and services. Development of the College's annual budget takes into account the 15-Year Institutional Master Plan 2009-2024, which identifies specific objectives and tasks that are to be accomplished each year. Such objectives help the College determine the amount of financial resources needed to support programs and services in line with the institution's mission statement.

Continuous dialogue between the college administration, faculty, staff, and all appointed members of the various committees and taskforces helps keep the focus and attention on the priority needs of the college.

### Self Evaluation

The college planning process is broad-based, offers opportunities and allows for input by constituencies, allocates resources, and leads to improvements of institutional effectiveness.

### Planning Agenda

1. The College will implement the 15-Year Institutional Master Plan 2009-2024.

The 15-Year Institutional Master Plan 2009-2024 sets the direction in which the institution achieves its stated goals and objectives in the most efficient and effective manner to improve programs and services, which ultimately improves Student Learning Outcomes. The 15-Year Institutional Master Plan 2009-2024 has a timeframe and task/methodologies that guide the implementation of the goals and the progress of each strategic direction.

### **1B.5 The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.**

#### Descriptive Summary

The College collects data through institutional assessment which includes the Freshmen Student Entrance Survey and the Graduating Student Exit Survey. These surveys are administered in an effort to receive feedback on students' experiences of the college services. The institution has used the survey results internally as

evaluation measures to assess the progress of the college in achieving its stated Vision, Mission, and Unifying Principles through its strategic planning process and services administration. Since the last self-study, the college now has in place student learning outcomes (SLOs) for all courses and programs currently being offered. The results of SLOs are

communicated among the personnel responsible for student learning development in assessing and improving upon the effectiveness of the learning process.

The Student Services Division conducted its first program review covering a three year period, 2004-2007. The program review initiated the beginning of a systematic evaluation process to ensure that the Student Services Division has the capability to carry out its functions in meeting the learning support needs of students. In the spring of 2008, the Student Services Division began identifying student learning outcomes (SLO) for each area of service. Since fall 2008, all services and programs are evaluated on a semester basis. Evaluation results are compiled and the results are reported at Student Service Division meetings to help identify strengths and weaknesses and to allow for improvement.

The college continues to use assessment data to communicate matters of quality assurance to its constituencies internally and externally. The college publishes an Annual Report that provides a detailed summary of its activities and achievements to all appropriate constituencies. This annual report outlines the financial status of the college as well as highlights yearly accomplishments that support the overall mission of the college. The college also provides the report to the Accrediting Commission for Community and Junior Colleges (ACCJC) through the Pacific Postsecondary Education Council (PPEC).

To keep the college community and public abreast of activities of the institution, the college publishes a weekly newsletter, "Mesekiu's News", an annual report, a fact book, and an audit report. The newest Institutional Research Publication entitled "PCC In Focus" aims to provide high-quality survey and research reports to assist the college in identifying areas that need improvement and assess the effectiveness of the college's programs and services. Results of the yearly surveys conducted, such as the Freshmen Student Entrance Survey and Graduating Students Exit Survey, are reported in this publication. The institutional research of the college continues to expand the scope of institutional level assessments to include all areas of the college, which includes the design, and formulation of new survey instruments. The institution understands the importance of a systematic evaluation cycle and has taken the steps to improve its assessment process to better communicate institutional quality to all of its stakeholders.

### **Self Evaluation**

PCC believes it meets this standard because the college uses documented results to communicate quality assurance to appropriate constituencies.

### **Planning Agenda**

The college will continue to use documented assessment results.

**1B.6**

**The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.**

**1B.7 The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.**

**Descriptive Summary**

The college utilizes the Ten Year Institutional Master Plan 1997-2007/15-Year Institutional Master Plan 2009-2024 to assess the effectiveness of its cycle of evaluation, integrated planning, resource allocation implementation, and re-evaluation. Since the last self-study in 2003, the college continued to use the Ten Year Institutional Master Plan, which contained eight strategic directions (Funding, Human Resources, New/Current Programs, Student Retention, Facilities, Technology, Public Relations, and Learning Resources). In fostering improvement, the college in 2008, used the Ten Year Institutional Master Plan as a point of departure with regards to its ongoing planning, resource allocations, and evaluation cycle while embarking on its new plan known as the PCC 15-Year Institutional Master Plan 2009-2024.

The 15-Year Institutional Master Plan 2009-2024 incorporated all in-progress goals and objectives of the previous Ten Year Institutional Master Plan within the four new strategic directions (Student Success, Institutional Culture, Resources, and Culture of Evidence). Like the Ten Year Master Plan, the 15-Year Institutional Master Plan has built in dates and timelines that set the direction of the planning process, evaluation process, and resource allocation for the college. Again, in the effort to involve all college stakeholders, the 15-Year

Institutional Master Plan 2009-2024 has been prepared through the effort of a wide range of college members with active input from the community members to align all departmental goals and objectives toward a common mission. The progress on the 15-Year Institutional Master Plan 2009-2024 will continually be reported on a bi-annual basis to the Board of Trustees and the college community. The President continues to create different committees when appropriate to ensure regular review of the institution's procedures, policies, and services for their currency, relevancy, and effectiveness. The college planning process will enable the college to build on and improve upon the cycles of its planning, resource allocation, and evaluation cycles.

The college has mechanisms in place that are continuously used to assess effectiveness and improve upon the instructional programs, the student support services, the library and other learning support services. These mechanisms include the standing committee on Programs and Curricula (CPC) under Academic Affairs that meets at least once a month to review and make recommendations for approval programs, courses, and academic policies and regulations. Since the last self-study, the college has completed student learning outcomes (SLOs) for all programs and courses and is using the SLOs as a point of reference to assess and measure the effectiveness of the deliverance of

instruction during the learning process. The progress of SLO for all the courses and programs are regularly discussed among the department heads, instructors, advisors, and counselors to address how well the institution is meeting the student learning outcomes as stated in a course or at a program level.

The Student Service Division holds meetings monthly, and also when needed, to address issues pertaining to student support services. In fall 2007, the Student Services Division conducted its first program review covering a three year period, 2004-2007. The program review initiated the beginning of a systematic evaluation process to ensure that the Student Services Division has the capability to carry out its functions in meeting the learning support needs of students. In the spring of 2008, the Student Services Division began identifying student learning outcomes for each area of service. Since fall 2008, all services and programs are evaluated on a semester basis. Evaluation results are compiled and reported at Student Service Division meetings to help identify strengths and weaknesses, and to allow for improvement.

Another committee that oversees the institution's academic policies and procedures is the Retention Committee with members consisting of the deans of Student Services and Academic Affairs, the directors of Student Support Services, Admissions and Financial Aid, and Student Life, the college registrar, a faculty representative and a student representative. The committee meets once a month to address academic policies and support services, including student service processes and procedures, in an overall effort to keep students on track with their academic programs. Evaluations of instructional and services activities are reviewed and shared among the instructors,

advisors, and at departmental meetings. The meetings allow the appropriate personnel the opportunity for continual dialogue for the betterment of student learning and allow for review of the processes in which they are accomplished.

In addition to the departmental level of assessments, the institution conducts institutional levels of assessment, such as the Freshmen Student Entrance Survey and the Graduating Student Exit Survey. These surveys are continuously administered to receive feedback on students' experiences of the college services. The survey results are shared and used by the institution as evaluation measures to assess the progress of the college in achieving its stated Vision, Mission and Unifying Principles through its strategic planning process and services' administration. In addition, the President continues to create ad-hoc committees when appropriate to ensure regular review of the institution's procedures, policies, and services for their currency, relevancy, and effectiveness.

### **Self Evaluation**

PCC believe it meets this standard because the college assures its effectiveness of ongoing and integrated planning, resource allocation, and implementation processes by systematically reviewing and modifying as appropriate all parts of its cycle of evaluation. The Ten Year Institutional Master Plan 2007-2017 and the 15-Year Institutional Master Plan 2017-2032 assure the institution's effectiveness, on-going planning, and resource allocation in alignment with the implementation of each strategic direction.

The creation of the Institutional Research Office will carry over what the Institutional Program on Effectiveness (IPE) had started.

The college continues to evaluate its programs and services through institutional research and assessments. The evaluation mechanisms are now being established and survey questionnaires have been developed with the assistance of the Institutional Research Analyst and Assessment Consultant. The Freshmen Student Entrance Survey will be done every two academic years and the Graduating Student Exit survey will be conducted annually. Other assessment will be done in a timely manner as reflected in the PCC 15-Year Institutional Master Plan 2009-2024.

The college continues to upgrade its instructional programs, student support services, library, and other learning support services based on assessment processes. This can be seen, in regards to instructional programs with the effort of CPC in continuing to make certain that the content of courses and programs are relevant and appropriate in addressing the needs of the students and the community. The results of this effort are evident in the three new programs developed in 2005: Business Administration (BU), Library Information and Services (LS), and Information Technology (IT).

Improvement to student support services are noted in changes made to the developmental classes' requirements that was initiated by the Retention Committee in fall 2006. In 2007, the President's initiative further cut down the number of developmental courses, thus enabling a student to complete developmental courses within the first semester. Since fall 2008, all services and programs of student services are evaluated on a semester basis. The results of evaluations are shared during the Student Services Division meetings to help improve and promote the learning process and success.

### **Planning Agenda**

The college will continue to systematically review and modify as appropriate all parts of its cycle of evaluation.

List of Evidence for Standard 1

Referenced:

- 0-01 *Republic of Palau Public Law (RPPL) 4-2*
- 1-1 2009 Mission and Vision Statement Review – Task Force Review Report
- 1-2 BOT Adoption of 2009 Mission and Vision Statement Review Report
- 1-3 Appointment or Creation of various Task Forces and Committees
- 1-4 Appointment of Executive Committee Members
- 1-5 Ten Year Institutional Master Plan, 1997-2007
- 1-6 Ten Year Institutional Master Plan, 1997-2007 Summary Report
- 0-02 *15-Year Institutional Master Plan, 2009-2024*
- 0-03 *Freshmen Student Entrance Survey Form, Results/Report*
- 0-04 *Graduating Student Exit Survey Form, Results/Report*
- 0-05 *2008-2012 General Catalog*
- 0-06 *Annual Report (2004-2009)*
- 1-7 PCC Report to ACCJC through PPEC (2004-2008)
- 0-07 *Mesekiu's News Binder*
- 0-08 *2008-2009 Fact Book*
- 0-09 *Institutional Research Publication: "PCC In Focus"*