

3A Human Resources

The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.

3A.1 The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and service.

3A.1a Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. Institutional faculty plays a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

Descriptive Summary

Job vacancies are announced through radio stations, the Labor Office, the PCC website, the PCC *Mesekiu* Newsletter, major businesses bulletin boards, and the local newspapers. The college also advertises hard-to-fill positions in the Chronicle of Higher Education journal as well as regional newspapers. If a position is not filled after a month, the college re-announces the position. When none of the applicants meet qualifications, the search continues. Job vacancy announcements contain the nature of work of the positions, illustrative examples of the duties of the class of positions, desirable knowledge, skills and abilities, and minimum education qualifications and experience requirements. Criteria, qualifications, and procedures for

the selection of all personnel are published in the PCC Personnel Rules and Regulations Manual (Personnel Manual). The copies of the manual are provided to all full-time college employees and are available in the PCC library, the Human Resources Office, and at the offices of the Vice Presidents, Deans, and Directors. All personnel recruitment and hiring practices adhere to rules and regulations set forth in the Personnel Manual. When the creation of a position becomes necessary for efficient performance of the duties and functions of the college, the title of class of position, salary range, nature of work, position duties requirements, and minimum qualifications are established at the program level and forwarded to the Human Resources Director. The Human Resources Director reviews the proposal to ensure compliance with Board

policies and for operational effectiveness. Once the position is certified, it is forwarded to the President for review and recommendation to the Board for action. Once a position is created by the Board, recruitment may begin to fill such position in accordance with the personnel policies and procedures. Selection, appointment, and termination of the employees of the college are authorities delegated to the President of the college.

The college faculty members are hired based on their educational backgrounds, teaching experiences, and related work experiences. Work experience is a particularly important criterion for the occupational and vocational faculty members. During the selection of new faculty members, appropriate faculty members are given an opportunity to review applications of and interview potential new faculty members and make recommendations to the Dean of Academic Affairs. For example, the Dean of Academic Affairs enlists the assistance of the English department faculty members to review applications and interview potential English teachers and make recommendations to the Dean who will in turn make recommendations to the President of the College. In assessing the candidate's suitability for a teaching position, the college reviews the academic records, and recommendations, and conducts a background examination. To ensure accuracy of information, the college has a Statement of Accuracy policy contained in all job applications. Through established hiring criteria, performance evaluations and training and professional development trainings, the college personnel are sufficiently qualified to ensure the integrity of programs and services. Through the regular performance evaluations and student evaluations, strengths and weaknesses of faculty are identified and used toward the

improvement of the employee's performance.

A listing of all college faculty, counselors, administrators, and staff, with earned degrees and names of institutions, is published in the PCC General Catalog. In addition, the Staff Directory also lists all faculty, staff, and administrators along with their positions and titles. In fall 2009, there were 120 permanent employees of Palau Community College. Of this number, 37 are full-time faculty and 17 are non-teaching faculty. The college also utilizes the services of 28 limited and part-time workers. All positions are defined in accordance with the Personnel Rules & Regulations Manual.

Seventy-nine (79) of the college's staff and faculty hold degrees from U.S. institutions while 22 hold degrees from non-U.S. institutions. Through World Education Services (WES), the college has established equivalency for 18 degrees from non-U.S. accredited institutions. WES evaluation reports and determination are accepted by over 2000 U.S. universities and colleges.

Self Evaluation

The College has an adequate number of faculty, staff, and administrators to successfully meet student learning needs. Faculty members possess the required educational background and work experience while management and staff possess necessary qualifications to provide support services.

For the most part, PCC's hiring procedures have been effective in identifying and hiring qualified applicants based on the selection criteria set forth in the Personnel Manual and the vacancy announcements. Through

professional development programs and the ongoing collaboration with San Diego State University (SDSU), faculty, staff, and administrators continue to upgrade their credentials to better meet student learning needs. The College does and will continue to support its staff who pursue their degrees through regular PCC programs and other institutions, such as the SDSU cohorts, and the University of Hawaii. The college places emphasis on degrees from institutions accredited by recognized U.S. accreditation agencies. Teaching and work related

experiences are of major importance in the selection of teaching faculty. Due to its remote location, the college will likely continue to hire individuals with degrees from non-U.S. institutions.

Planning Agenda

The college will continue to exercise great care in its hiring practices to provide adequate and qualified faculty and staff to support student learning.

3A.1b The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

Descriptive Summary

The personnel manual explains the general evaluation process for all PCC employees. All permanent employees, including faculty members, are evaluated once a year prior to the anniversary dates of their contracts. The criteria used to evaluate personnel are statements of performance expectations that the employee and his/her supervisor use to rank or rate the employee on a scale of 1 to 5 (5 being the highest rank). The evaluation is used as a means for assessing employee performance in order to identify strengths and weaknesses in the performance of one's job. The evaluation is also used to determine appropriate personnel actions, such as contract renewal, pay increments, promotion, transfer, order of layoffs, and training needs. Evaluation results are also used to identify necessary actions to improve performance as well as disciplinary actions. Personnel Actions are done in a

timely manner and documented. All evaluations and personnel actions are kept in the employees' personnel files at the Human Resources Office. The information contained in an employee's official file, along with recommendations from department heads and supervisors, enables the college to appropriately assign institutional responsibilities.

Personnel evaluations are designed to measure the employee's level of performance and effectiveness in providing services to the college. The evaluation criteria, as described in the instrument and measured using the established rating scale by both the employee and the supervisor, do measure effectiveness of the performance of the personnel in the performance of their duties. The performance expectations are aligned with the college's commitment to student learning.

Self Evaluation

While the college systematically and systemically evaluates its employees, greater care must be taken to link evaluation results to personnel decisions such as contract renewal, promotion, demotion, and training needs. In order for the performance evaluations to truly serve their intended purpose, everyone at the college, especially the supervisors must have the same understanding of the instruments and the evaluation process. More importantly, documentations must reflect personnel decisions supported by evaluation results. This will ensure that evaluations lead to improvement of performance.

Other institutional responsibilities are often overlooked during the evaluation. It is crucial that the existing evaluation instrument is also used to record the employees' performance of other institutional responsibilities.

Planning Agenda

1. The Human Resources Division will conduct a series of workshops to ensure full understanding of the evaluation process and instruments.
2. The evaluation instrument will be revised to include other institutional responsibilities.

These plans are addressed in the on-going institutional planning process through the 15-Year Institutional Master Plan under Strategic Direction 3: Resources, Goal 3.4. The plan will improve the evaluation system by accurately measuring the overall effectiveness of the performances of its employees. Improved performance of employees will have a positive impact on student success and the overall institutional effectiveness.

3A.1c Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.

Descriptive Summary

The role of faculty, counselors, tutors and others involved in producing student learning outcomes are detailed in job descriptions. The evaluation instruments used for faculty are both formative and summative; they seek to identify teaching strengths and weaknesses as well as identify training and improvement needs. They are also used to rank and/or promote faculty. There are three forms of evaluations currently used to evaluate teaching faculty members: (1) student evaluations of instructors, (2) performance evaluations, and (3) class observations.

Every semester, students are given an opportunity to evaluate their instructors. The faculty is informed of the date and time of the evaluation and is asked to allot twenty minutes of class time for students to complete the evaluation. To provide for an environment of openness and honest evaluation by students, the faculty being evaluated must leave the room while a staff of the Academic Affairs office administers the evaluation. The faculty also does not have an opportunity to read or even look at the completed evaluations. The results of the student evaluations are compiled by

Academic Affairs staff to be reviewed and discussed by the Dean of Academic Affairs and the concerned faculty member.

The college conducts class observations for new faculty members and on an as-needed basis for regular faculty members when warranted by the students' evaluations. The purpose of these observations is to assess teaching effectiveness in order to make sure stated learning outcomes are achieved. The Dean of Academic Affairs selects and assigns faculty members to sit in on classes of their expertise. A checklist is used to note what was observed and as a basis of discussion with the faculty member being evaluated. After the initial observation, the Dean of Academic Affairs meets with the concerned faculty to discuss the results of the observation. When deemed necessary, the Dean of Academic Affairs schedules another observation after the faculty member has had a chance to make improvements. The observation checklist and written records of the Dean of Academic Affairs' conference with the concerned faculty are on file at the Academic Affairs Office.

All full-time permanent faculty and other personnel directly responsible for student learning are evaluated using the performance evaluation for all permanent employees. The non-teaching faculty and others directly responsible for student learning, such as counselors and tutors, are also evaluated by students.

Individual meetings, program meetings, Faculty Senate Association meetings, and retreats provide avenues for instructors and others involved in producing learning outcomes to engage in discussions about student learning, how it is measured, and what improvements are needed. Faculty

members and others are also involved in college-wide discussions regarding student learning. In early 2009, the faculty members, along with the rest of the college personnel, underwent a series of workshops centered on student learning outcomes and how they are measured. As a follow-up, in July of the same year, faculty members and counselors underwent a training designed to utilize focused groups in assessing how well students are learning and the handling of those results to facilitate improvement.

Resulting from discussion among faculty members and others directly involved in student learning, the college has instituted a referral system by which students needing assistance are identified by instructors and contacted by counselors so that they can be accorded appropriate assistance in a timely manner. Although in its early stage, reports showed positive contributions to student learning and success. In terms of an institution wide effort to successfully produce and measure student learning outcomes, discussions have taken place throughout the institution resulting in the new institutional master plan which contains a Student Success strategic direction. Included in the Institutional Master Plan Steering Committee are non-teaching college personnel who are directly responsible for student learning, such as the Dean of Academic Affairs, the Dean of Students, a Faculty Senate Association representative, and instructor assistants. At department levels, rubrics have been established to produce and measure learning outcomes. The newly established institutional research function of the college will assist with the analyses and interpretation of the assessments so that the results are used for the continuous improvement of student learning.

Self Evaluation

The combination of the three evaluations: class observations, performance evaluations and student evaluations of instructors, provides for sufficient means of assessing effectiveness in producing student learning outcomes. Performance evaluations for others directly involved in student learning also sufficiently measure performance and identify needed improvements. The newly established Institutional Research Office will work closely with the Academic Affairs and Human Resources Divisions to merge

the three evaluations for faculty members in order to improve performance and contribute to improved student learning.

Planning Agenda

In addition to the standard performance evaluation, the college will continue to utilize other means of performance evaluations, such as student evaluations and class observations to assess the performance of faculty members and others directly responsible for student learning.

3A.1d The institution upholds a written code of professional ethics for all of its personnel.

Descriptive Summary

The Personnel Rules & Regulations Manual (Personnel Manual) contains unacceptable conducts which may subject an employee to disciplinary actions. In addition, the manual also describe, as a component of academic freedom, ethical and professional standards expected of faculty members. The personnel manual states that no employee of the college may engage in outside employment or activity which damages the image of the college or conflicts with the employee's duties, responsibilities, and work hours, or the applicable local laws. The manual further outlines sanctions for violations of its code of conduct.

Each employee of the college undergoes a probationary period during which the employee's work performance and conduct are closely observed to determine if he/she can become a "permanent" member of the college's service-providing team.

Self Evaluation

The Personnel Manual contains a code of conduct for teaching faculty which is sufficient to foster ethical behavior. However, the manual does not contain code of conducts specifically for the rest of the employees. The college needs to develop and publish a written code of conduct for all of its employees.

Planning Agenda

1. The College will develop written code of conduct for all employees of the college.

In order for the college to foster ethical behavior in its employees, a written code of professional ethics will be integrated into the 15-Year Institutional Master Plan, and implemented. Once it is developed and adopted by the governing board, it will be published in the Personnel Rules and Regulations Manual.

3A.2 The institution maintains a sufficient number of qualified faculty with fulltime responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution’s mission and purposes.

Descriptive Summary

The institution has a sufficient number of faculty, staff, and administrators with full-time responsibility to the college. There are 65 full and part-time faculty with appropriate preparations, certificates, degrees, and teaching and work related experiences. For example, the vocational instructors hold appropriate degrees in the vocational disciplines they teach with appropriate training and teaching experience. The college enlists the services of adjunct professors to supplement the fulltime teaching faculty.

There are a total of 45 classified staff and 27 administrators and professionals with appropriate preparation, training, degrees, and work experience to provide the administrative services necessary to support the operation of the college. The college’s commitment to hiring and maintaining qualified employees is evidenced by its strong support of its employees’ participation in education programs to upgrade their credentials. For example, through collaboration with the San Diego States University, six employees have received their bachelor degrees and twenty-two (22) have received their master degrees.

Through program and institutional planning, the college identifies its staffing needs to support programs and services. When a new position is called for, it is recommended to the governing board for adoption. Once a position is approved, it is placed in the administrative structure according to its function. The current staffing level and organization of the college personnel

adequately support its programs and services. Due to funding constraints, from time to time, the college makes unilateral decision not to fill certain management positions. For example, the positions of the Vice President for Education and Training, Director of Finance and the Director of the Human Resource Division have remained vacant since 1998. Since these positions were not abolished, position duties and responsibilities were assigned to other personnel.

Self Evaluation

While the college does have sufficient teaching faculty to support academic programs, from time to time, additional instructors are needed to meet student needs for specific courses. The College has been fortunate to have adjunct faculty available on short notice. However, the college must continue to recruit adjunct faculty, especially in English, math and science to position itself to continue to effectively respond to student needs.

With respect to the college’s decision not to fill certain key college positions, such as Director of Finance, Director of Human Resources, and Vice President for Education & Training, the college is careful so that student learning is not compromised.

The college was able to hire a full time librarian to run the library and also a librarian as a full time faculty for the Library & Information Services (LS) program in 2006. However, the librarian in charge of the library resigned after two years and the librarian for the LS program also left in May

2008. In fall 2008, the college was able to, once again, hire two full time librarians; again, one was hired for running the college library and one hired for the LS program. However, due to a family emergency, the full time librarian in charge of the college left shortly after being hired. The remaining qualified librarian who serves as a full time teaching faculty has applied for the library position; however, as she is needed as an instructor for the LS program, the college does not want to jeopardize student learning by transferring her to the library position.

Planning Agenda

1. As soon as possible, the college will conduct another search and hire either a qualified librarian or one for the LS program so that the faculty member could be transferred without jeopardizing student learning.

This plan is outlined in the 15-Year Institutional Master Plan under Strategic Direction 1: Student Success, Goal 1.7.

3A.3 The Institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.

3A.3a The institution establishes and adheres to written policies ensuring fairness in all employment procedures.

Descriptive Summary

Personnel policies are developed by the governing board and implemented by the college. Policy implementing procedures and processes are developed and carried out by the college. Personnel policies are published in the Personnel Rules and Regulations Manual. The manual was reviewed and revised in 2005 and included new governing board-adopted policies and policy changes. Personnel policies contained in the manual are adhered to and can only be revised, amended, or suspended through and by formal actions by the governing board.

The Human Resources Office oversees the implementation of personnel policies to ensure that they are administered consistently and equitably. The review of personnel policies and administrative procedures are means of assessing their

effectiveness. The Personnel Rules and Regulations manual contains the procedures, both formal and informal, for employees to follow if they feel they are not treated fairly. The process protects employees from possible retaliation for voicing their concerns or disagreements. The process includes an appeal to the governing board.

Self Evaluation

The personnel manual contains grievance procedures to assist staff members who may have disagreement with specific policies or personnel actions. The personnel manual provides for ways in which individuals may bring grievance without fear of retaliation. The college has not encountered any case of unfairness in employment policies or procedures.

Planning Agenda

The college will continue to review, revise and publish the Personnel Rules and Regulations Manual. The college will

continue to adhere to policies and procedures contained in the manual to ensure that all personnel policies are administered equitably and fairly.

3A.3b The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

Descriptive Summary

Through the Human Resources Division, the college ensures the confidentiality and safety of personnel records by keeping them in secured and locked cabinets. Employees may access their personnel records only upon written request. No records may be deposited in an employee’s official records without his/her knowledge.

The college has and adheres to its personnel records security and confidentiality policy. To date, there has not been any complaint relating to security and confidentiality of personnel records.

Planning Agenda

The college will continue to protect the confidentiality and security of its personnel records.

Self Evaluation

3A.4 The institution demonstrates through policies and appropriate understanding of the concern for issues of equity and diversity.

3A.4a The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.

3A.4b The institution regularly assesses that its record in employment equity and diversity is consistent with its mission.

Descriptive Summary

As an “Equal Opportunity Employer”, PCC adheres to its policy of non-discrimination on the basis of nationality, race, gender, or religious belief. While the college population is predominantly Palauans, the college makes every attempt to hire citizens of close proximity so that the make up of its personnel is reflective of its student population. For example, the college posts its vacancies on the web in order to attract applicants from outside the Republic of

Palau. The college currently has 193 employees, 91 males and 102 females. Ethnicity wise, it has 158 Palauans, 4 from the Freely Associated States (Palau, FSM and RMI), 15 Filipinos, 9 Americans, and 7 from other countries.

The college recognizes the presence of and supports the different groups on campus and treats them equally. The college participates in various cultural activities and programs such as cultural exchange programs with Japan and Republic of China, European

Union Film Festival, Japanese Language Fair, and Philippines Independence Day.

The college provides relocation and housing benefits and assistance for off-island recruits to fill hard-to-fill positions. Employees are offered benefits, including health insurance, a pension plan and tuition waiver for employee as well as employees' dependents. Since the current retirement plan for the college exempts non-Freely Associated States citizens, a plan of comparable terms has been developed and offered to employees who are ineligible for the local retirement plan.

Self Evaluation

The college's policies contained in the Personnel Rules and Regulations Manual

demonstrate the college's understanding and concerns for equity and diversity. Its programs, services, and practices do recognize and foster equity and diversity.

Thirty-one (31) non-Freely Associated States citizens do not participate in the college's pension plan. However, the college has developed a plan somewhat similar for them to enroll in. In addition, the college will work toward possible amendment to local statutes to allow non-FAS citizens to participate in the pension plan.

Planning Agenda

The college will continue to provide and expand its programs and services to support its diverse personnel and students.

3A.4c The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff and students.

Descriptive Summary

The Personnel Rules and Regulations Manual (Personnel Manual) outlines Guiding Principles for the implementation of the personnel policies. The Personnel Manual also details a grievance process for employees who feel victimized by certain college policies or practices. The college treats all its employees with integrity and honesty and provides for fair and equitable applications of employment policies and processes with regards to compensation, training and promotion opportunities, benefits, and disciplinary actions.

The college policies and procedures pertaining to a student's total educational experience including the student disciplinary process are applied fairly and equitably to all students. The college also provides

opportunity for students to bring grievances against any college personnel or student if they believe they have been treated unfairly or inequitably. The student grievance process, found in general school catalog and student handbook, is fair and equitable.

Self Evaluation

By following established policies set forth in the Personnel Rules and Regulations Manual, the college does demonstrate integrity in the treatment of its employees and students. The established grievance process in the Personnel Manual is a mechanism for employees and students to make known their disagreement with specific policies and actions of the college. To date, no formal complaint has been filed to indicate the college's failure in this area.

Planning Agenda

The college will continue to adhere to its published policies and review them

regularly, revising them when necessary, to ensure the integrity in the treatment of its personnel and students.

3A.5 The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.

3A.5a The institution plans professional development activities to meet the needs of its personnel.

3A.5b With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as a basis for improvements.

Descriptive Summary

The Personnel Manual describes opportunities for staff development. These opportunities are available to all college personnel, and they include: in-service staff development, exchange teaching, and leave for educational, sabbatical, and staff development. The support staff are also allowed leave time to take PCC courses during regular working hours. Through collaboration with other institutions, the college has offered and continues to offer opportunities to its employees to further their education on campus and through distance education. For example, through San Diego State University bachelor and master cohorts, PCC employees can obtain these degrees. In addition to collaborating with the university, the college encourages its employees and supports them by identifying prospective students, facilitating their application process, including their financial assistance, and monitoring their progress.

The college has also taken advantage of grants and technical assistance through foreign governments with diplomatic ties

with the Republic of Palau. For example, Recreation Office personnel participated in trainings on sports programs development in Fiji offered through the Palau National Olympic Committee.

Faculty members avail themselves of the opportunities for staff development. For instance, the Information Technology instructor had an opportunity for staff development through an E-guide workshop and an Instructor Assistant attended ESL training in Guam. The Faculty Senate Association also offers trainings and workshops for its members on topics, such as Teaching Techniques or Methods and Classroom Management.

The Operations and Maintenance Improvement Program (OMIP) has provided numerous trainings related to automotive technology, plumbing, carpentry, electrical, accounting, and software for government and semi-government employees. The college personnel have benefited from these training opportunities as both trainees and as trainers.

The Continuing Education Office also offers various short-term trainings on various topics that are available for any college staff to participate in. For example, trainings on software programs as well as Clinical Counseling have been offered and staff of the college have taken advantage of these to enhance their work-related skills and obtain certification necessary for their work credentials. Training on Basic Statistics gave the staff an opportunity to learn basic research techniques and data management for program assessment.

Other training opportunities available to college staff are offered through the federal programs such as the TRIO trainings and FileMaker Pro database training offered to Talent Search and Upward Bound Classic and Upward Bound Math and Science programs in 2008.

In 2007, 2008 and 2009, the college sent teams made up of the President of the college and representatives of the governing board, management, faculty, classified staff, and students to the Community College Leadership Development Institute (CCLDI) in San Diego and Hawaii. The college will continue to participate in the CCLDI in support of its commitment to professional development of its personnel.

In the Student Services Division, the professional staff are members of professional associations related to their fields to keep updated on current developments in their fields and to network with other colleagues in the field for further staff development through resource sharing, conferences, and other trainings.

While staff have taken advantage of these professional development opportunities, the college has not systematically evaluated these professional development programs

and used the results as a basis for improvement. Teaching and learning needs of faculty and other personnel are identified through the Performance and Merit Review.

Self Evaluation

In spring 2000, Palau Community College and San Diego State University began a collaborative arrangement in which SDSU cohort programs are offered on the PCC campus. To date, 22 PCC teaching faculty and staff have received their Master of Arts degrees in Education with an emphasis in Leadership in Postsecondary Education, and six faculty and staff have received Bachelors degrees. Due to the success of the program and continued needs of the college, the program continues.

In addition to on-campus training, the college provides opportunities for participation in off-island trainings, meetings, conferences and workshop, which relate to employee responsibilities for professional development. Memberships in professional associations provide professional staff with publications in their area of expertise and additional opportunities for conferences and workshops sponsored by these associations.

The Human Resources Division coordinates staff trainings. The training programs are evaluated, results of which are used for planning and improvements.

Planning Agenda

To maintain sufficient and qualified personnel to support its institutional effectiveness efforts, the college will continue to assess needs and to provide appropriate training and professional development programs and opportunities.

3A.6 Human Resources planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.

Descriptive Summary

Human resource planning is integrated with institutional planning. The college assesses the use of its human resources through program evaluations, the budget process, and the institutional planning process. During these processes, programs and services identify and prioritize their needs, including human resources. For example, the college's decision to establish the Institutional Research Office staffed with a qualified researcher is in response to identified programs and services needs namely in academic programs, student support services, human resources and governance.

The Human Resources Division (HRD), in coordination with each service area or program of the college evaluates, on a regular basis, employee performance for improvement. The performance evaluations are used in personnel decisions, including employee improvement programs, pay

increases, order of layoffs, employees' suitability for the jobs, and administrative decisions for transfer, demotion, or dismissal.

Self Evaluation

Within its limited financial resources, the college is appropriately staffed to meet the needs of its programs and services. Through institutional long-range planning, the college identifies its human resources needs. Human resources needs are priorities, and resources are allocated to meet those needs through short-range planning and the annual budget development process. Human resources needs are identified and assessed during program and services reviews.

Planning Agenda

The college will continue to use evaluation and program assessment results as a basis for continuous improvement.

3B. Physical Resources

Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.

3B.1 The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.

3B.1a The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.

Descriptive Summary

There is a Building Maintenance Inspection Form that the college uses to ensure safety and sufficiency of the physical resources of the college. It is used by a designated maintenance staff to conduct bi-weekly facilities inspections on campus. Using the form, each building on the campus is inspected based on a 12-feature checklist. These features include both outside and inside building inspections. Any problems that need attention, such as broken windows, roof leaks, electrical problems or other similar concerns, are noted by the Director of Physical Plant. These are then reported to the Vice President of Administration to draw up a monthly “to do” list and action plans based on the results of the inspection. In addition to the Building Maintenance Inspection Form, there is also a Work-Order Form that is used to request related services by offices and departments. A monthly report is made to note the accomplishments for each month. The same process is also used to ensure safety and sufficiency of facilities at off-campus sites, such as the Research and Development Station at Ngermeskang.

In addition, the college’s enrollment and program offerings dictate the needs of

equipment and space. Program instructors and the Dean of Academic Affairs inspect the layout, equipment, and adequacy of space for all classrooms, shops and laboratories, based on the number of enrollees every semester. Class schedules for each program are arranged to ensure that sufficient classrooms, shop facilities, and equipment are available. The same facilities are also inspected using the Building Maintenance Inspection form and a monthly “to do” list to make sure that they meet the needs of programs and services offered.

With the Early Childhood Education and Nursing programs that the college delivers in Yap State, FSM, requirements for classroom facilities for students are addressed in agreements with the Yap State Department of Education and the Yap State Division of Health Services, which list specifics to be provided by the Department of Education and the Division of Health Services there. The Dean of Academic Affairs was responsible for making sure that the agreements were being upheld when initial implementation of the programs began. Site visits are conducted each semester that courses are offered in Yap to ensure that these requirements continue to be met.

The college is continuously planning, building, maintaining, and upgrading its physical resources to support its programs and services. Since the last self-study, several buildings were constructed that are serving various needs of the college. Two classroom buildings, Rriu and Urur, added four classrooms and one computer lab to the campus. One two-story building, Baderirt, has program offices on the first floor and a conference room on the second. Another two-story building, the Western Curriculum Coordinating Center, houses a technical curriculum library on the first floor, with two small offices located on the top floor. A second-story distance-education center was added to an existing building, Ksid. In addition, the school dock was improved to include a boat ramp and a boat house. A new three-story college library was built in 2009 with a section for faculty offices. Work has also commenced on renovating part of the Esuch building, which will serve as the Palau Tourism and Hospitality School of Excellence. A multi-species hatchery is also being constructed at the college's agriculture extension site in Ngaremlengui.

Physical resources are being effectively utilized in accommodating all students and eliminating overcrowding, as was the case in the past due to a shortage of classroom and office space. The college now has the flexibility of scheduling limited uses of some classrooms to accommodate scheduled meetings and workshops or seminars for the college or the members of the greater community in Palau.

Facilities Schedule and Use is described in the Administrative Procedures Manual. The

manual states that assignment of space is made for a specific use and is usually made to a department or to a specific office within a department by the President of the college. In general, all student resident facilities are assigned to the Dean of Students, instructional facilities to the Dean of Academic Affairs, Research and Development Station facilities to the Vice President for Cooperative Research & Extension, and all other facilities to the Vice President for Administration and Finance. These individuals are in charge of the utilization of these facilities and are tasked with assessing and identifying needed improvements. Any re-assignment or major change or modification must be approved by the President of the college. Space use is initiated through a Facilities Reservation Form.

Self Evaluation

Under the leadership of the current President and Board facilities committee, facilities improvement is one of the strong areas of the college. While the college faces financial challenges, it has been able to undertake major facilities improvement projects, often times using recycled materials. The current process allows the college to plan, build, and maintain its physical resources to continue to support its programs and services.

Planning Agenda

The college will continue to provide adequate and safe facilities to support effective student learning.

3B.1b The institution assures that physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, security, and a healthful learning and working environment

Descriptive Summary

The Republic of Palau Public Law (RPPL) 5-13 mandates that all access to all government facilities must be accessible to persons with disabilities. RPPL 5-13 is a law that amended 30 PNC Chapter 5. This law specifies that parking spaces for the handicapped must be provided near the front entrance of buildings, access to the first floor of each building through the use of ramps for wheelchair-bound individuals must be built, as well as wide doorways for accommodating wheelchair users, and at least one male and one female toilet facility with oversized doorways and safety rails to accommodate wheelchair users must be available. PCC adheres to all of the requirements of this bill.

The Physical Plant Division is also responsible for school security as well as the cleanliness and beautification of the campus grounds. School office and shop staff are responsible for the cleanliness of their own areas. In some cases, students are hired on

special contracts to help maintain cleanliness of the classrooms and offices.

For the off-island programs conducted in Yap State, FSM, issues concerning physical resources are discussed and agreed to in advance, based on the safety and adequacy standards that PCC is required to meet in Palau. These off-island sites are visited and inspected on a semester basis. Off-site campuses, including the Research & Development Station and the Multi-Species Hatchery, are also inspected and maintained on a regular basis.

Self Evaluation

The college has constructed and maintained its facilities in all locations which ensure adequacy and a healthful learning environment.

Planning Agenda

Through its planning process, the college will continue to provide adequate facilities to support its programs and services.

3B.2 To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution systematically assesses the effective use of physical resources and uses the results of the evaluation a basis for improvement.

3B.2a Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment

Descriptive Summary

In the absence of a formal evaluation to assess the use of facilities, improvements to

existing facilities and additions of new facilities are identified and recommended by program and service users and providers to department heads.

While the college continues to face fiscal challenges, its commitment to provide full support to students has enabled the college to undertake and complete major facilities upgrades, including a stairway access to the lower campus parking lot, rails on the stairway between the Upward Bound Office and the Ksid building, compost toilets, an access road to Urur and Rriu classrooms, the Distance Learning Center at the Ksid building, a two-story building that includes two new classrooms and the Western Curriculum Coordinating Center (WCCC), another two-story building with a conference room on the top floor and an office for the Talent Search Program on the ground floor, and a three-story building for the new library. In addition, the college has also completed some renovations to further improve the facilities in an effort to enhance its services. Renovations were made to the Criminal Justice classrooms, the student dorm lounge, the Upward Bound Office, and classroom #33.

The new PCC 15-Year Institutional Master Plan includes physical resources planning for the college to support its programs and services. The plan will improve a system of acquisition and management of physical resources to assure feasibility and effectiveness in supporting institutional programs and services. It also supports provision of sufficient physical resources on secured land lots to support its programs and services that meet the learning objectives of students.

The college's investment in physical resources and equipment has always been for total ownership. For instance, one 10.3 KVA and one 4.5 KVA generators were

purchased to provide light for the evening classes when there was a long term power outage on the island. The college is working with Palau Public Utilities Corporation (PPUC) to build a power plant on campus to serve as a backup power supply and also to use for training for students in the Electrical Technology program. Excess energy would be sold back to the main power grid. In addition, the college also purchased a sawmill that is now used to support Carpentry students' projects as well as used to support the Physical Plant Division. These are a few examples of cost saving efforts that the college is investing on its physical resources and equipment.

Self Evaluation

Given the small size of the college, the current process for assessing the needs of the facilities has enabled the college to sufficiently meet the facilities' needs of the college, especially the learning needs. Nevertheless, the college must develop and implement a formal process of facilities use assessment.

The Vice President for Administration, who oversees the Physical Plant Division and the Director of Physical Plant both serve on the 15-Year Institutional Master Plan Committee. Their participation is to ensure that the long-range capital plans are integrated into the plan and the resource allocation.

Planning Agenda

In addition to identified goals in the current master plan, the college will utilize program review results as a basis for improvement.

3B.2b Physical resources planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.

Descriptive Summary

Physical resource planning has always been integrated with institutional planning. With the previous PCC Ten Year Institutional Master Plan (1997-2007), one of the eight strategic directions was to provide adequate facilities to support college programs and services. The assessment results of the previous plan were used as a point of departure for integrating physical resource planning and allocation in the PCC 15-Year Institutional Master Plan. The new plan contains a goal under Strategic Direction 3: Resources, Goal 3.2: the college will improve a system of acquisition and management of property, facilities, and depreciable assets such as vehicles, information technology, accessories, and major equipment. Specific objectives under these goals provide for adequate, safe, and accessible facilities, to ensure the safety and quality of existing facilities, and to maintain a complete and accurate inventory of equipment/facilities.

Self Evaluation

The college has made major physical resources improvements based on institutional planning. This process will continue resulting in further improvements as part of the PCC 15-Year Institutional Master Plan.

Planning Agenda

The college will continue to assess its facilities' needs to ensure that they are integrated into institutional planning.

3C. Technology Resources

Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.

3C.1 The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.

Descriptive Summary

Technology resources have been used at Palau Community College to support student learning programs and services and to improve institutional effectiveness. They provide essential support services to Palau Community College students, faculty, and staff. A Technology Plan was completed in March 2007 to be used as a tool for the coordination of campus-wide computing and to provide a framework to carry out technology enhancements that will support and promote the mission of the college. A Technology Resources Committee was established in October 2006 to develop the College Technology Plan and to assess college computer resources and also to annually update the Technology Plan to ensure that the technology needs of the college are being effectively met. The Technology Plan has been incorporated into the 15-Year Institutional Master Plan.

PCC utilizes seven file servers that serve the entire college in supporting student learning, college-wide communications, and operational systems. Two of the file servers run a Linux Operating System and one is used as firewall/proxy server with the Domain Name System (DNS) to house the college domain name, Palau.edu, and the college Internet connection. It is also used for e-mail transport, and hosts the college website. This server is new, replacing the

older server. The Email/Web Server will be installed as separate from the Firewall/Proxy Server and Domain Name System (DNS) that houses the college domain name, Palau.edu, for security and efficiency.

The other Linux file server is used for the San Diego State University distance learning program, which houses the courses for the cohort groups who are pursuing bachelor or master degrees. The other five file servers run a Window 2003 operating system. The first server is used by the Admissions & Financial Aid Office to house ED/Express, and Return of Title IV. These software programs are used for Federal Student Financial Aid. The second server is utilized for the Fx/Scholar software, which is used for admission, registration, and class scheduling as well as student billings and accounts. The third server is used for the college library, which houses Destiny from Follett software for library book cataloging and circulation. This server also hosts the Destiny Union online catalog, which is a database of the book listings from the Palau Community College library, the Palau Public library, the Palau National Museum, and the Palau International Coral Reef Center, and in the future, will include Palau's public school libraries. The fourth file server is used for PCC online courses. The fifth file server is a recent acquisition and is used by the college's business office to house Sage MIP Fund Accounting

software for financial management. PCC uses five Digital Subscriber Lines (DSL) that serve the entire college in college-wide communications and support student learning.

There are four computer laboratory classrooms used mainly for teaching and two of them (Room 67 and the Online Lab) have Internet connections. One of the computer laboratory classrooms which is mainly used for the Information Technology Program students is located in the Rriu building. An online computer laboratory used for online courses offered at the college is located at the Keskas building. There is also a Continuing Education training room that has 15 laptops for non-credit course trainings and an Operations & Maintenance Improvement Program (OMIP) training laboratory with 15 desktop computers and Internet connection to support student-learning and training needs. A computer laboratory for the bachelor and master degrees San Diego State University cohort groups through distance learning is located at the Ksid building. The PCC library has five computer systems used by students and the community for research and six computer systems devoted for email.

To implement the college Technology Plan, a Technology Resources Committee was established to oversee all college technology resources. The committee is in charge of assessing campus computer resources, and also annually updating the plan for the coordination of campus-wide computing. The college technology plan outlines systematic replacement or upgrading of hardware on a five years cycle, including the file servers that are needed to be upgraded or replaced every five years if necessary. The computer inventory provides support on a systematic replacement or upgrade cycle by listing the date that the equipment was

purchased. The Linux Server used to host the college domain name, Palau.edu, and used for e-mail transport, Internet connection, and the college website was purchased on July 2001 and has now been replaced. Since the server is eight years old now, parts to upgrade the server are no longer available and it does not have the capacity to run new operating systems. The new server will be installed soon.

A Technology Resources Survey conducted by the Technology Resource Committee in February 2009 where 65 staff were sent copies of the survey questionnaire and 58 or 89% responded to the questionnaire. According to the survey, 11 respondents or 19% of respondents said “poor” and 33 or 57% chose “satisfied” when asked if effectiveness of technology at the college and its support met their needs, 3 respondents or 5% chose “excellent” and 11 respondents or 19% provided no response. The majority of survey participants, overall, were satisfied with the current technology support.

Self Evaluation

Although the survey indicates that the college has adequate technology support (hardware and software) to meet the learning, teaching, communications, and operational systems needs of the college, the network hierarchical design and structure could be improved by developing a solid network backbone for the whole college campus. Because of relocation of personnel and offices and additional new building facilities, the network hierarchical design and structure has continued to be expanded, allowing no real planning to improve the network. Most of the college’s current network connection was done on a needs basis without a solid network backbone for the entire network.

Planning Agenda

1. The college needs to contract a professional network designer to design and recommend a good network device for upgrading the college network backbone.

This plan is one of the goals found in the Technology Plan which has been incorporated into the 15-Year Institutional Master plan under Strategic Direction 3: Resources, Goal 3.3. The Technology Plan can be found in Appendix A.

3C.1a Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.

Descriptive Summary

PCC has a Technology Plan with a standing committee to oversee its distribution and utilization of technology resources for students, faculty, and staff. The committee is comprised of management, faculty, staff, and a representative of the Associated Students of PCC (ASPCC). The college makes decisions using the Technology Plan as a guide as well as using the needs of each department in regards to technology resources acquisition, deployment, use, and support of electronic information on campus. Some of the goals for the Technology Plan are: to acquire a software license for the version of a widely used program at the college computer laboratory classrooms and offices, to establish systematic replacement of hardware on a five year cycle, to increase technology support for maintenance and troubleshooting, to support increased numbers of PCC online courses, and to provide adequate training for appropriate personnel.

The college offers online courses for some of its programs and in offering support for the increased number of PCC online courses, a dedicated intranet server has been installed with a dedicated DSL line to serve the students who are taking online courses and the faculty that are instructing these courses. The online server is located in the

Ksid building and the college domain server is located in the Ukall building. The Director of Computer and Data Processing who oversees technology hardware issues and network connectivity at the college provides technical assistance and maintenance for the college online course servers and the DSL line. Appropriate faculty also provides support in assisting the computer staff in overseeing the technology resources at the classroom level, but they consult the computer staff for troubleshooting, network connection, and other technology needs and support for the students and faculty. Data backup on the college servers is done on a daily, monthly, and yearly basis and are stored in Keskas (online lab), the Upward Bound Office, and the new library building which are different locations than the servers.

Self Evaluation

The Technology Resources committee is led by the college computer staff and when the needs for technology issues arise, the needs are directed to the college computer staff to be taken care of. The college has two staff responsible to give assistance in terms of technology support for the college. One of the staff who is the Director of Computers and Data Processing provides management of all college Servers, DSL lines, and network connection and security. The other computer staff, who is the

Systems Analyst, oversees software and applications used at the college and works as the college webmaster. Both also provide maintenance and troubleshooting of computer systems for staff and are also responsible to oversee hardware devices, network connectivity and security, operating systems, and software used at the college. At times, these two computer staff utilize some faculty for technology support due to the amount of work. This could be attributed to the fact that since most of the college computers are connected to a network and have access to email and Internet, security is becoming more of an issue due to an increase in viruses, spyware, and malware.

According to the Technology Resources Survey for staff, 13 or 22% said technology

support in meeting their needs is “poor”, 33 or 57% said it is “satisfactory”, seven respondents or 12% rated it excellent, and five respondents or 9% had no response. These figures show that there may be a need for additional technology support personnel to complement the two current personnel. This has been addressed in the Technology plan which has been incorporated into the 15-Year Institutional Master Plan.

Planning Agenda

The college will continue efforts to support meeting this standard by continuing to implement the Technology Plan that is part of the 15-Year Institutional Master Plan and review the plan on a regular basis.

3C.1b The institution provides quality training in the effective application of its information technology to students and personnel.

Descriptive Summary

The Technology Resources Survey conducted by the Technology Resource Committee in February 2009 enabled the Committee to learn about the current status of technology resources of the college and to understand the staff and student needs in terms of technology. The college also conducts a Graduating Student Exit Survey and a Freshmen Student Entrance Survey to generate data from students about their ability to utilize computers and other technical equipment, the adequacy of classroom and computer resources and the instructors' use of computers or advance technology as an aid in instruction. The survey data is given to the college's Institutional Research office to be compiled and the results will be given to the Technology Resource Committee and also

the appropriate department of the college for implementation of the needs identified. The data will also help the college track progress towards meeting technology goals. A performance evaluation is conducted for faculty and staff every year for their performance and also to identify trainings they need in their work areas as well as for information technology. The training needs for college personnel is compiled based on the needs stated in the staff performance evaluation and if it is determined that such a training is a college-wide concern, the director of the Human Resources Division (HRD) will plan and implement the training.

The college library provides training to groups, visiting classes, and individual students in the effective use of technology for research and email, and also for library information. In addition, the college

provides training in application or specialized software of information technology to students who enroll in computer courses. The students who are taking online courses are given an orientation of the courses, which include the use of the Internet browser, privacy issues and security of the online course program.

When technology training needs arise for the college personnel as indicated in their employee performance evaluations, the director of HRD shall coordinate training with the Continuing Education Division and will seek outside consultants when the Continuing Education Division is unable to provide the training. The Continuing Education Division provides short-term trainings based on specific training requests made by individuals or groups for their immediate or long term needs. College faculty have had a training workshop in hardware and software on PowerPoint application to use to present their lectures for their classes. From October 20-31, 2008 the college business office staff went through a two week training in the implementation and application of their newly acquired MIP fund accounting software. A second phase of this training was held from November 16-20, 2009 for budget, data import, and customized reports. The Director of Computer and Data Processing attended a Master Certification program on Technology and Information Resources Management offered by PEACESAT through the University of Hawaii from August 2008 to May 2009. A training for the Fx/Scholar software which is used for student records system was conducted from November 9-13, 2009 for admissions, registration, academic, counseling, and student account personnel.

Self Evaluation

Although the library provides training for library technology users, it is not designed to include all students. The Technology Resources Survey, which was conducted in February 2009, to learn about the current status of technology resources in the college and to understand the student needs in terms of technology, randomly surveyed 127 students. According to this survey, when students were asked if they needed more instruction in how to use computers, 48 students or 38% said, "yes" while 73 students or 57% said "no" and six students or 5% provided no response. These numbers could not be mistaken to mean turning on, booting up a computer or using the keyboard given that in the same survey, 115 students or 91% indicated that they know how to use computers and use them to do assignments and research papers. Overall results showed that students rated the learning of technology for their success in the future as: 80%, very important, 18%, somewhat important, and 2%, not so important and with resources available to meet their educational needs at 79% on hardware and software and 66% on technical support. The students also rated 58% being satisfied, 35% being dissatisfied, and 12% uncertain.

The college offers computer courses in software applications; however, some software in the computer laboratory classrooms has not been upgraded or replaced with newer software application versions and the offices use different versions of software. The college is in the process of purchasing Microsoft Office 2007 and will be installing it into new computers as they are purchased. A software converter is available for computer users who still use an older version of Microsoft Office.

Planning Agenda

The college will continue efforts to support meeting this standard by continuing to

implement the Technology Plan that is part of the 15-Year Institutional Master Plan and review the plan on a regular basis.

3C. 1c. The institution systematically plans, acquires, maintains and upgrades or replaces technology infrastructure and equipment to meet institutional needs.

Descriptive Summary

The College Computer Room has two technical staff that provide management of all college servers, DSL lines, and network security. They provide maintenance and troubleshooting of computer systems for staff and are also responsible to oversee hardware devices, network connectivity, operating systems, and the software and application used at the college. In addition, instructors assigned to each computer laboratory classroom are responsible to oversee the minor maintenance of the computers in these classrooms. These instructors provide support in assisting the computer technical staff in overseeing the technology resources at the classroom level, but they consult the technical staff for troubleshooting, network connection, and other technological needs and support for the faculty. The college file servers are configured with firewalls for protection and security and are automated with a daily backup. Backup tapes and files are stored in Keskas (online lab), the Upward Bound Office, and the new library building, which are different locations from the server for safety and security.

With the approval and implementation of the technology plan, the college has supported the goals stated in the plan using its budget or allocated funds for technology for each fiscal year. The first goal stated in the Technology Plan is to secure funding for college technology. One of its tasks is the

implementation of a technology fee for all students for use of technology equipment. The funds will be used in support of technology needs. A rotation cycle has been established for upgrades or acquisitions of new equipment and new applications, which will meet the needs and demands of student learning and the work place. This is the systematic cycle that the college will follow in acquisition or the upgrade of technology equipment. The college supports any acquisition, upgrade, or replacement through the college annual operational budget and also with external funding in form of grants to provide technology equipment for new projects or to upgrade some technology infrastructure at the college. The College of Micronesia grant provided the college's Business Office funding to replace their financial management system server and software that has served the College for 15 years.

Self Evaluation

The five year technology plan for the college establishes replacement or upgrades of hardware on a systematic cycle for the entire college. The college servers have a systematic cycle of five years in which they are upgraded or replaced if necessary. For computer laboratory classrooms, there is a three year rotation cycle of computers to follow until they reach the five year cycle, when they will need to be replaced. The Technology Plan is integrated with the 15-

Year Institutional Master Plan with resource allocation to support the plan.

Planning Agenda

The college will continue efforts to support meeting this standard by continuing to implement the Technology Plan that is part of the 15-Year Institutional Master Plan and review the plan on a regular basis.

3C. 1d. The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.

Descriptive Summary

The College makes decisions using the Technology Plan as a guide in regards to technology resources acquisition, deployment, use, and support of electronic information on campus based on the needs of each department. The Technology plan set strategic directions for the use and support of information technology as well as to provide standards, guidelines, and procedures needed to effectively implement and support information technology on campus. Policies and procedures are stated in the Technology Plan in regards to an established systematic cycle for technology resources as well as the electronic rights and responsibilities for the use of college technology resources.

There are two PCC computer laboratory classrooms and one open laboratory located in the Btaches building. These computer laboratory classrooms have a total of 60 desktop computers and five printers and are used mainly as instructional classrooms. One of the computer laboratory classrooms has Internet connection for those classes that will need to access the World Wide Web (www). Another computer laboratory is located in the Keskas building and has nine laptops and a printer. Twenty desktops have been purchased that will be used in this lab also. This laboratory classroom is used for the college online courses. Students who are taking online courses can also have their

personal laptop configured to access the online server using a wireless connection. In addition, a distance learning computer laboratory is located in the Ksid building and has 20 laptops and one printer. This computer laboratory is used for the bachelor and master degree San Diego State University cohorts. The Information Technology Program (IT) computer laboratory has 20 desktop computers, a printer, and a digital projector used for IT program students and this is located in the Rriu building.

The OMIP training laboratory is equipped with 15 desktop computers that have the Windows XP operating system and two printers and a Panasonic projector. These computers also have Internet access. The OMIP training laboratory was set up under the joint effort of Palau Community College and the US Department of Interior to facilitate infrastructure related trainings for government and semi-government agencies. When the OMIP training laboratory is not used for OMIP trainings, it is utilized for PCC courses.

The Continuing Education Division (CE) has 20 laptops that are set up in the CE training room and used for non-credit short-term trainings. These laptops are used mainly for CE trainings for community people and PCC staff who may be interested in computer related training programs that are needed for their jobs or for those who

have an interest in learning computer programs without earning college credits for the courses.

A Student Support Services (SSS) tutoring laboratory has 20 computers and one printer, which are used by students for paperwork and computer assisted instruction. The Upward Bound office provides seven laptops and ten desktop computers with one printer for their college bound students for Internet access and paperwork. The Upward Bound Math and Science program also provides 24 desktop, four laptop computers, and seven printers for their college bound students to use. A Japanese Language Laboratory provides 24 workstations and four televisions for media interactive use for language classes. The Associated Students at Palau Community College (ASPCC) office also has three computer systems and one printer that are made available at specific times of the day for student use. Faculty at the college are provided laptops for their use in the office and the classroom. Printers are available for the faculty and they are located in faculty offices and are connected to desktop computers. There are 18 desktop computers distributed in the five faculty offices used by faculty who do not have a laptop or prefer to use a desktop computer. For college support personnel, there are 64 computer systems and printers located in their offices to support their programs and services. The Financial Aid office has three computers and one printer used by students to file Free Application for Federal Student Aid (FAFSA) forms and these are also used for e-mail regarding their form. The Student Life office has four computers and one printer for student use.

Self Evaluation

There are two computer laboratory classrooms and an open laboratory in

operation at PCC and they meet the needs of the courses offered at this time. In addition to the two computer laboratories and an open laboratory, an on-line computer laboratory is equipped with laptops (which will soon be replaced by desktops) and is mainly used for online courses. It is not being utilized as a computer laboratory classroom, thus giving the online students resources to fully support their learning programs and services. The Information Technology (IT) computer laboratory is equipped with 20 desktop, a printer, and a digital projector and is mainly used for IT program students. It is not being utilized as a computer laboratory classroom, since its purpose is mainly to provide IT program students' resources to fully support their learning programs and services.

The OMIP training laboratory has new computer systems with the latest learning software applications. The regular upgrade and replacement of computer equipment in the OMIP training laboratory has been possible with funding from PCC and the US Department of Interior on a yearly basis.

Planning Agenda

The college will continue efforts to support meeting this standard by continuing to implement the Technology Plan that is part of the 15-Year Institutional Master Plan and review the plan on a regular basis.

3 C.2 Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.

Descriptive Summary

A technology plan was developed and duly adopted by the College Board in March of 2007. The plan is integrated and referred to in the new PCC 15-Year Institutional Master Plan. The Technology Plan was developed to provide a framework to carry out technology enhancements that will support and promote the mission of the college. As stated in the Technology Plan goals and objectives, the use of technology resources of the college will be assessed and the results will be used to improve technology support for student learning and the administrative uses of technology college-wide.

The College makes decisions using the Technology Plan as a guide as well as using the needs of each department in regards to technology resources acquisition, deployment, use, and support of electronic information on campus. Some of the goals for the Technology Plan are to acquire a software license for the version of a widely used program at the college computer laboratory classrooms and offices, establish a systematic replacement of hardware on a five year cycle, increase technology support for maintenance and troubleshooting, support the increased number of PCC online courses, and provide adequate training for appropriate personnel.

A Technology Resources Survey conducted by Technology Resource Committee in February 2009 will enable the Committee to learn about the current status of technology resources in the college and to understand the staff and student needs in terms of technology. The data will also help the

college track progress toward meeting technology goals.

Self Evaluation

The Technology Resource Committee (TRC) was established as a standing committee to develop the PCC Technology Plan and to oversee and carry out implementations of its goals and plan of actions to improve technology to support student learning and other services. The technology plan, which was approved by the PCC Board of Trustees, has been integrated with the institutional planning as part of the PCC 15-Year Institutional Master Plan.

Planning Agenda

The college will continue efforts to support meeting this standard by continuing to implement the Technology Plan that is part of the 15-Year Institutional Master Plan and review the plan on a regular basis.

3D Financial Resources

Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution to resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resources planning is integrated with institutional planning.

3D.1 The institution relies upon its mission and goals as the foundation for financial planning.

3D.1a Financial planning is integrated with and supports all institutional planning.

3D.1b Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

Descriptive Summary

The College's budget for the fiscal year 2009 was \$5,213,731.00 and the projected budget for fiscal year 2010 is \$4,799,714.00. The financial planning for Palau Community College is based on needs for existing programs and services as well as for new programs and services as identified in the Institutional Master Plan. During the budget development process, the college management, with input from departments, evaluates the previous year's budget and priorities for the next year. For the past several years, given the local economic conditions and enrollment projections, budget planning for PCC was done with the assumption that no increase in financial support from the National Government to the college would be realized in the immediate future.

Therefore, annual budgets were prepared at the same level for each fiscal year. In fact, for fiscal years 2008 and 2009, the College saw a 2.5% reduction in its budget from the National Government. This scenario leads to the College seeking additional resources from other funding sources. Beginning fall

semester 2008 and for the next four years, the College implemented a tuition increase per credit of \$10 each fall semester to ensure that it has sufficient revenues to support specific programs, services and educational improvements. Revenues are allocated according to the priorities established in the College's Master Plan. Thus, the college priorities contain activities that are implemented on a staggered basis so that revenues are sufficient to address them at that given time.

The PCC Vision and Mission statements and goals serve as the cornerstone of the institutional master plan. The PCC 15-Year Institutional Master Plan (Master Plan) identifies specific objectives and tasks that are to be accomplished. Such objectives are used to determine and guide allocation of financial resources to support programs and services. In January of 2009, the College Mission/Vision Task Force reviewed the Vision and Mission statements for currency and relevancy. The Task Force's recommendations were duly approved by the Board of Trustees in September 2009. By guiding the College in the development of its 15-Year Institutional Master Plan, the

Vision and Mission Statements tie in fiscal planning to overall institutional planning.

The Institutional Master Plan allows the College to map out programs and activities over a fifteen year period. From there, the College is able to identify programs and the year that each will receive financial allocation.

In the event that the National Government will no longer be a major contributor for the college's annual operating budget, the college continues its efforts to raise the Endowment Fund to a level which can assure financial stability of the college. Members of the College management team receive information about their respective departmental budgets so that they are aware of available funds within their departments. They are also kept abreast of the overall financial status of the College during monthly meetings of the College Board of Trustees, which they attend as well.

The PCC Board of Trustees is the overall governing arm of the College. It reviews the College budget and adopts it for implementation by the college administration. The Board also reviews the College Institutional Master Plan and formally adopts it as well prior to implementation. These processes ensure that financial planning is linked to the Master Plan which is tied to the College mission and goals.

The College's executive committee and the Board of Trustees receive monthly financial status reports which provide detailed information about revenues and expenditures to date, as well as how the projected budget compares to actual revenues and expenditures. This financial status report along with the prioritized activities in the Master Plan helps the

college ensure there are sufficient funds for anticipated fiscal commitments. By linking financial planning to institutional planning, the College has identified resource allocation as shown in the Master Plan. The college also uses annual budget appropriations in identifying funding priorities as per respective legislation(s).

In addition, the College has existing partnerships with other institutions and agencies such as the University of Hawaii, the Ministry of Education (MOE), Palau Community Action Agency (PCAA), Palau Workforce Investment Act, Chamber of Commerce, and San Diego State University. The College has benefited from such partnerships in terms of support and services.

Self Evaluation

While the College has increased tuition over a four-year period to address the increasing cost of operations as well as the decreasing level of financial support from the National Government, the 15-Year Institutional Master Plan calls for substantial financial resources to support programs and activities.

Planning Agenda

The college will continue to ensure that it has sufficient resources to support student learning and its institutional improvement efforts. The college will also continue to integrate its program planning with its mission and goals resulting in prudent resource allocation.

3D.1c When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies and plans for payment for liabilities and future obligations.

Descriptive Summary

The College's budget priority in its long term plans is providing funds in order to meet its mandate in the Republic of Palau Public Law (RPPL) 4-2, the Higher Education Act of 1993 which created the College. The 15-Year Institutional Master Plan reflects allocation of financial resources for short term and long term fiscal planning. Thus, the college secures adequate funding for short-range plans without compromising the long-range plans of the college. An example is the construction of a new college library building which required both short-term and long-term financial planning to ensure funds are available to support this project, other financial obligations, and the long-term goals of the college.

The College continues to build its endowment fund so that it will eventually support the College operations when it meets its principal goal. As part of the College of Micronesia system, PCC also receives funding support for its academic programs as well as research activities.

In addition, the College implemented an additional \$10 per credit tuition increase each year for four years. This began in the fall 2008 semester. This measure serves to ensure the College is financially able to fund new projects and meet financial obligations without adversely affecting other College priorities.

The college does appropriately plan for and settle its liabilities and future obligations. The National Civil Service Pension Plan (CSPP) is the employee retirement program

that PCC enrolled in October 2000. The program requires a considerable amount of fund contribution from the college and employees in order for the employees to earn retirement benefits. The current budget level allows the college to continue to participate in the program and has reserves for those who are ready to retire. This program is limited to citizens of Palau, Republic of the Marshall Islands, and the Federated States of Micronesia (known as the Freely Associated States or FAS). The College has put in place a similar program to enable non-FAS employees to receive retirement benefits.

In addition, the College has in place a health insurance program available for employees to participate in. In the absence of a health insurance program for students, there is a student health fee which helps to pay for students' medical services while the student bears the cost of prescription medicine. The College has insured its properties and vehicles with a local insurance company to help defray the cost incurred in the event of property damage or loss. Also, the College Physical Plant Division has within its budget funds earmarked to maintain and keep the College facilities in good condition. These are anticipated annual costs and the College is mindful of them when preparing annual budgets and other fiscal planning.

There is currently no group life insurance program for College employees, although there was one for many years. The insurance provider made a unilateral decision to terminate the program in 2008.

Self Evaluation

Since the insurance provider discontinued its policy, to be able to provide additional benefits for its employees, the college has begun the search for a group life insurance program to replace the one that was discontinued in 2008, for all its eligible employees.

Planning Agenda

The college will continue to exercise prudent financial planning to ensure financial stability through careful planning and implementation of its long range financial priorities outlined in its 15-Year Institutional Master Plan

3D.1d The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.

Descriptive Summary

The college has an established a schedule of financial planning and a budget development process. This process is defined in the PCC Administrative Procedures Manual which was revised in March 2009 and approved in September of the same year. During the budget development process, the college management, with input from departments, evaluates the previous year’s budget, the current year’s budget, and priorities for the next year’s budget. The PCC President reviews the proposed annual College budget prior to the Board’s review and approval to ensure that the implementation of activities in the Institutional Master Plan is supported by the budget. Once approved by the PCC Board of Trustees, the budget proposal is then submitted to the President of the Republic of Palau for incorporation into the national unified budget. Once the budget is acted upon and becomes law, the College then implements its appropriated budget following its 15-Year Institutional Master Plan as well as priorities that may have been identified in the budget legislation.

budget call guidelines. After the College President’s review and approval of the proposed budget, the Board’s review and approval of the College budget serves to ensure compliance with budget call guidelines and consistency with long-range plans of the college.

Self Evaluation

The institution’s financial planning and budget development are defined and adhered to, enabling constituents to have input in their respective plans and budgets.

Planning Agenda

The college will continue to operate within its established financial planning and budget guidelines and processes, evaluate their effectiveness, and make necessary improvements aligned with its institutional improvement program.

Budget requests are developed at the department level within the established

3D.2 To assure the financial integrity of the institution and responsible use of its financial resources, the financial management system has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making.

3D.2a Financial documents, including the budget and independent audit, reflect appropriate allocation and use of financial resources to support student learning programs and services. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

3D.2b Appropriate financial information is provided throughout the institution.

Descriptive Summary

The college's financial statements and financial audit reports show allocation of financial resources within the college, enabling departments to dovetail financial resources to identified goals stated in the Institutional Master Plan. Monthly Financial Status Reports are also made available to department heads, which enable them to make sound financial decisions within their departments. The financial performance audits are conducted every year by an independent body and the final audit reports are distributed to the Accrediting Commission, U.S. Federal Audit Clearinghouse, the Olbiil Era Kelulau (Palau National Congress), the President of the Republic of Palau, the PCC Board of Trustees, and the PCC Executive Committee for their departmental information and reference. Copies of the reports are also available in the Administration Office and the college library for reference and information. The college responds expeditiously to audit findings, in the event that there are findings. For the past several years, independent financial performance audits have resulted in no findings, which indicate that the College allocated its financial resources in a sound, fiscally responsible manner and in accordance with established guidelines.

During regular board meetings, the Board of Trustees reviews and adopts the monthly Financial Status Reports. As stated above, these reports are utilized by members of the Executive Committee in making financial decisions and plans within their respective areas. This process helps further ensure that financial resources are expended in accordance with the approved budget and established financial management policies and procedures.

The monthly fund status reports and all other financial documents and information of the college are provided to members of the college's Executive Committee to aid them in financial decision-making and planning. The college's Annual Report, which includes financial information, is widely distributed, and is also available at the college library.

Self Evaluation

The College assures financial integrity by providing accurate and timely financial reports to constituents so that financial planning and decision making is supported by realistic financial information.

Planning Agenda

The college will continue to assure its financial integrity through sound fiscal management, including accurate and timely

dissemination of information for planning and decision making and will also continue

to keep its constituents informed of its fiscal status.

3D.2c The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and realistic plans to meet financial emergencies and unforeseen occurrences.

Descriptive Summary

The ending fund balance for the College for fiscal years 2006, 2007, and 2008 are \$581,859.00, \$487,011.00, and \$354,938.00, respectively. This amount is made available to the College for its operational needs as well as emergency needs. The College's endowment fund has been established with a \$10 million goal by 2024, and an ultimate goal of \$30 million. This fund was set up to eventually help support PCC operations in the event that the National Government appropriations are discontinued and/or are significantly reduced. The fund now stands at \$1.5 million (August 2009 Report from Morgan Stanley Smith Barney). Further, as the only public institution of higher learning in Palau, the College will receive added support and assistance from the National Government in the event that such support is needed. The college cash flow is largely dependent on monthly allotments from the Palau National Treasury and collection of tuitions and fees, which includes federal student financial aid. The monthly allotment from the Palau National Treasury is the appropriations by the National Government that mandates the Palau National Treasury to pay a monthly allotment to the college throughout the year. Tuitions and fees are collected during the beginning of each semester and the summer term.

While the College does not have major cash reserves, in order not to disrupt college services and compromise students learning,

the college has lines of credits with several local vendors on island and can obtain supplies and materials using this credit in the event allotments to the college are delayed.

Like any organization, the College is exposed to various risks and losses related to torts, thefts of, damage to, and destruction of assets, errors and omissions, injuries to staff and students, and natural disasters. In response to this, the college has elected to purchase insurance policies to cover its assets and personnel in the event damage or disaster occurs to College property or staff. Using the College health insurance fee for students, PCC pays for the cost of students' medical services, so students only pay for their own prescription medications.

Self Evaluation

There are mechanisms in place that enables the college to sustain its operation, even in the event of emergencies. For example, as a national college of the Republic, the National Government will help provide support in the event of an emergency. In addition, the college's Investment Policy allows the college to tap into the Endowment Fund proceeds when necessary due to any emergency. Strategic Direction 3: Resources, Goal 3.1 of the 15-Year Institutional Master Plan contains activities to increase cash flow and reserves.

Planning Agenda

The college will continue to ensure sufficient cash flow and reserves through

prudent fiscal planning, management, and implementation of institutional master plan goals.

3D.2d The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundation, and institutional investment and assets.

Descriptive Summary

In March 2009, the College revised its Administrative Procedures Manual which provides updated guidelines for the College in conducting its financial transactions. In the manual, for example, to safeguard against possible abuse of the financial resources of the college, the approval process calls for three signatures, the division head, department head and the vice president of Administration and Finance, for requisitions under \$3,000 as stipulated in the Administrative Procedures Manual. Requisitions of \$3,000 or more also requires the President’s signature. As outlined in the Administrative Procedures Manual, only the College President has the board-delegated authority to engage in financial transactions of the college. The approval process for programs directly under the Office of the President calls for the signature of the program director and the Vice President for Administration and Finance for requisitions under \$3,000. For requisitions of \$3,000 and over, the President’s signature is also required.

Every year, the College financial records are audited by an independent audit firm. This annual audit ensures that the College reviews its fiscal management not only for compliance, but also for effectiveness as well.

As a recipient of several United States federal grants including federal student financial aid, the college is required to comply with the U.S. Office of Management and Budget (OMB) Circular accounting standards and reporting requirements. These grants are administered by the college in compliance with terms and conditions as stipulated in the grants. The college also complies and adheres to the terms and requirements of allowable and nonallowable costs in the Education Department General Administrative Regulations (EDGAR) and other appropriate agencies’ regulations. The college administers all its finances including federal student financial aid, grants, contractual partnerships, auxiliary activities, and investments in accordance with generally accepted accounting principles. The financial audit reviews of the college finances are performed every year for all sources including grants, financial aid, contractual partnerships, auxiliary activities, investments, and the Olbiil Era Kelulau (Palau National Congress) appropriation. For the last five years (fiscal years 2004 thru 2008), the College has been audited by an external audit firm and has received no reportable conditions for each year. Only in 2003 were there two findings reported on prior audit findings; however, these two were determined resolved by the external audit firm within the same 2003 audit year.

The Board of Trustees has the fiduciary responsibility for the college assets

including investments. The only available fund for investment is the endowment money, which stands at \$1,500,000 now. In carrying out its fiduciary responsibility, the Board of Trustees invested the college endowment fund in low-risk money market securities. This investment option is in accordance with the guidelines detailed in the College Investment Policy. The college investment is managed by Morgan Stanley Smith Barney.

The Board attends regional investment seminars and receives regular briefings from Morgan Stanley Smith Barney on the status

of the college's investment and necessary changes to its investment strategies.

Self Evaluation

The College's oversight of its finances, grants, investments, and assets is practiced effectively.

Planning Agenda

The college's governance and administration will continue to exercise effective oversight of its finances to maintain its financial soundness and integrity.

3D.2e All financial resources, including those from auxiliary activities, fund-raising efforts, and grants are used with integrity in a manner consistent with the mission and goals of the institution.

3D.2f Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution

Descriptive Summary

The financial resources of the college, including Olbiil Era Kelulau (Palau National Congress) appropriations, grants, federal student financial aid, and auxiliary activities are all devoted to the general operation of the college and utilized toward its goals and mission as well the requirements of the respective grants and assistance. The college manages these funds and its finances with integrity and honesty. All expenditures and obligation of funds follow an approval procedure that ensures careful and responsible spending of resources. This process also enables funds to be spent on programs or activities that will help the college fulfill its mission and attain its goals. The college expends funds in line with overall college plans as outlined in the PCC

15-Year Institutional Master Plan. As a recipient of a number of grants including federal student financial aid, the college also expends its funds in compliance with the general requirement, scope, and purposes of each grant.

Annual external audits of the college finances for the past several years indicate that the college expends resources in compliance with required processes and procedures. These financial audit results indicate that the college demonstrates integrity in its financial management practices.

The college contracts external agencies to provide services, including consultants, construction work and instructional services.

All contracts entered into between the college and external agencies must contribute to the mission and goals of the college. Before entering into any contractual agreement, the college reviews the contract to make sure terms and conditions of the contract are consistent with the institutional policies and procedures and contribute to mission and goals of the college. The college also reviews contracts to ensure that services performed meet with the college's specifications and requirements.

When the instructional service is held outside of campus facilities, the college makes sure that the facilities of the external agencies are adequate to meet the needs of the participants.

The college reserves the right to terminate or cancel or amend any contract or to withhold

payment on contracts for nonperformance or failure to comply with specifications and requirements called for in the contractual agreement. The college also requires the external agency to produce invoices, and other expenditure documents in the case of contractual agreements with construction contractors before the college releases payment.

Self Evaluation

The college maintains integrity when using its financial resources in line with its mission and plans.

Planning Agenda

The college will continue to exercise prudent fiscal management of all its resources regardless of their sources

3D.2g The institution regularly evaluates its financial management processes, and the results of the evaluation are used to improve financial management systems.

Descriptive Summary

As a means to evaluate the financial management and processes of the college, a financial audit review is conducted every year by an external audit firm. The college relies on the financial audit reports, findings, and recommendations to gauge the effectiveness of its financial management and processes. In addition, the college governing board reviews the college Monthly Financial Status Report to ensure that college's financial resources are used within approved levels as well as in line with the college's mission and plans.

The college purchased a new financial management system in 2008 to replace the current system which had been in operation

for many years. This new system, called Sage MIP Fund Accounting Software, comes with an annual maintenance fee which ensures that it operates effectively to support the college's financial operations.

In January 2007, the President of the college commissioned a task force to review and update the Administrative Procedures Manual. The manual was revised to include procedure changes in order to improve financial management of the college. The manual was duly adopted by the Board of Trustees in April 2007 and calls for regular review of its accuracy and effectiveness. In January 2009, the President once again appointed a task force to review the Administrative Procedures Manual. In March of 2009, the Task Force submitted its

report to the President containing proposed amendments to the manual. It was duly approved in September 2009, with concurrence from the governing board, with the next reviews slated every five years.

Every year, the college's fiscal planning process begins with the budget call. Departments prepare their respective budgets using the immediately preceding year's financial reports as references, as well as the Institutional Master Plan. These documents guide the coming year's fiscal planning process and decision-making to ensure that they are realistic and in line with on-going programs and services and the mission and goals of the college.

Self Evaluation

The college regularly evaluates its financial management processes and uses the results as a basis for improvement. The current program review efforts include assessments of the effectiveness of the college's financial resources and processes, results of which will be used in planning and budgeting.

Planning Agenda

The college will continue to assess its non-academic programs on a regular basis as part of its institutional improvement process.

3D.3 The institution systematically assesses the effective use of financial resources and uses the results as basis for improvement.

Descriptive Summary

Review of the monthly financial status report is one means to assess the effective use of financial resources. This report shows allocation of financial resources within the college based on the approved budget, as well as actual financial expenditures. Another means to assess the use of financial resources is the external financial audit performance report conducted on an annual basis. This report assesses the college's compliance with stated financial requirements as well as effectiveness of its internal control measures. Both of these reports indicate whether the college uses its financial resources systematically and effectively, and in line with the mission and plans of the college. The results of these reports are then used by the college as well as department heads as a basis for making improvements on its use of financial resources.

The college regularly assesses the effective use of its financial resources. Results of assessments are used to make improvements to its practices.

Planning Agenda

The college will continue to assess the effective use of financial resources and uses the results as basis for improvement.

Self Evaluation

List of Evidence for Standard 3

Referenced:

- 0-13 *Personnel Rules and Regulations Manual (2005 revision)*
- 3-1 Employee Evaluation Form
- 0-10 *Student Evaluation of Instructors*
- 3-2 Job Descriptions
- 3-3 Building Maintenance Inspection Form with Results
- 3-4 Work Order Form
- 0-12 *Administrative Procedures Manual*
- 3-5 Facilities Reservation Form
- 3-6 Republic of Palau (ROP) Public Law (RPPL) 5-13
- 0-02 *15-Year Institutional Master Plan (2009-2024)*
- 3-7 Technology Plan
- 3-8 Technology Resource Committee File
- 3-9 Technology Resource Survey Form and Results
- 0-04 *Graduating Student Exit Survey Form and Results*
- 0-03 *Freshmen Student Entrance Survey Form and Results*
- 3-10 Fiscal Years 2005 – 2009 Budget
- 0-02 *15-Year Institutional Master Plan (2009-2024)*
- 3-11 Board Policy on \$10.00 Tuition Increase (2008-2012)
- 3-12 Endowment Fund Policy
- 3-13 Endowment Fund Amount
- 3-14 Monthly Fund Status Report (2005-2009)
- 0-01 *Republic of Palau Law (RPPL) 4-2*
- 3-15 Retirement Benefits for Non-Freely Associated States (FAS)
- 3-16 Health Insurance
- 3-17 Property Insurance
- 3-18 Audit Reports (2003-2008)
- 0-06 *Annual Report 2005 - 2009*
- 3-19 EDGAR