

## Standard 4 Leadership and Governance

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**The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institutions. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator.**

### **4A. Decision-Making Roles and Processes**

**The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.**

**4A.1 Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation**

### **Descriptive Summary**

The college's vision statement which serves as basis for all of the college's planning efforts is, "We Guarantee Quality and Excellence". The college's mission statement also speaks to the college's commitment to the development of personal excellence. The vision and mission statements, along with institutional goals and values, are published in the general catalog and other major college publications. The college's new master plan, referred to as the 15-Year Institutional Master Plan, contains four strategic directions supportive of the college's commitment to excellence. The new strategic directions are Student Success, Institutional Culture, Resources, and Culture of Evidence. The college's goals and values are published in the general catalog and other major college publications, including the published PCC 2008-2009 Fact Book.

In pursuit of institutional excellence, the college employs a participative process

throughout the institution in the discussions, planning, and implementation of policies. This process involves the governing board, the Executive Committee, faculty, students, staff, and administrators. The avenues for participation include the Board of Trustees and its standing committees, the Executive Committee, the Committee on Programs and Curricula (CPC), the Retention Committee, and the Committee on Student Financial Aid as well as task forces created to address specific issues affecting the college. When appropriate, the college involves the community in this process through community meetings and radio/TV talk shows which include live call-ins.

The President of the college is an ex-officio member of the Board and is required to attend and participate in all Board meetings. The members of the Executive Committee, including representatives from the Faculty Senate Association (FSA), the Associated Students of PCC (ASPCC), and the Classified Staff Organization (CSO) are invited and encouraged to attend

Board meetings. A student-elected Student Trustee is a full fledged member of the Board. College administrators, staff, faculty, and students are represented on the board standing committees. All Board meetings are open to the public, except executive sessions or meetings in which the Board discusses personnel and highly sensitive legal matters. Regular meetings of the board are announced to the public through radio stations and campus bulletin boards.

The Executive Committee, which includes vice presidents and deans, directors, the FSA President, the CSO President, and the ASPCC President, serves as the advisory body to the President of the College. It addresses policy issues affecting the college, including budget development and implementation.

The Committee on Programs and Curricula (CPC) ensures meaningful curricula that is consistent with the mission and objectives of the college and meets accreditation requirements. The makeup of the CPC is reflective of the positions and functions central to the development and maintenance of the institutional programs. Its membership includes a three faculty members, the Extension Program Coordinator, an ASPCC President/representative, the Director of Talent Search and Adult High School, the Dean of Academic Affairs (as an ex-officio member), the Associate Dean of Technical Education, the librarian and a representative from the Student Services Division.

The Retention Committee's main role is to support programs and services to improve student success. Its membership includes the deans of Student Services and Academic Affairs, directors of Student Support Services program, Admissions and Financial

Aid and Student Life, the Registrar, and representatives of FSA and ASPCC.

The Committee on Student Financial Aids was established in January 2008 to ensure compliance with US Federal Student Aid regulations. Its membership include Vice President for Administration and Finance, the Dean of Academic Affairs, the Dean of Students, the President of the Faculty Senate Association, Registrar, the English Department Chairperson, the President of Associated Students of Palau Community College, and the Director of Admissions & Financial Aid as an ex-officio member.

While members of the college community participate in the process through their representatives on these bodies, the President of the College continues to employ an open-door policy in which any member of the college as well as the community may bring his/her concerns directly to him. It is through this governance process that individuals and groups may contribute to decision-making which impacts student learning. Through job descriptions, individual staff members are aware of their roles in helping the institution achieve its goals and their roles in the enhancement of student learning.

On an annual basis, the college publishes its performance report, the Annual Report. The report is distributed to the leadership of the national government, the Board of Trustees and the college's department heads. Copies are also kept in the PCC Library for interested staff and students. The process of institutional evaluation through the Self-Study Report is all-inclusive and provides for the participation of the staff as well as students. It includes numerous campus-wide briefing so that everyone understands the process, their roles, and the overall performance of the college. Through

meetings, bulletins, assemblies, print media and radio/TV talk shows, the results of the accreditation review are shared with the college community and the general public. In addition, in 2009, the college began publishing its fact book which reports outcomes and results and will continue to be published on an annual basis and made available to all constituencies.

To prepare for, and encourage and promote empowerment and institutional excellence through continuous improvement, the college collaborates with other institutions of higher learning to develop its personnel. For example, the college successfully collaborates with San Diego State University to offer both bachelor and master degree programs in Palau. Since the inception of these programs in year 2000, six (6) college staff have received their bachelors' degrees and twenty-two (22) have received their masters' degrees. The college also actively participates in the Community College Leadership Development Institute (CCLDI) by sending a team to the annual institute made up of trustees, administrators, faculty, and staff.

### **Self Evaluation**

The college's goals do represent the college's commitment to excellence and support the Vision and Mission of the college which appropriately and adequately addressed the college commitment to excellence. The institutional goals are

published and articulated; however, efforts must be taken to increase the level of understanding by staff, students, and constituents.

The college recognizes the need to increase the distribution of the annual performance reports and other outcome reports such as Fact Book, Audit Reports, and Self-Study Reports. Copies of these reports are and will continue to be distributed to all Executive Committee members, department and division heads and offices. Copies are also available at the college Library.

### **Planning Agenda**

1. The college will develop activities to improve the understanding of the staff, students, and the constituents, of the Mission, Vision, and Institutional Goals.

Activities or tasks to improve the understanding of the college's role and purpose are outlined in the 15-Year Institutional Master Plan under Strategic Direction 2: Institutional Culture, Goal 2.2.1. In order for students to succeed in achieving stated learning outcomes and overall student success, everyone involved in the decision-making roles and process as well as the beneficiaries of the resulting services must understand the college's goals and priorities. It is believed that this can be done by first educating the college's community of its Vision, Mission, and Goals.

**4A.2 The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.**

**4A.2a Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.**

### **Descriptive Summary**

The basic guidelines that define the roles of administrators in the institutional governance are found in the PCC Personnel Rules and Regulations Manual as well as in detailed job descriptions. While the institution has no written policy for faculty members' role in the institution governance, they are members of various committees of the college, including the Executive Committee and the board standing committees. The Executive Committee, whose membership represents the college community, participates in the institution's decision-making process, including planning and budgeting. The Executive Committee members, along with the President, attend board meetings and participate in the discussions relating to their respective areas in both the board meetings and the standing committees' meetings.

The college's enabling legislation was amended to include a representative of the students as a full fledged member of the board. Through an annual referendum organized by the Student Services Division, the students elect a student to serve as their representative to the Board of Trustees. The Student Trustee chairs the board's Student Affairs Committee. Both the presidents of the Faculty Senate Association and the Associated Students of Palau Community College are members of Executive

Committee and also serve on board standing committees.

In 2007, the classified staff of the College formed their organization, the Classified Staff Organization (CSO), and elected their officers. The president of the CSO represents the staff in the Executive Committee. He serves on two Board of Trustees' standing committees, the Personnel & Finance Committee and the Programs Committee. Members of the CSO serve on various committees of the college, including self-study committees. Representatives of the CSO participate in professional development programs, such as the Community College Leadership Development Institute (CCLDI). Even though there is no written policy for staff participation in the institutional governance, their involvement in the standing committees of the board as well as through department discussion and decision-making ensure their participation in and contributions to development of institutional policies.

### **Self Evaluation**

Faculty, administrators, staff, and students are adequately represented in decision-making processes. Their membership in various decision-making bodies, including Board standing committees, enables them to contribute to

the planning and implementation of policies. The college finds the current decision-making structure to be sufficient and provides sufficient avenue for faculty, staff and student participation, including the planning and budget development. While the department budget development process is somewhat unclear, the implementation of the recently adopted Administrative Procedures Manual clarifies roles and

responsibilities in the development of the budget both at the department and the institutional levels.

**Planning Agenda**

The college will continue to ensure that its policies provide for the participation of faculty, students, and staff in the decision-making process.

**4A.2b The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.**

**Descriptive Summary**

Instructors play a significant role in keeping the college programs and courses up-to-date and relevant to student needs. Individual instructors recommend course modifications and program changes to better meet the needs of students. Instructors review their courses periodically, every three years, as mandated by the Curriculum Handbook. Instructors' recommendations are proposed to CPC for its review and recommendation for approval. The college relies on instructors' recommendations and the CPC's review process to ensure that courses offered are of high quality.

CPC reviews, evaluates, and recommends all credit courses and programs of the college for approval by the Chief Academic Officer and the president of the college. The membership makeup of CPC assures adequate representation from students, faculty, and academic administrators. The CPC Handbook describes the roles and responsibilities of faculty, academic administrators, and appropriate faculty structures in the curricular and other educational matters affecting student learning. The Personnel Rules and

Regulations Manual and job descriptions also describe their roles and responsibilities in the enhancement of student learning as well as contributions to the institutional goals.

The Dean of Academic Affairs and the presidents of ASPCC and Faculty Senate serve on the Executive Committee to ensure the quality of academic programs. A representative of Faculty Senate Association also serves on the Retention Committee which exists to ensure the quality of student learning programs and services. In addition, the Dean of Academic Affairs, the CPC Chair, and the ASPCC president serve on the Academic Programs Committee of the board.

**Self Evaluation**

The college faculty members, the Faculty Senate Association, the academic administrator and academic support personnel are involved in the decision-making process relating to curricular and other educational matters. Their involvement is sufficient in providing input to positively impact student learning.

**Planning Agenda**

The college will continue to utilize the expertise of its faculty, academic

administrators, and support personnel in decision-making relating to student learning programs and services.

**4A.3 Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution's constituencies.**

**4A.4 The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies, and guidelines, and Commission requirements for public disclosure, self study and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.**

**Descriptive Summary**

The college's organizational structure, the Board of Trustees, the Executive Committee, the Retention Committee, CPC, COSFA, and the prevailing practices ensure participation of all the key college constituencies in the decision-making process. Established processes to facilitate discussion of ideas and open communication with all the constituencies includes discussion among individuals and groups, meetings, memorandums and letters, reports, and campus-wide communications through assemblies. Although not part of the delineation of the organizational structure, the contributions of the students, faculty, and staff, through various committees and task forces are equally important for the good of the institution. In terms of long-range planning, the current structures, processes, and practices involve everyone. For example, the current strategic planning includes working sessions by the steering committee which include administrators, faculty and student representatives. The process also includes institution-wide dialogue where members of the college community are informed of the institutional

directions and supporting activities and are given chances to provide their input.

Another critical part of the process takes place at department/office levels where the draft goals are reviewed and modified to meet department expectations. It is at the department/office level of planning that goals and objectives are aligned with learning outcomes. The product of the current strategic planning process will be reviewed and adopted by the governing board before implementation.

To encourage open communications, the Board publishes its regular meeting schedule at the beginning of each year. While Board meetings are not public meetings, they are open to the college community and the public in general. Public notice of the regular meetings of the board are posted throughout the campus and announced to the public through a public radio station. The college newsletter, *Mesekiu's News*, which was published bi-weekly, has become a weekly publication. The college utilizes standard memorandum and addendums to disseminate important information to the campus community. The President of the college, along with selected department

heads utilize radio talk shows to communicate with its constituencies. The talk shows aim to update the general public of the college's program and services. Through the live call-in segments of the talk shows, the constituents ask questions and receive answers to their questions. From time to time, the college President conducts state visits where he holds community meetings in each state/village to inform them of the state-of-the-affairs of the college and to assess their concerns and needs.

The institution publishes its Annual Report which highlights its accomplishments as well as challenges. In addition, 2009 marked the first year the college has published its fact book. The Fact Book will continue to be published annually and be made available to the college's constituents. Financial audits are conducted annually and copies of the audit reports and the College Annual Report are submitted to the Office of the President of the Republic of Palau, the Palau National Congress and the local libraries for public access. Copies of the Annual Financial Audits are also provided to the U.S. Department of Education and the Accrediting Commission for Community and Junior Colleges.

The college complies with accreditation requirements by reporting substantive changes in a timely manner and responding to the Commission recommendations accordingly. All accreditation related issues are immediately shared with the college community, including the governing board. The college keeps the college community and the general public informed of its accreditation status and activities through its newsletter, press releases and radio/TV talk shows. The college was first granted accreditation in 1977, and has successfully maintained its accreditation status for all the

five accreditation reviews of 1982, 1987, 1992, 1998, and 2003.

The college has been transparent with its affairs with the community it serves and with external agencies, including the Palau National Government, the Accrediting Commission, and the student body by disclosing appropriate and relevant information through reports, group discussions, and media releases. All federally funded programs have been able to maintain their eligibility by preparing and submitting their annual performance reports to the U.S. Department of Education in a timely manner.

When necessary, the governing board and the President of the College meet with government leadership to keep it informed of the activities of the college. For example, prior to the installation of the new government in January 2009, the governing board requested and met with the transition committee to assist with their transition efforts by presenting a comprehensive report on the college's activities and needs. The college also took the initiative to orient the newly elected lawmakers by conducting a two-hour power point presentation on its current programs and activities and its future directions.

In addition to the above-described structures and processes, the college keeps its staff informed of its efforts to achieve its goals and improve learning through college-wide assemblies, publications of essential information in the college's newsletter, memorandums and outcomes reports such as the Fact Book and the Annual Reports, and through meetings at the institutional and departmental/program levels. In line with the college's institutional assessment to improve students' success, the college has enlisted the assistance of an assessment

expert from the University of San Diego to assist the college in this effort. This effort included a series of institution-wide workshops to communicate the importance of assessment in order to improve student outcomes and success, and the roles each member of the college community plays. One of the notable results of this effort is the launching of a PCC website, Institutional Effectiveness and Assessment (<http://web.me.com/palaucc>), to assist the college to fully institutionalize this improvement process.

### Self Evaluation

The college finds that the existing structure, governance and decision-making bodies,

advisory groups, policies and procedures, principles and values enable the college community to work together to successfully attain the stated learning outcomes.

The four institutional directions of the new institutional master plan being developed – Student Success, Institutional Culture, Resources, and Culture of Evidence - are consistent with the college's mission and take into consideration the new accreditation requirements.

### Planning Agenda

The college will continue to comply with the dialogue to advance its institutional effectiveness effort.

**4A.5 The role of leadership and the institution's governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.**

### Descriptive Summary

The self-study reports, annual reports, and the annual financial audit reports are the mechanisms to evaluate the effectiveness of the decision-making structure and process. The results are used to improve the institution's governance, decision-making structures, and processes. The Ten Year Institutional Master Plan, the institutional plan which contained strategic goals and benchmarks and ended in December 2007, was reviewed and modified and used as a point of departure for the new master plan. Strategic Directions Teams of that master plan were instrumental in the implementation of these goals and used progress reports to identify needed improvements. Some of the identified areas of improvements, such as communication

and institutional culture are addressed in the new strategic plan.

The college, through task forces, reviews its vision/mission statements, Board Protocol Manual, the Personnel Rules and Regulations Manual, the Emergency Preparedness Procedures Manual, and Administrative Procedures Manual to determine the effectiveness and relevance of its policies and procedures, decision-making structures and processes. The reviews resulted in recommendations for action by the President and/or the governing board. The resulting changes were then published and disseminated throughout the campus for implementation and information. The annual financial audit report, the self-study report, the focused mid-term report, the college annual reports and the Fact Book are outcome/results reports provided to the

Office of the President, Olbiil Era Kelulau (Palau National Congress), the library, and various offices and departments of the college.

The college will continue to assess its leadership and decision-making structures and make known the results to its constituencies.

In fall of 2008, a Presidential Performance Assessment was conducted throughout the campus. The result of the assessment was provided to the governing board for their consideration in their annual performance evaluation of the president.

In the spring 2009, the president of the college delivered a state-of-the-affairs address to the entire college community. The address served as a means where the president reported the result of his assessment of the college's progress toward achieving its goals during his 10-year leadership. The results of the assessment have been incorporated into the new institutional master plan.

### **Self Evaluation**

The college adequately evaluates its performance and makes the results known to its constituents. The college interprets the strong support from its community - legislative support, stable enrollment, increased donorship – as an indication of effective governance and administration. The college recognizes the need for data-driven assessment that can contribute to effective reporting and decision-making. This has resulted in a plan to establish a stand-alone Institutional Research Office. Plans to integrate this new function to the existing organizational structure and to improve the over-all effectiveness are being integrated into the new institutional master plan.

### **Planning Agenda**

**B. Board and Administrative Organization**

**In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college district/systems clearly define the organizational roles of the district/system and the colleges.**

**4B.1 The institution has a governing board that is responsive for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.**

**4B.1a The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influences or pressure.**

**Descriptive Summary**

In March 1993, the Republic of Palau Public Law 4-2 (RPPL 4-2), commonly known as the Palau Higher Education Act of 1993, was enacted creating Palau Community College along with its own governing board. Under the provision of this act, four of the five voting members were appointed by the President of the Republic and confirmed by the Senate of the Olbiil Era Kelulau (OEK). Two of the four appointed members represent the industrial and business sector (one of whom is from the hospitality and tourism sector) and two represent the general public. The statute also called for the membership of the chairman of the Board of Education (BOE) as a voting member.

Two non-voting advisory members, noted in the region for expertise in the field of education or economic development are recommended by the Board and appointed by the President of the Republic of Palau

In 1996, through RPPL4-45, OEK amended the college's enabling legislation to allow for the election of a student trustee. In the fall of that year, the student body elected PCC's first Student Trustee to serve on the Board of Trustees as a voting member.

In 2002, RPPL 6-7 was enacted calling for an appointed Board of Education (BOE). However, BOE members were never selected, resulting in a continued vacancy of the Board of Trustees by the BOE representative. At the initiative of the Board and through RPPL 6-16, OEK amended 22PNC to include a direct appointment of an additional trustee to replace the representative of the BOE. In April 2003, that vacancy on the Board was filled through direct appointment and confirmation by the Senate of OEK. Through the appointment and confirmation process, the issue of conflict of interest is addressed. The governing board operates in accordance with its Protocol Manual.

The Board Bylaws in the Board Protocol Manual clearly states that once the Board

reaches a decision, it is considered a “board decision”. The Board acts as a whole and only the chairperson of the Board or a designee may speak on behalf of the Board. The Board adheres to its policy that only the full Board can act on behalf of the institution and that individual members have no authority apart from the Board.

Every year, during the budget hearing, the Board members attend legislative budget hearings to support and defend the college’s budget request. The Board reviews and approves the audit reports and the college’s responses to the audit findings. It maintains legal counsel on an as-needed basis and from time to time seeks legal advice from the Attorney General’s office.

The representative governance structure is to ensure institutional integrity, autonomy, academic freedom, principles of equity, and insulation from political interference in order to best serve the public interest and meet accreditation standards. In accordance with the Board Service Commitment Pledge in the Board Protocol Manual, Board members agree to protect and defend the college from undue influence and political pressure.

Since the inception of the governing board, the board has conducted only one presidential search and selection in 1998, resulting in the selection of the current president. A vacancy was announced locally through radio announcements, standard bulletins, and newspaper advertisements. A nation-wide search was also conducted through the Association of Community College Trustees Presidential Search Service and through paid advertisement in the Chronicle of Higher Education. A search committee screened the applications and short-listed the top five applicants for consideration by the full

board. A representative of the full board conducted interviews and made recommendations for the board’s final decision.

While this process resulted in successful selection of the current president, the board is aware of the need to have a written selection process duly published. The board is currently reviewing and refining the process for adoption and publication in the Board Protocol Manual.

The governing board evaluates the performance of the President of the college on an annual basis. In 2009, as part of its Annual President’s Performance Evaluation, the Board reviewed the summaries of the president’s performance evaluations over the past five years. This enabled the Board to compare the president’s annual performance over a five-year period and to better measure the president’s performance with respect to institutional goals.

Both the vision and mission statements, as duly adopted by the governing board, speak to the college’s commitment to excellence. The college’s enabling legislation mandates that the college maintain its accreditation status. The institutional goals, referred to as Master Plan Goals, along with the Unifying Principles and designed to support the mission and vision of the college, were also duly adopted by the governing board. The new master plan goals will be published through an addendum to the general catalogue. Through the Master Plan Steering Committee and Strategic Directions Committees, staff of the college are informed of their roles and involved in the development and achievement of the institutional goals. The college has developed its Institutional Learning Outcomes.

**Self Evaluation**

The college has an independent governing board representative of the college’s constituency. It operates in accordance to its established policies to ensure the quality, integrity, and effectiveness of student learning and operation of the institution. The governing board has been diligent in carrying out its fiduciary and statutory responsibilities, including the selection and evaluation of the president.

As a public, non-profit corporation, the college is owned by the public whose interest is represented by the board members.

While the enabling legislation calls for advisory governing board members from other entities within the region, both the Republic of the Marshall Islands and the Federated States of Micronesia have chosen not to participate, most likely due to cost consideration, resulting in continuous vacancies on the board. The college finds it

necessary to amend the existing statute to avoid non-compliance.

**Planning Agenda**

1. The college will propose to amend the enabling legislation to mandate two additional direct-appointment members of the governing board in lieu of the FSM & RMI representatives.

While the college’s enabling legislation call for two trustees representing the Federated States of Micronesia and the Republic of the Marshall Islands, the two entities have chosen not to participate, most likely due to cost considerations resulting in continued vacancies on the board membership. The college believes that successful implementation of this plan (in the 15-Year Institutional Master Plan under Strategic Direction 2: Institutional Culture, Goal 2.1) will increase the diversity on the board resulting in a more effective governance. Without such amendment, the college will continue to violate its enabling legislation.

**4B.1b The governing board established policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.**

**4B.1c The governing board has the ultimate responsibility for educational quality, legal matters, and financial integrity.**

**Descriptive Summary**

The Board of Trustees reviewed and adopted both the vision and the mission statements of the college, which adheres to the mandates of the college’s enabling legislation. The Institutional Learning Outcomes, Unifying Principles, and Institutional Goals guide the college in ensuring the quality and continuous improvement of student learning programs

and services. The college’s planning process provides for identification and allocation of resources to support student learning. The employment contract between the president of the college and the board establishes expectations aimed at improving the institution and student learning.

Through its four standing committees, the Board establishes policies consistent with the mission of the college, and contributes to

the quality and effectiveness of student learning programs and services. The Board has four standing committees: (1) Academic Programs, (2) Finance/Personnel Committee, (3) Facilities Committee, and (4) Student Affairs Committee. The standing committees are made up of trustees, the President of the college and appropriate department and program heads. For example, the Academic Programs Committee is chaired by a board member and its membership is comprised of two other voting board members, the college President, the Dean of Academic Affairs, the chairperson of the Committee on Programs and Curricula, the president of the Associated Students of Palau Community College and a representative of the Faculty Senate Association.

RPPL 4-2 gives the Board general policy management and control over affairs of the college, including educational quality, legal matters, and financial integrity. The governing board of the college is an independent policy-making body which operates in accordance with its own operating policies and procedures. The decisions of the board are final and may only be rescinded or amended by the board itself. The board has the overall responsibility for the college's financial soundness and program quality, accomplished through its involvement in the planning and budgeting process. On an annual basis, the Board works with the college president and management team to develop the budget request and to defend the request in the budget hearings at OEK. Once the budget is authorized and appropriated by OEK, the Board supervises its implementation by reviewing and adopting the Monthly Financial Status Reports. During its regular meetings, the Board reviews and acts on the Monthly Financial Status Reports and establishes or

revises its policies as appropriate. The Board approves long-range plans and reviews progress of those plans to ensure consistency with the institutional mission. This exchange of information provides a foundation for the decision-making and policy development process. The Board also serves as the Foundation Board.

### **Self Evaluation**

Through its standing committees and close working relationship with the President of the college, the governing board continues to be involved in the review and establishment of policies affecting the college's programs and services. On a monthly basis, the board reviews and acts on the Financial Status Report of the college. The board approves the institutional master plan, the Self-Study report, annual reports, audit reports, revisions to administrative policies and procedures manuals, and any changes to the mission and vision statements as well as the unifying principles.

The governing board is independent and its decisions are final and are not subject to approval or action of any other entity.

### **Planning Agenda**

The college will continue to ensure the consistency of its policies with its mission and purpose and to diligently dispense its responsibilities to safeguard the educational quality and institutional integrity.

**4B.1d The institution or the governing board publishes the board by-laws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.**

**4B.1e The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.**

### **Descriptive Summary**

The Board has a Protocol Manual which contains the Code of Ethics, the by-laws, statutory and fiduciary responsibilities, and meeting procedures. The Manual provides a framework for the conduct of the Board and serves as the cornerstone on which the Board carries out its responsibilities. The Board's size and composition is mandated by the enabling legislation. The governing board (Board of Trustees) has six voting members, five of whom are appointed by the President of the Republic of Palau and confirmed by the OEK. In addition, there is a Student Trustee elected by the students. Moreover, the Board may have two advisory members appointed by the President of the Republic of Palau based on recommendations by the Board. At present, the board does not have advisory members.

The Board adheres to the policies contained in the Protocol Manual. The manual contains by-laws and operating policies and procedures. It also contains the Board Service Commitment Pledge, which is signed by each trustee. The Board evaluates the relevance of its policies and practices and revises them when necessary. Through its standing committees and with the assistance of the President of the college and the Executive Committee, the Board receives, considers, and acts on recommended policy changes. The records of the board (minutes, resolutions, and reports) indicate that the board acts in accordance with its policies.

Following each organizational meeting of the Board, the membership and new officers are announced throughout the college community and to the leadership of the Palau national government. Board retreats provide opportunities for the Board to get away from the boardroom to focus on key board activities and issues. The retreats include the president of the college as well as key college staff.

### **Self Evaluation**

The minutes of the meetings and resolutions of the board which are available for review will indicate consistency with its policies and by-laws. The governing board development programs include numerous ACCJC-sanctioned and Association of Community College Trustees (ACCT) sponsored workshops designed to improve their understanding of accreditation standards and expectations.

This year's retreat was limited to board members only to allow the board to focus on performance assessment of the president, the board, and individual board members.

### **Planning Agenda**

The board will continue to assess the effectiveness of its by-laws and policies and to operate in consistency with them and to revise them when necessary.

**4B.1f The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.**

**4B.1g The governing board's self-evaluation processes for assessing the board performance are clearly defined, implemented, and published in its policies or bylaws.**

**4B.1h The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.**

### **Descriptive Summary**

The Board Protocol Manual, along with other major college policies and administrative manuals, serve as a basis for new member orientation. New member orientations include a meeting with the President or a designee to review the Protocol Manual, the college's enabling legislation, amendments to this legislation, the Administrative Procedures Manual, the Personnel Rules and Regulations Manual, the General Catalog, the Operating Budget, the Monthly Financial Status Reports, the Operating Structure, and other pertinent information.

As members of the Association of Community College Trustees (ACCT), Board members attend ACCT development programs. The Board members and the President have also attended numerous off-island boardmanship workshops, ACCT seminars, and trustee education programs, the Community College Leadership Development Institute, and regional investment conferences. The ACCJC-sanctioned boardmanship seminars in 2008 and 2009 both included accreditation requirements, and the role of the board in Self Study process.

The initial appointments were staggered to ensure continuity of membership and subsequent appointments are for four years as stipulated in the enabling legislation.

On an annual basis, the board conducts its performance evaluation which examines individual contributions to the Board as well as the overall effectiveness of the board. The Board's performance evaluation focuses on the following areas: External Relations, Board Organization, Physical Plant, Management and Planning, Academic Planning, and Policy and Institutional Mission. While the board conducts its own evaluation on an annual basis, the 2009 annual retreat marked the first time the board reviewed the summaries of its annual evaluations and began the development of its professional growth plan. Summaries and analysis of the annual evaluations resulting in the board professional development plan were made possible by the availability of a qualified institutional research person. With the establishment of templates, such practice will continue as part of the board assessment process.

The Code of Ethics contained in the Protocol Manual clearly defines policies for governing Board members' conduct in the performance of their duties. Sanctions for violators are also described in the manual. On an annual basis, the Board files Financial Disclosure statements and complies with the requirements of the Palau National Ethics Commission. Additionally, members are required to sign a Board Service Commitment Pledge indicating their understanding and commitment to full

adherence to the ethics code. The Board Services Commitment Pledge, signed by all trustees, includes a pledge for a board member to resign as a member/officer of the board if he/she violates any of the standards of conducts for trustees. Since the inception of the board, no member has been found to be in violation of its code of conduct. However, there have been instance in which a board member discloses a conflict of interest to the full board and recluses him/herself from participating and voting on a particular issue.

**Self Evaluation**

While the board’s orientation has been adequate and has enable members to satisfactorily perform their duties and responsibilities, there is room for improvement to further advance the overall board effectiveness. Improved orientation programs should result in effective and efficient performance of individual board members. While the board has a clearly defined self-evaluation process to assess its own performance, the results of the assessments needs to be analyzed, interpreted, and used toward the board’s

development. In 2009, the board began the development of its growth plan based on the results of its annual evaluations. With the assistance of the newly established Institutional Research Office, the Board will continue this practice.

To date, the governing board has not experienced any violation of standards of conducts for its members.

**Planning Agenda**

1. The college will develop and publish a comprehensive orientation program for new board members.

This plan is incorporated in the 15-Year Institutional Master Plan under Goal 2.1 of Strategic Direction 2: Intuitional Culture. In order for board members to effectively carry out their governance responsibilities, incoming trustees must be properly oriented so that they can make well-informed decisions which positively impacts student learning and the overall performance of the college. Once adopted by the board, the orientation program will be published in the board Protocol Manual.

**4B.1i. The governing board is informed about and involved in the accreditation process.**

**Descriptive Summary**

The President of the College and the Accreditation Liaison Officer keep the board informed of their role in the accreditation process, the accreditation standards, and other accreditation requirements. In addition, the board members attend ACCT and ACCJC workshops and seminars which cover commission standards and other accreditation requirements. The recent trainings were held in 2008 and 2009 in the

Commonwealth of the Northern Mariana Island and Guam, respectively, conducted by Dr. David Wolf, former Executive Direct of the Accrediting Commission for Community and Junior Colleges and Counsel Robert Henry of School & College Legal Services.

The college’s enabling legislation mandates that the college maintain its accreditation status. As such, the members of the

governing board are extensively involved in the college's accreditation process. Members of the Board serve on self study committees. The Board is provided with regular updates of the self study progress, including participation in the campus-wide briefing through assemblies and group meetings. The final report is reviewed and adopted by the governing board. All the plans of the college, including the self study planning agenda, the institutional master plan, and the budget undergo board review and approval. The necessary improvements contained in the self study planning agenda are incorporated in the new institutional master plan. All the institutional plans, including the budget, include resource allocations and require board approval. Such a policy ensures that institutional improvements identified through accreditation standards are consistent with student learning outcomes and in full support of institutional goals.

During the regular meetings of the board, the President of the college shares relevant accreditation matters with the Board, including accreditation status, required reports and Commission-issued recommendations and requirements.

Through the institutional self study process, the Board evaluates its performance using accreditation standards. In addition, the Board members have undergone numerous commission-sanctioned trainings to educate themselves on the accreditation requirements and the board's role in the accreditation process. Moreover, board members are regularly informed about the commission actions and requirements and are involved in the institutional self study process.

### **Self Evaluation**

Given that the college is mandated to maintain its accreditation, the governing board's commitment to accreditation standards and involvement in the self-study process has been substantial for a policy-making body. In order to stay current with accreditation standards and to effectively contribute to the college's accreditation process, the Board will continue to participate in both the ACCJC and ACCT seminars and workshops.

### **Planning Agenda**

The governing board is aware of the importance of its involvement in the accreditation process and commits to being continuously active in the involvement of the process.

**4B.1j The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often know as the chancellor) in a multi-college district/system or the college chief administrator (most often know as the president) in the case of a single college. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the district/system or college respectively.**

**In multi-college district/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the colleges.**

### **Descriptive Summary**

The Board appoints, supports, evaluates the performance, and terminates the services of the President of the college. The Board also delegates full responsibility to the President to implement and administer Board policies.

The 1998 search and selection of the President of the College began with a vacancy announcement through local radio stations, standard bulletins, and newspaper advertisements. A nation-wide search was also conducted through the Association of Community College Trustees Presidential Search Service and through paid advertisement in the Chronicle of Higher Education. A Board established search committee screened the applications and short-listed the top five applicants for consideration by the full board. A representative of the full board conducted interviews and made recommendations for the Board's final decision.

While this process resulted in successful selection of the current president, the Board is aware of the need to have a written selection process duly published. The Board is currently reviewing and refining the process for adoption and publication in the Board Protocol Manual.

In January 1999, the Board of Trustees completed its selection process with the selection of the current President of the

college for an initial term of three years according to the contract between the Board of Trustees and the new President. Based on his performance evaluations, his contract was extended for four years in 2002 and again in 2006. The President's current contract expires in January 2010. The President's contract clearly states that the President has full charge and control of the administration and business affairs of the college. The President's employment contract and the college's enabling legislation, as well as the Board Protocol Manual, clearly delegate administrative authority to the president of the college.

Members of the Board conduct an annual formal evaluation of the President in executive sessions of the Board meetings. The 2009 Board retreat was limited to Board members and the President so that they could focus on performance assessment, including that of the President. In addition to the annual President's Performance Evaluation, the Board also reviewed the results of the campus-wide performance assessment of the President, commissioned by himself in late 2008.

### **Self Evaluation**

Since the establishment of the Board in 1994, the college has undergone one presidential search. While the process followed in that search satisfactorily culminated in the selection of the current

president, the Board sees a need for a clearly described search and selection process for the president of the college.

Clear definition of Board roles and responsibilities in its Protocol Manual, coupled with regular trainings, has kept the Board focused on its governance role. To date, there has not been any instance of conflict with respect to policy responsibility of the Board and the management responsibility of the President.

### Planning Agenda

1. The college will develop and publish a comprehensive search and selection process for the president of the college.

The development of the search and selection process is outlined in the 15-Year Institutional Master Plan under Direction 2, Goal 2.1. The process will specify the roles and responsibilities as well as the steps necessary to carryout a successful search and selection of the president of the college. It will include the assessment and determination of the desired leadership in order for the board to have clear idea of the type of leadership being sought. Without this, search committee members are at a loss as to who would be the best choice for the college given the established goals of the college. The adopted search and selection process will be published in the board Protocol Manual.

**4B.2 The President has primary responsibility for the quality of the institution he/she leads. He/She provides effective leadership in planning, organizing budgeting, selecting and developing personnel, and assessing institutional effectiveness.**

**4B.2a. The President plans, oversees, and evaluates and administrative structure organized and staffed to reflect the institution’s purposes, size, and complexity. He/she delegates authority to administrators and other constituents with their responsibilities.**

**4B.2b The president guides institutional improvement of the teaching and learning environment by the following:**

- **establishing a collegial process that sets values, goals, and priorities;**
- **ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions;**
- **ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes; and**
- **establishing procedures to evaluate overall institutional planning and implementation efforts.**

### Descriptive Summary

The President of the college serves as the chief executive officer of the college and is appointed and evaluated on an annual basis by the Board. He has full charge and control over the administration and affairs of the

college. He is supported by his management team, the Executive Committee, consisting of representatives from key functional areas as dictated by the college’s organizational structure and the current direction of the college. Currently, the membership of the Executive Committee consists of the Vice

President for Administration and Finance, the Vice President for Cooperative Research & Extension, the Dean of Academic Affairs, the Dean of Students, the Dean of Continuing Education, the Director of Upward Bound, the Director of Upward Bound Math & Science, the Director of Development, the Director of Physical Plant, the Faculty Senate Association President, the Associated Students of PCC President, the Classified Staff Organization President, and the Executive Assistant to the President.

The college has a policy of hiring the most qualified and experienced personnel. The majority of the college management team, faculty, and staff possess degrees from U.S. accredited institutions. The college encourages and supports continuous education and training of its staff. In addition to workshops and seminars, staff members attend regular PCC classes as well as non-traditional community college programs such as bachelor and master degree programs. On an annual basis, the college sends a team made up of administrators, faculty, and staff to the Community College Leadership Development Institute.

The college operates according to its current master plan. The college is currently in the process of developing a new institutional master plan. The president of the college is not only involved but facilitates the institutional master plan development. The institutional master plan being developed includes resource planning to be integrated with the budget process to ensure proper resource distribution toward achievement of student learning outcomes. The institutional master plan will also include its own evaluation system culminating in management information used for decision-making to allow for continuous improvement.

The president of the college communicates the value of culture of evidence and the focus of student learning through board meetings, management team meetings, assemblies, and through the master plan development process. The college's recognition of the importance of the culture of evidence and student learning is substantiated by both Student Success and Culture of Evidence directions, as these are two of the four priority directions of the college's new long range plan. Recognizing the importance of data-driven research and assessment, the college's new institutional master plan calls for the creation of a stand-alone research office to report directly to the President. The research and assessment results will provide reliable management information necessary to properly plan and allocate resources to support student learning.

The recently published Fact Book familiarizes the President, college staff, and constituents with data and analyses of the institutional performance. In addition, the Fact Book contains information used in decision-making.

### **Self Evaluation**

The college is appropriately organized and staffed to meet the needs of its students and constituents. In response to the new focus of the accreditation standards, and to advance institutional effectiveness by providing linkages to research, institutional planning, resource allocation, and student learning, the college has created a research office with direct access to the president. The office will be headed by a highly qualified research person and will be appropriately staffed. The Fact Book, which is a data and analyses report, will continue to be published on an annual basis as a

performance report to the college and its constituents, and as a basis for planning and decision-making.

**Planning Agenda**

The president of the college will continue to provide effective leadership necessary to sustain continuous institutional effectiveness to support effective student learning.

**4B.2c The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.**

**4B.2d The president effectively controls budget and expenditure.**

**4B.2e The president works and communicates effectively with the communities served by the institution.**

**Descriptive Summary**

The President’s employment contract clearly states the Board’s expectations, which includes implementation of status, regulations, and Board policies. Working with and through the Executive Committee, other committees and task forces, the President of the college implements, publicizes and assesses the effectiveness and consistency of statutes, regulations, and policies. In 2007, through a task force, the college reviewed and revised the Personnel Rules and Regulations Manual. In 2009, the college’s Administrative Procedures Manual was reviewed and revised. Beginning in mid 2008, the college began the development of its new master plan as means of assuring that institutional practices and priorities are consistent with the mission of the institution.

The President works closely with the Vice President for Administration and Finance as well as the Secretary/Treasurer of the Board to effectively control the budget and expenditures. Under his leadership, the college has aggressively and successfully pursued other sources of funding, including grants from both public and private sources,

to supplement its limited budget. While the college has received level funding from local appropriations for the past five years, it has undertaken major facility improvements necessary to support student learning. It has also added new programs in response to community needs, such as the Library & Information Services, the Information Technology and the Business Administration programs.

The Administrative Procedures Manual contains policies and procedures designed to effectively control budget and expenditures, including, (1) the automated funds control system which compares expenditures against operating budget and rejects excess or unauthorized spending, (2) expenditure limits for departments, and (3) the requirement that all expenditures are justified in terms of their contributions to student learning outcomes (SLO). Other examples of effective control of budget and expenditures include discontinuation of petty cash funds, use of Preferred Vendors, and the controlled use of the Petroleum and Oil Lubrication (POL) form.

Through the Executive Committee, group meetings, and direct communications to staff

and students through bulletins, memoranda and newsletters, the President communicates policies and practices to the college community. When necessary, the President calls special assemblies to share information with the college community. Annual audit reports, the self-study reports, annual reports, and the Fact Book are outcome and assessment reports published and made available to the college constituents. The creation of the institutional research function of the college will provide additional data-driven outcome reports, such as the Fact Book, to the constituents. The President of the college, on a regular basis, communicates with the outside community through radio and television programs, and community meetings, as well as print media.

### **Self Evaluation**

The President of the college has effectively implemented statutes, regulations, and Board policies. The Annual Financial Audit Reports show that the college has been successful in meeting the requirements and addressing the findings. The college considers the accreditation process as another way of assessing the college's effectiveness in meeting its mission. As such, appropriate plans derived from the process will be considered and integrated into the new institutional master plan.

The President has effectively controlled the budget and expenditures, ending each year with excess revenue. Given the constant level of appropriations from the local government, and the ever increasing demand from the students and community for services, effective control of budget and expenditures and other austerity measure, including a freeze on salary increase and creation of new positions, and implementation of energy saving measures

have enabled the college to end each year with a budget surplus. Audit reports show that the college has ended each year with a surplus since the fiscal year 1999.

The president of the college has worked effectively with the college's constituents and has kept the community abreast of the college's programs, activities, and future plans. This has resulted in an increased demand for services, as well as increased support for the college.

While the college has worked effectively under the current governance and administration structure, it realizes the need to have more predictable schedule of meeting of the Executive Committee.

### **Planning Agenda**

1. The college will immediately establish the schedule of the regular meetings of the Executive Committee.

Establishment of the regular meetings schedule will provide for greater participation in the process. Interested individuals will know when to make known their issues and concerns to their representatives or other members of the committee. The schedule will also take into consideration of everyone's schedule and improved attendance, especially the teaching faculty members.

**4B.3 In Multi-college district or systems, the district/system provides primary leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support of the effective operation of the colleges. It establishes clearly defined roles of authority and responsibility between the colleges and the district/system and acts as the liaison between the colleges and the governing board.**

**4B.3a The district/system clearly delineates and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice,**

**4B.3b The district/system provides effective services that support the colleges in their missions and functions.**

**4B.3c The district/system provides fair distribution of resources that are adequate to support the effective operations of the colleges.**

**4B.3d The district/system effectively controls its expenditures.**

**4B.3e The chancellor gives full responsibility and authority to the presidents of the colleges to implement and administer delegated district/system policies without his/her interference and holds them accountable for the operations of the colleges.**

**4B.3f The district/system acts as the liaison between the colleges and the governing board. The district/system and the college use effective methods of communication, and they exchange information in a timely manner.**

**4B.3g The district/system regularly evaluates district/system role delineation and governance and decision-making structures and processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.**

### **Descriptive Summary**

Palau Community College is not a multi-campus system. After the decentralization of the College of Micronesia (COM) system in 1993, Palau Community College became an autonomous institution with its own governing board.

The College of Micronesia still exists for the sole purpose of administering the Land Grant programs to the three regional colleges. The College of Micronesia land grant consists of the College of the Marshall

Islands (CMI), which is the national college of the Republic of the Marshall Islands, the College of Micronesia-FSM (COM-FSM) which is the national college of the Federated States of Micronesia, and the Palau Community College (PCC) which is the national college for the Republic of Palau.

During the annual organizational meeting of the Palau Community College Board of Trustees, a member is selected to represent the Republic of Palau and the college in the COM Board of Regents.

### List of Evidence for Standard 4

#### Referenced:

- 4-1 Mission Statement
- 4-2 Vision Statement
- 4-3 Institutional Goals
- 4-4 Unifying Principles
- 0-02 *15-Year Institutional Master Plan (2009-2024)*
- 0-08 *2008-2009 Fact Book*
- 4-5 Executive Committee Appointment (Certified Staff Organization Representative)
- 0-06 *Annual Reports (2004-2009)*
- 0-01 *Republic of Palau law (RPPL) 4-2*
- 4-6 Republic of Palau law (RPPL) 4-45
- 4-7 Republic of Palau law (RPPL) 6-16
- 4-8 Board of Trustees Minutes
- 0-12 *Administrative Procedures Manual*
- 0-10 *Curriculum Handbook 2008-2012*
- 0-07 *Mesekiu's News Binder*
- 4-9 Board Protocol Manual
- 4-10 Presidential Performance Assessment
- 4-11 Presidents Evaluation
- 4-12 Board Evaluation
- 4-13 Boardmanship Packet
- 4-14 President's Contract
- 4-15 Presidential Search and Selection Process