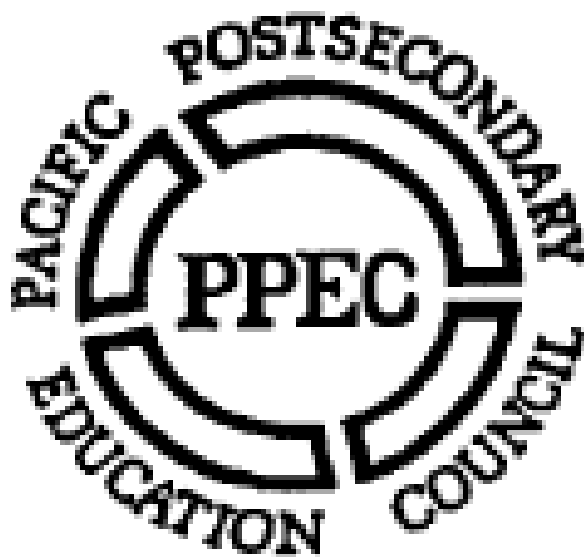


Pacific Postsecondary Education Council



Regional Fact Book 2009



United States Department of the Interior

OFFICE OF THE SECRETARY
WASHINGTON, D.C. 20240

September 13, 2010

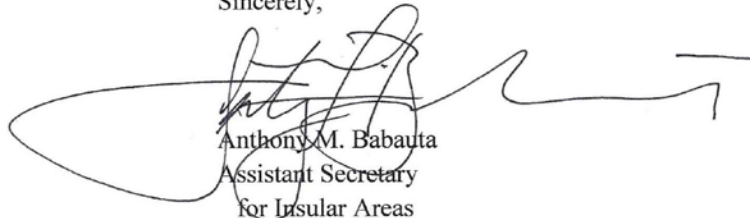
The Pacific Postsecondary Education Council
Post Office Box 23069
GMF, Guam 96921

Dear Council Members and Friends from the Insular Areas:

Hafa Adai, Talofa, Yokwe, Kaselehlie, Ranalim, Mogethin, Len wo, Alii. It is my sincere pleasure to announce the publishing of the Pacific Postsecondary Education Council (PPEC) Regional Fact Book that will serve as an essential reference tool to better and more effectively address the educational concerns and needs of our postsecondary academic institutions throughout the greater Pacific.

OIA appreciates and supports the PPEC's efforts to improve systems and practices to maintain the regional accreditation for the Pacific island institutions of higher education. This support also provides critically-needed assistance to develop and strengthen regional capacity at the public colleges and universities in the American-affiliated Pacific region. I hope you find the content of this information-rich fact book a useful source of reference.

Sincerely,



Anthony M. Babauta
Assistant Secretary
for Insular Areas



Established 1981

September 13, 2010

The Honorable Anthony M. Babauta
Assistant Secretary for Insular Affairs
U.S. Department of the Interior
Washington, DC 20240

Friends of the Insular Areas

Dear Honorable Secretary Babauta and Friends of the Insular Areas:

On behalf of my colleagues in the Pacific Postsecondary Education Council (PPEC), it is my sincere pleasure to provide you with the 2009 PPEC Regional Fact Book. This document contains vital information of our member institutions and the collective region of higher education institutions in the U.S. and U.S. affiliated entities in the Pacific. We acknowledge and thank the U.S. Department of Interior for their critical support to strengthen our regional capacity through collaboration and our endeavors to improve the quality of education in our institutions. We view this document as an essential tool for more effective decision making and hope that you will find it a useful resource and reference tool as well.

Sincerely,

Mr. Spensin James
Chairman, PPEC, and
President, College of Micronesia-FSM

E-mail: pacificpec@gmail.com

PPEC Members

American Samoa Community College • College of the Marshall Islands • College of Micronesia – FSM
Guam Community College • Hawai'i Community College • Honolulu Community College • Kapi'olani Community College
Northern Marianas College • Palau Community College • University of Guam • University of Hawai'i System
University of Hawai'i at Hilo • Windward Community College

Table of Contents

Introduction 1

 Background on Pacific Postsecondary Education Council (PPEC)..... 1

 Purpose of the PPEC Fact Book..... 3

 Development of the PPEC Fact Book 3

Tables in the PPEC Fact Book 4

 Tables 1 – 17: Student information..... 5

 Tables 18 – 21: Staffing Information..... 22

 Tables 22 – 25: Financial Information..... 26

Appendix 30

 Appendix A - PPEC Listing of Institutions and Contact Information 30

 Appendix B – PPEC Listing of Institutional Researchers 32

 Appendix C - Pacific Postsecondary Web Links..... 34

 Appendix D – Population, Economic, Labor Force and Employment Statistics for Insular Areas 36

 Appendix E – Unique Challenges Facing PPEC Institutions..... 37

Figures

Figure 1 - Map of the PPEC Region 2

Tables

Table 1 - Student demographics 5

Table 2 - Percentage of Credits Earned / Credits Attempted (Fall Only)..... 6

Table 3 – Percentage of First Time Students in Developmental (Remedial) Courses (Fall Only) 7

Table 4 - Pass rates (percentage) of students in developmental courses 8

Table 5 - Adult High School Diplomas and GED Certificates Awarded 9

Table 6 - Persistence Rates fall to spring semester 10

Table 7 - PPEC Institution Students at UOG & UH-Hilo (Enrollment & Average GPA)..... 11

Table 8 - Unduplicated Undergraduate Enrollment by Gender..... 12

Table 9 - Undergraduate Enrollment by Age (fall semester only) 13

Table 10 - Undergraduate Enrollment Full & Part Time (fall semester only) 14

Table 11 - Undergraduate Enrollment by Gender (fall semester only) 15

Table 12 - Enrollment Full Time Equivalence (fall semester only)..... 16

Table 13 - Associate Degrees Awarded, First Major by Academic Year 17

Table 14 - Bachelor Degrees Awarded, First Major by Academic Year..... 18

Table 15 – Certificates awarded (below the baccalaureate) First major by Academic Year 19

Table 16 – Program Completers 4-year institutions (Completers within 150% of normal time)	20
Table 17 - Program Completers 2 yr Institutions (Degree/certificate-seeking students Completers within 150% of normal time)	21
Table 18 - Average Salary Full Time Instructional Staff 9-month Equated Contract	22
Table 19 - Number of Instructional Staff (faculty)	23
Table 20 – Grade totals Full and Part Time Staff (clerical/secretarial, executive/administrative/managerial, instruction/research/public service, technical & paraprofessional)	24
Table 21 - Full Time Equivalence (FTE) Instruction/Research & Public Service and Total Staff.....	25
Table 22 - Financial – Federal Operating Grants & Contracts, Local Appropriations, and Local/Private Operating Grants & Contracts	26
Table 23 - Financial State Appropriations, State Operating Grants & Contracts and Total Non-operating Revenue	27
Table 24 - Financial - Total Operating Revenues, Other Revenue and Tuition & Fees.....	28
Table 25 - Grand Totals Full & Part Time Staff (Other professional, service/maintenance, skilled crafts) 29	

Introduction

Background on Pacific Postsecondary Education Council (PPEC)

The Pacific Postsecondary Education Council (PPEC) was established in 1981 as a nonprofit, public benefit corporation to address the concerns and needs of Pacific island postsecondary institutions. The Council consists of chief executive officers (or their representatives) of public colleges and universities in the American-affiliated Pacific islands including:

American Samoa	Republic of the Marshall Islands,
Commonwealth of the Northern Mariana Islands	Republic of Palau, and
Federated States of Micronesia	State of Hawaii (Honolulu and Hawaii).
Guam	

The PPEC is currently composed of the following institutions of higher education:

- American Samoa Community College (2 year)
- College of Micronesia-FSM (2 year & 4 year Elementary Education)
- College of the Marshall Islands (2 year)
- Guam Community College (2 year)
- Hawaii Community College (2 year)
- Honolulu Community College (2 year)
- Kapiolani Community College (2 year)
- Northern Marianas College (2 year & 4 year Elementary Education)
- Palau Community College (2 year)
- University of Guam (4 year & graduate)
- University of Hawaii at Hilo (4-yr, grad, doctorate)
- University of Hawaii Community College System (2 year, 4 year & graduate)

Links to individual institutions websites (URL, Mission Statement, History, College Catalog and individual Institution Fact Book) can be found in Appendix C. The geographic area encompassed by PPEC institutions exceeds that of the continental U.S. as is seen in figure 1 on the following page.

The purpose of PPEC is to:

- Encourage and develop regional planning of postsecondary education throughout the Pacific;
- Serve as a forum to address common educational issues and to foster cooperation in solving common problems facing Pacific people and their environment;
- Encourage and sponsor sharing of resources and expertise among member institutions to promote the wise utilization of limited resources and discourage unhealthy competition and wasteful duplication of effort;

- Work as a unit in promoting the uniqueness of Pacific people, their islands, and their cultures;
- Seek resources dedicated to major needs of the region in such areas as communications, alternative energy, human resource development, and planning;
- Articulate compatibility of educational programs to facilitate transferability of academic credits among member institutions;
- Develop and foster inter-institutional cooperation and region-wide programs in education, training, community services, research and development; and
- Serve as a coordinating agency for external organizations interested in assisting with postsecondary and continuing education needs of the Pacific, and act as an information clearinghouse for Pacific postsecondary educational institutions.

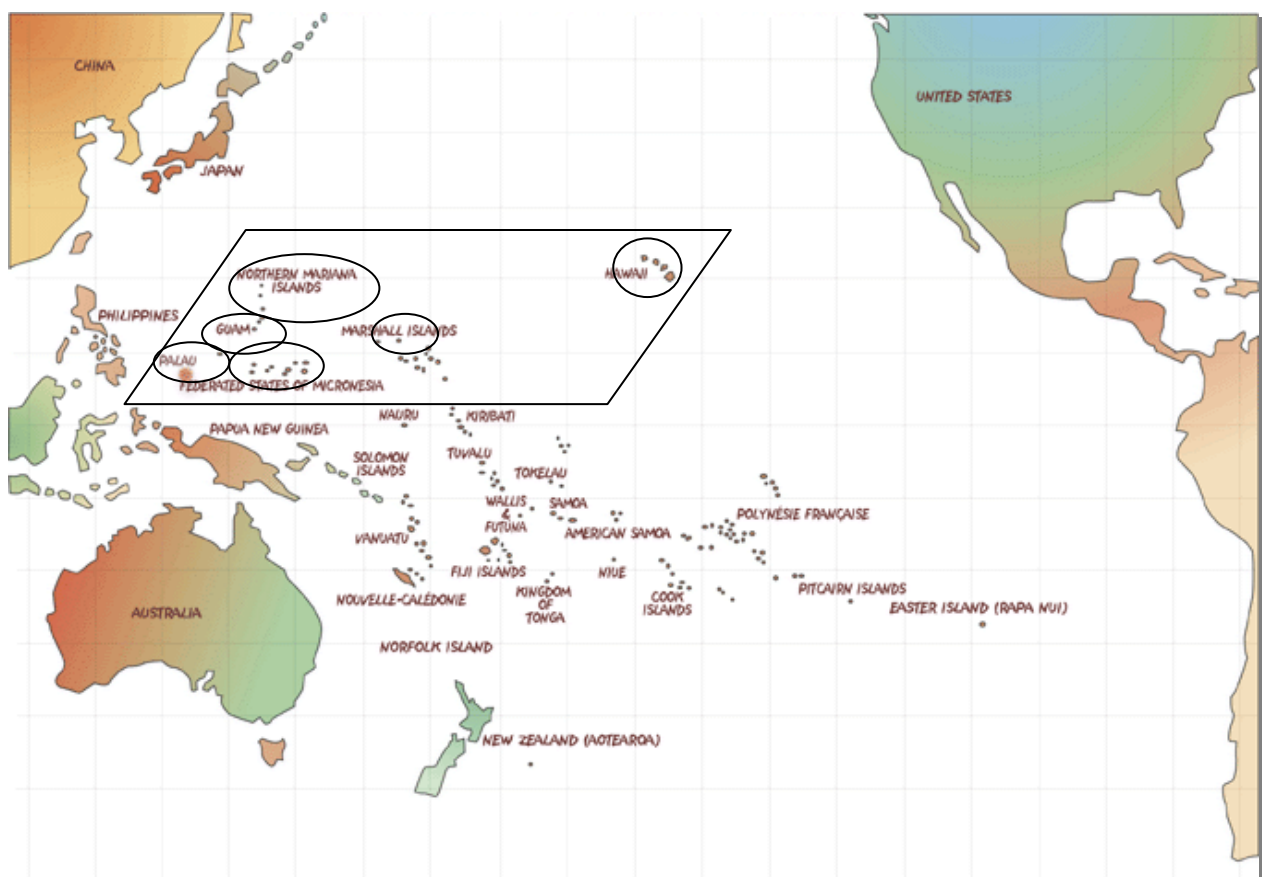


Figure 1 - Map of the PPEC Region

Specifically, through the PPEC, higher education institutional leaders in the Pacific have agreed to work collaboratively to serve the needs of member institutions as they address regional and postsecondary education issues including, but not limited to:

- Facilitating inter-institutional collaboration,
- Enhancing transfer and articulation opportunities for students,
- Strengthening teacher development and information sharing, and

- Encouraging capacity-building and development.

The geographic, economic and political situation of PPEC institutions varies considerably from U.S. norms. To better understand the region and its differences, appendix D provides information on population, economic, labor force and employment situations for insular areas (American Samoa, Commonwealth of the Northern Mariana Islands, Federated States of Micronesia, Guam, Republic of the Marshall Islands, and Republic of Palau) where PPEC member institutions are located.

PPEC institutions also face unique challenges in maintaining accreditation. In 2006 Barbara Beno, President of the Accrediting Commission for Community and Junior Colleges (ACCJC) along with Commissioners Susan Moses, Michael Rota and Floyd Takeuchi developed a position paper “Enhancing and Sustaining Higher Education Quality in the Pacific: Challenges Facing Institutions Seeking to Acquire and maintain WASC – Accreditation”. Challenges were organized into eight categories: geography as a barrier; evolving definitions of good practice that raise requirements for accreditation; inappropriate local government control or influence; institutional governance issues; inadequate development for institutional leaders and potential leaders; inadequate levels of public support; under-prepared entering students; and insufficient scale to permit effective and efficient operations. A summary of the eight challenges facing PPEC institutions is provided in Appendix E.

Purpose of the PPEC Fact Book

The leadership of the PPEC directed their institutional researchers to develop a regional fact book that:

- Provides regional comparison data/information for PPEC institutions and countries/states;
- Provides an information/data framework for discussions with U.S. executive, legislative and other funding agencies and organizations with an interest in the PPEC institutions and the Pacific region;
- Supports accreditation efforts through development of comparison information/data for PPEC institutions and evidence of cross institution collaboration; and
- Provides a system that will allow for annual updating of the Fact Book.

Development of the PPEC Fact Book

The initial planning meeting of institutional researchers for development of the fact book was held in conjunction with a PPEC meeting at Kapiolani Community College in April 2009 (see appendix B for a listing of PPEC institutional researchers and contact information). Discussions focused on purposes of the fact book, what data to report and mechanisms for collection, and what data categories might be added in the future. The ACCJC manual of evidence for a self study guided the discussions and agreement was reached to use data from the U.S. Department of Education’s Integrated Postsecondary Education Data System (IPEDS) as appropriate. A focus of discussions and decisions was what data and information would assist in improved understanding of the PPEC institutions both within and without the PPEC region. A sampling of

information considered for possible inclusion in future fact books included expanded workforce and labor market data; information on achievement against student learning outcomes; student program completion and graduation rates. To ensure that information would be available from all PPEC institutions, data collection focused on the 2005 to 2007 time period. Updates to the PPEC fact book will include additional year's data.

Data for the tables 1 – 7 was provided by all PPEC institutional researchers. Information included in tables 8 – 25 were compiled by a smaller IR working group composed of IR researchers in the Western Pacific in May 2009 from the IPEDS Data Center. The working sessions to compile the IPEDS data were hosted by the University of Guam and Guam Community College.

Tables in the PPEC Fact Book

The PPEC fact book is built around a set of tables that represent comparison data for PPEC institutions. The tables provide information regarding students, staffing and finances.

- Student tables include information on demographics, enrollment, and achievement (table 1 – 17)
- Staffing tables include information on average salaries and total number of staff in various categories (tables 18 – 21)
- Financial tables include information on revenue and operating costs (tables 22 – 25)

Tables 1 – 17: Student information

Table 1 - Student demographics

Institution Name	Median age of student body	Number of students from FSM	Number of students from Marshall Islands	Number of Students from Palau	Number of Students from CNMI	Number of students from American Samoa	Residency of students In state	Residency of students out of state
American Samoa Community College	22	0	0	0	0	1354	N/A	N/A
College of Micronesia-FSM	20	2359	0	0	0	0	N/A	N/A
College of the Marshall Islands	25	11	533	0	0	0	N/A	N/A
Guam Community College	26	187	1	0	**	0	N/A	N/A
Hawaii Community College	21	18	2	3	0	0	2426	177
Honolulu Community College	22	22	6	1	0	5	3722	305
Kapiolani Community College	22	28	17	7	20	10	6461	1056
Northern Marianas College	20	24	0	10	657	0	N/A	N/A
Palau Community College	21	114	22	428	1	0	N/A	N/A
University of Guam	21	107	8	58	103	0	N/A	N/A
University of Hawaii at Hilo	21	83	28	9	4	6	65%	35%

** GCC - CNMI students are counted in the aggregate count for the Chamorro ethnic group.

Data Source: Institutional Data provided by PPEC Institutional Researchers

Table 2 - Percentage of Credits Earned / Credits Attempted (Fall Only)

Institution Name	Fall 2005	Fall 2006	Fall 2007
American Samoa Community College	66	63	67
College of Micronesia-FSM	65	69	67
College of the Marshall Islands	70	74	74
Guam Community College	70	72	69
Hawaii Community College	79	81	80
Honolulu Community College	71	72	70
Kapiolani Community College	78	78	77
Northern Marianas College	69	74	73
Palau Community College	79	86	81
University of Guam	68	68	70
University of Hawaii at Hilo	77	75	78

Data Source: Institutional Data provided by PPEC Institutional Researchers

Table 3 – Percentage of First Time Students in Developmental (Remedial) Courses (Fall Only)

Institution Name	Developmental English			Developmental Math		
	Fall 2005	Fall 2006	Fall 2007	Fall 2005	Fall 2006	Fall 2007
American Samoa Community College	43	55	57	22	26	23
College of Micronesia-FSM	76	82	83	66	53	89
College of the Marshall Islands	97	98	96	96	92	89
Guam Community College	12	13	14	6	9	6
Hawaii Community College	94	92	75	69	74	69
Honolulu Community College	35	34	33	51	50	49
Kapiolani Community College	49	49	48	67	70	63
Northern Marianas College	77	73	75	89	90	93
Palau Community College	77	64	58	69	78	64
University of Guam	23	19	22	65	67	69
University of Hawaii at Hilo	10	12	5	0	0	0

Data Source: Institutional Data provided by PPEC Institutional Researchers

Table 4 - Pass rates (percentage) of students in developmental courses

Institution Name	Fall 2005	Fall 2006	Fall 2007
American Samoa Community College	57	60	44
College of Micronesia-FSM	61	63	61
College of the Marshall Islands	57	68	62
Guam Community College	31	26	56
Hawaii Community College	57	63	63
Honolulu Community College	59	60	54
Kapiolani Community College	59	56	59
Northern Marianas College	44	52	54
Palau Community College	75	44	76
University of Guam	37	37	32
University of Hawaii at Hilo	N/A	N/A	N/A

Calculation: Number of students in developmental courses graded at A, B, C or P/Total number of students enrolled in developmental courses includes Withdrawals and incompletes (Expressed as percentage)

Data Source: Institutional Data provided by PPEC Institutional Researchers

Table 5 - Adult High School Diplomas and GED Certificates Awarded

Institution Name	Adult High School Diplomas Awarded			GED Diplomas Certified		
	AY 05/06	AY 06/07	AY 07/08	AY 05/06	AY 06/07	AY 07/08
American Samoa Community College	N/A	N/A	N/A	38	11	34
College of Micronesia-FSM	N/A	N/A	N/A	N/A	N/A	N/A
College of the Marshall Islands	34	51	52	N/A	N/A	N/A
Guam Community College	46	25	12	158	147	171
Hawaii Community College	519	572	654	24	29	41
Honolulu Community College	N/A	N/A	N/A	N/A	N/A	N/A
Kapiolani Community College	N/A	N/A	N/A	N/A	N/A	N/A
Northern Marianas College	28	23	24	19	23	17
Palau Community College	19	21	17	N/A	N/A	N/A
University of Guam	N/A	N/A	N/A	N/A	N/A	N/A
University of Hawaii at Hilo	N/A	N/A	N/A	N/A	N/A	N/A

Data Source: Institutional Data provided by PPEC Institutional Researchers

Table 6 - Persistence Rates fall to spring semester

Institution Name	Fall 05 to Spring 06	Fall 06 to Spring 07	Fall 07 to Spring 08
American Samoa Community College	N/A	N/A	N/A
College of Micronesia-FSM	76	77	73
College of the Marshall Islands	74	77	56
Guam Community College	45	46	45
Hawaii Community College	67	71	71
Honolulu Community College	62	63	62
Kapiolani Community College	70	70	73
Northern Marianas College	77	73	77
Palau Community College	74	76	70
University of Guam	74	79	77
University of Hawaii at Hilo	85	86	87

Calculation: Per cent of degree or certificate seeking students enrolled in Fall who also enroll in Spring

Data Source: Institutional Data provided by PPEC Institutional Researchers

Table 7 - PPEC Institution Students at UOG & UH-Hilo (Enrollment & Average GPA)

Institution Name	University of Guam						University of Hawaii - Hilo					
	Enrolled Fall 2005	Average GPA Fall 2005	Enrolled Fall 2006	Average GPA Fall 2006	Enrolled Fall 2007	Average GPA Fall 2007	Enrolled Fall 2005	Average GPA Fall 2005	Enrolled Fall 2006	Average GPA Fall 2006	Enrolled Fall 2007	Average GPA Fall 2007
American Samoa Community College	0	N/A	0	N/A	0	N/A	15	2.41	16	2.41	17	2.15
College of Micronesia-FSM	24	2.26	37	2.46	45	2.49	66	2.31	71	2.33	48	2.36
College of the Marshall Islands	3	1.84	3	1.44	4	1.40	14	2.40	14	2.20	22	2.00
Guam Community College	167	2.74	164	2.80	171	2.68	0	0.00	1	2.93	1	2.86
Hawaii Community College	1	3.43	0	N/A	0	N/A	305	2.88	319	2.89	332	2.92
Honolulu Community College	0	N/A	0	N/A	1	0.75	12	2.81	13	2.87	9	2.85
Kapiolani Community College	2	1.78	2	2.00	5	3.03	28	2.95	29	2.98	33	2.96
Northern Marianas College	22	2.49	36	2.74	37	2.60	5	2.37	5	2.96	4	2.87
Palau Community College	13	1.97	17	1.73	10	2.26	9	2.73	9	2.11	5	2.61
University of Guam							5	3.28	4	2.72	3	2.99
University of Hawaii at Hilo	2	3.50	2	3.24	1	2.75						

Data Source: Institutional Data provided by PPEC Institutional Researchers

Table 8 - Unduplicated Undergraduate Enrollment by Gender

Institution Name	Undergraduate Grand total men (AY unduplicated)			Undergraduate Grand total women (AY unduplicated)			Undergraduate Grand total (AY unduplicated)		
	AY2005- 2006	AY2006- 2007	AY2007- 2008	AY2005- 2006	AY2006- 2007	AY2007- 2008	AY2005- 2006	AY2006- 2007	AY2007- 2008
American Samoa Community College	903	851	892	1442	1408	1529	2345	2259	2421
College of Micronesia-FSM	1587	1632	1472	1615	1692	1592	3202	3324	3064
College of the Marshall Islands	456	538	443	431	495	383	887	1033	826
Guam Community College	1530	1262	1031	2403	1944	1467	3933	3206	2498
Hawaii Community College	1082	1100	1282	2021	1942	2169	3103	3042	3451
Honolulu Community College	3079	3126	3076	2995	2826	2812	6074	5952	5888
Kapiolani Community College	4401	4562	4687	6326	6350	6712	10727	10912	11399
Northern Marianas College	452	473	476	798	813	801	1250	1286	1277
Palau Community College	372	367	376	538	525	475	910	892	851
University of Guam	1273	1395	1426	2025	2263	2282	3298	3658	3708
University of Hawaii at Hilo	1555	1528	1552	2272	2289	2311	3827	3817	3863

Data source: IPEDS Data Center (May 2009)

Table 9 - Undergraduate Enrollment by Age (fall semester only)

Institution Name	Undergraduate (age 25+) Total				Undergraduate (age <25) Total				Undergraduate Grand Total			
	2005	2006	2007	2008	2005	2006	2007	2008	2005	2006	2007	2008
American Samoa Community College	281	273	362	Blank	1298	1332	1404	Blank	1579	1605	1766	
College of Micronesia-FSM	376	480	437	387	1898	1979	1908	1639	2274	2459	2345	2026
College of the Marshall Islands	173	196	135	Blank	431	451	422	Blank	604	647	557	
Guam Community College	1508	Blank	692	Blank	1271	Blank	1100	Blank	2779		1792	
Hawaii Community College	912	Blank	897	1042	1464	Blank	1706	1842	2376		2603	2884
Honolulu Community College	1582	Blank	1487	1509	2599	Blank	2540	2709	4181		4027	4218
Kapiolani Community College	2440	Blank	2415	2592	4849	Blank	5102	5629	7289		7517	8221
Northern Marianas College	316	335	271	Blank	651	633	630	Blank	967	968	901	
Palau Community College	232	235	199	Blank	419	444	469	Blank	651	679	668	
University of Guam	769	712	756	692	2051	2208	2260	2402	2820	2920	3016	3094
University of Hawaii at Hilo	848	Blank	779	758	2365	Blank	2486	2596	3213		3265	3354

Data source: IPEDS Data Center (May 2009)

Table 10 - Undergraduate Enrollment Full & Part Time (fall semester only)

Institution Name	Undergraduate Full time total (Fall, All students)				Undergraduate Part time total (Fall, All students)				Undergraduate Grand total (Fall, All students)			
	2005	2006	2007	2008	2005	2006	2007	2008	2005	2006	2007	2008
American Samoa Community College	765	815	837	719	814	792	930	1087	1579	1607	1767	1806
College of Micronesia-FSM	1553	1707	1760	1867	730	832	619	590	2283	2539	2379	2457
College of the Marshall Islands	473	527	327	386	131	120	230	303	604	647	557	689
Guam Community College	504	403	689	687	2337	2024	1106	1128	2841	2427	1795	1815
Hawaii Community College	1085	1079	1179	1331	1292	1279	1424	1553	2377	2358	2603	2884
Honolulu Community College	1536	1492	1475	1481	2647	2651	2552	2737	4183	4143	4027	4218
Kapiolani Community College	2640	2747	2788	2921	4649	4525	4729	5300	7289	7272	7517	8221
Northern Marianas College	742	721	659	568	225	247	242	223	967	968	901	791
Palau Community College	431	452	475	295	220	227	193	207	651	679	668	502
University of Guam	2042	2105	2180	2229	778	818	840	865	2820	2923	3020	3094
University of Hawaii at Hilo	2628	2681	2643	2716	586	595	622	638	3214	3276	3265	3354

Data source: IPEDS Data Center (May 2009)

Table 11 - Undergraduate Enrollment by Gender (fall semester only)

Institution Name	Undergraduate total men(Fall)				Undergraduate total women(Fall)				Undergraduate total (Fall)			
	2005	2006	2007	2008	2005	2006	2007	2008	2005	2006	2007	2008
American Samoa Community College	600	634	652	668	979	973	1115	1138	1579	1607	1767	1806
College of Micronesia-FSM	1166	1232	1187	1165	1117	1307	1192	1292	2283	2539	2379	2457
College of the Marshall Islands	321	346	311	331	283	301	246	358	604	647	557	689
Guam Community College	1019	977	741	751	1822	1450	1054	1064	2841	2427	1795	1815
Hawaii Community College	863	867	992	1125	1514	1491	1611	1759	2377	2358	2603	2884
Honolulu Community College	2197	2271	2167	2286	1986	1872	1860	1932	4183	4143	4027	4218
Kapiolani Community College	3067	3053	3167	3480	4222	4219	4350	4741	7289	7272	7517	8221
Northern Marianas College	348	339	337	280	619	629	564	511	967	968	901	791
Palau Community College	279	273	309	241	372	406	359	261	651	679	668	502
University of Guam	1100	1111	1152	1186	1720	1812	1868	1908	2820	2923	3020	3094
University of Hawaii at Hilo	1324	1322	1318	1361	1890	1954	1947	1993	3214	3276	3265	3354

Data Sources: IPEDS Data Center (May 2009)

Table 12 - Enrollment Full Time Equivalence (fall semester only)

Institution Name	Full-time equivalent enrollment ALL academic levels (Fall enrollment derivation)			
	2005	2006	2007	2008
American Samoa Community College	1038	1081	1212	1158
College of Micronesia-FSM	1798	1986	1968	2065
College of the Marshall Islands	517	567	404	488
Guam Community College	1289	1083	1060	1066
Hawaii Community College	1519	1508	1657	1852
Honolulu Community College	2425	2382	2332	2400
Kapiolani Community College	4201	4266	4376	4700
Northern Marianas College	833	821	757	658
Palau Community College	505	528	540	364
University of Guam	2465	2576	2676	2756
University of Hawaii at Hilo	3019	3071	3118	3296

Data Sources: IPEDS Data Center (May 2009)

Table 13 - Associate Degrees Awarded, First Major by Academic Year

Institution Name	Grand total men			Grand total women			Grand total		
	AY2005-2006	AY2006-2007	AY2007-2008	AY2005-2006	AY2006-2007	AY2007-2008	AY2005-2006	AY2006-2007	AY2007-2008
American Samoa Community College	76	71	30	137	146	83	213	217	113
College of Micronesia-FSM	67	102	97	80	85	107	147	187	204
College of the Marshall Islands	94	38	43	61	47	18	155	85	61
Guam Community College	22	12	19	52	52	50	74	64	69
Hawaii Community College	108	96	123	164	150	148	272	246	271
Honolulu Community College	299	325	307	168	178	151	467	503	458
Kapiolani Community College	202	258	215	377	450	434	579	708	649
Northern Marianas College	34	32	16	74	71	53	108	103	69
Palau Community College	9	12	12	30	19	33	39	31	45
University of Guam	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank
University of Hawaii at Hilo	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank

Data source: IPEDS Data Center (May 2009)

Table 14 - Bachelor Degrees Awarded, First Major by Academic Year

Institution Name	Grand Total Men			Grand Total Women			Grand Total		
	AY2005-2006	AY2006-2007	AY2007-2008	AY2005-2006	AY2006-2007	AY2007-2008	AY2005-2006	AY2006-2007	AY2007-2008
American Samoa Community College	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank
College of Micronesia-FSM	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank
College of the Marshall Islands	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank
Guam Community College	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank
Hawaii Community College	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank
Honolulu Community College	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank
Kapiolani Community College	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank
Northern Marianas College	4	6	7	9	26	21	13	32	28
Palau Community College	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank
University of Guam	130	105	98	186	161	204	316	266	302
University of Hawaii at Hilo	226	173	207	311	357	315	537	530	522

Data source: IPEDS Data Center (May 2009)

Table 15 – Certificates awarded (below the baccalaureate) First major by Academic Year

Institution Name	Grand total men			Grand total women			Grand total		
	AY2005-2006	AY2006-2007	AY2007-2008	AY2005-2006	AY2006-2007	AY2007-2008	AY2005-2006	AY2006-2007	AY2007-2008
American Samoa Community College	1	5	2	8	10	0	9	15	2
College of Micronesia-FSM	31	33	31	16	25	22	47	58	53
College of the Marshall Islands	11	1	5	5	0	4	16	1	9
Guam Community College	21	14	14	24	22	23	45	36	37
Hawaii Community College	54	43	43	13	22	32	67	65	75
Honolulu Community College	34	24	35	14	10	27	48	34	62
Kapiolani Community College	12	7	9	50	42	27	62	49	36
Northern Marianas College	11	20	43	18	23	35	29	43	78
Palau Community College	20	17	41	22	9	17	42	26	58
University of Guam	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank
University of Hawaii at Hilo	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank

Data source: IPEDS Data Center (May 2009)

Table 16 – Program Completers 4-year institutions (Completers within 150% of normal time)

Institution Name	Grand Total Men			Grand Total Women			Grand Total		
	AY2005-2006	AY2006-2007	AY2007-2008	AY2005-2006	AY2006-2007	AY2007-2008	AY2005-2006	AY2006-2007	AY2007-2008
American Samoa Community College	Blank	21	29	Blank	21	44	Blank	42	73
College of Micronesia-FSM	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank
College of the Marshall Islands	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank
Guam Community College	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank
Hawaii Community College	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank
Honolulu Community College	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank
Kapiolani Community College	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank
Northern Marianas College	7	7	4	17	5	7	24	12	11
Palau Community College	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank
University of Guam	39	44	30	74	50	60	113	94	90
University of Hawaii at Hilo	37	61	38	77	84	93	114	145	131

Data Sources: IPEDS Data Center (May 2009)

Table 17 - Program Completers 2 yr Institutions (Degree/certificate-seeking students Completers within 150% of normal time)

Institution Name	Grand Total Men			Grand Total Women			Grand Total		
	AY2005-2006	AY2006-2007	AY2007-2008	AY2005-2006	AY2006-2007	AY2007-2008	AY2005-2006	AY2006-2007	AY2007-2008
American Samoa Community College	29	Blank	Blank	38	Blank	Blank	67	Blank	Blank
College of Micronesia-FSM	59	40	13	26	29	52	85	69	65
College of the Marshall Islands	6	2	5	6	3	3	12	5	8
Guam Community College	92	1	1	42	6	6	134	7	7
Hawaii Community College	44	46	34	33	20	20	77	66	54
Honolulu Community College	26	31	36	17	22	22	43	53	58
Kapiolani Community College	19	26	32	36	41	54	55	67	86
Northern Marianas College	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank
Palau Community College	12	15	9	18	5	2	30	20	11
University of Guam	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank
University of Hawaii at Hilo	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank

Data Sources: IPEDS Data Center (May 2009)

Tables 18 – 21: Staffing Information

Table 18 - Average Salary Full Time Instructional Staff 9-month Equated Contract

Institution Name	SAL 2005 Men	SAL 2006 Men	SAL 2007 Men	SAL 2005 Women	SAL 2006 Women	SAL 2007 Women	SAL 2005 Total	SAL 2006 Total	SAL 2007 Total
American Samoa Community College	27584	30399	28670	28186	26153	27401	27874	28461	28097
College of Micronesia-FSM	20868	21812	22152	21049	20557	21203	20925	21373	21799
College of the Marshall Islands	26106	27397	27815	25696	26979	24484	25926	27188	26111
Guam Community College	44739	43378	46418	47472	47731	48873	46143	45555	47659
Hawaii Community College	57103	58784	61477	54242	56638	63493	55593	57637	62510
Honolulu Community College	57967	58269	61471	54463	57511	61817	56585	58001	61588
Kapiolani Community College	53835	56653	60555	52005	55617	60661	52874	56111	60610
Northern Marianas College	42045	41492	41693	39856	40795	41471	41126	41193	41598
Palau Community College	Blank	13381	13381	Blank	16911	16911	Blank	14950	14950
University of Guam	57315	60684	63973	52210	53096	53450	55375	57762	59684
University of Hawaii at Hilo	59708	62024	69403	52855	55073	63044	57004	59193	66735

Data Sources: IPEDS Data Center (May 2009)

Table 19 - Number of Instructional Staff (faculty)

Institution Name	Full Time Instructional Staff						Full and Part Time Total		
	SAL 2005	SAL 2006	SAL 2007	SAL 2005	SAL 2006	SAL 2007	S2005 Total	S2006 Total	S2007 Total
	Men	Men	Men	Women	Women	Women			
American Samoa Community College	29	25	34	56	46	62	244	261	302
College of Micronesia-FSM	70	65	69	102	100	110	340	349	373
College of the Marshall Islands	23	20	21	41	40	43	136	154	150
Guam Community College	36	36	43	74	72	87	258	Blank	261
Hawaii Community College	34	34	39	72	73	80	238	Blank	259
Honolulu Community College	66	75	86	109	116	130	358	Blank	380
Kapiolani Community College	95	92	97	200	193	202	522	Blank	529
Northern Marianas College	29	24	20	50	42	35	213	190	183
Palau Community College	Blank	20	20	Blank	36	36	171	153	153
University of Guam	106	107	109	171	174	184	715	Blank	766
University of Hawaii at Hilo	112	115	119	185	194	205	536	Blank	598

Data Sources: IPEDS Data Center (May 2009)

Table 20 – Grade totals Full and Part Time Staff (clerical/secretarial, executive/administrative/managerial, instruction/research/public service, technical & paraprofessional)

Institution Name	Clerical & Secretarial			Executive/Administrative & Managerial			Instruction/Research/Public Service		
	S2005	S2006	S2007	S2005	S2006	S2007	S2005	S2006	S2007
American Samoa Community College	36	42	37	23	36	26	105	84	119
College of Micronesia-FSM	67	80	87	42	45	41	105	103	113
College of the Marshall Islands	13	16	15	18	22	27	57	66	60
Guam Community College	38	Blank	38	24	Blank	18	120	Blank	137
Hawaii Community College	30	Blank	32	7	Blank	7	159	Blank	160
Honolulu Community College	44	Blank	45	9	Blank	10	187	Blank	190
Kapiolani Community College	59	Blank	60	8	Blank	7	344	Blank	333
Northern Marianas College	53	50	44	25	19	18	101	87	83
Palau Community College	17	14	14	23	16	16	59	54	54
University of Guam	144	Blank	136	48	Blank	34	220	Blank	282
University of Hawaii at Hilo	75	Blank	91	16	Blank	18	280	Blank	283
Technical and Paraprofessional									
Institution Name	S2005	S2006	S2007						
American Samoa Community College	4	11	31						
College of Micronesia-FSM	Blank	Blank	Blank						
College of the Marshall Islands	12	12	16						
Guam Community College	9	Blank	7						
Hawaii Community College	1	Blank	5						
Honolulu Community College	8	Blank	7						
Kapiolani Community College	9	Blank	8						
Northern Marianas College	5	3	4						
Palau Community College	21	27	27						
University of Guam	164	Blank	184						
University of Hawaii at Hilo	10	Blank	11						

Data Sources: IPEDS Data Center (May 2009)

Table 21 - Full Time Equivalence (FTE) Instruction/Research & Public Service and Total Staff

Institution Name	Instruction/Research & Public Service FTE			Total FTE Staff		
	DFR 2005	DRV HR 2006	DRV HR 2007	DFR 2005	DFR 2006 HR	DRV HR 2007
American Samoa Community College	86	70	97	209	224	254
College of Micronesia-FSM	105	103	113	340	349	373
College of the Marshall Islands	51	54	52	130	139	141
Guam Community College	89	88	104	227	226	228
Hawaii Community College	101	101	107	179	190	204
Honolulu Community College	135	143	150	304	320	338
Kapiolani Community College	248	241	246	422	428	438
Northern Marianas College	78	68	60	190	171	160
Palau Community College	42	44	44	138	130	130
University of Guam	187	199	217	601	637	624
University of Hawaii at Hilo	217	224	231	467	492	542

Data Sources: IPEDS Data Center (May 2009)

Tables 22 – 25: Financial Information

Table 22 - Financial – Federal Operating Grants & Contracts, Local Appropriations, and Local/Private Operating Grants & Contracts

Institution Name	Federal Operating Grants and Contracts			Local Appropriation, Taxes, Similar Support			Local/Private Operating Grants & Contracts		
	F0506	F0607	F0708	F0506	F0607	F0708	F0506	F0607	F0708
American Samoa Community College	3,756,847	4,961,479	5,833,626	0	0	0	0	0	0
College of Micronesia-FSM	10,409,581	10,758,893	3,063,232	0	0	0	0	0	0
College of the Marshall Islands	2,865,945	3,251,246	0	2,000,000	0	0	78,789	85,043	43,175
Guam Community College	0	0	0	13,827,033	14,221,295	15,213,588	1,311,007	485,458	307,685
Hawaii Community College	4,807,127	4,390,853	2,786,505	0	0	0	0	0	4,863
Honolulu Community College	2,778,362	2,771,095	1,868,409	0	0	0	119,858	123,693	102,582
Kapiolani Community College	4,652,930	5,291,271	3,180,227	0	0	0	173,765	461,137	526,987
Northern Marianas College	5,249,841	5,478,718	6,123,662	0	0	0	0	0	0
Palau Community College	3,595,841	3,061,096	1,200,677	0	0	0	390,678	326,641	338,397
University of Guam	24,759,859	25,268,268	25,913,356	0	0	0	717,510	629,093	891,858
University of Hawaii at Hilo	17,688,906	19,178,976	15,558,915	0	0	0	388,198	437,510	447,252

Data Sources: IPEDS Data Center (May 2009)

Table 23 - Financial State Appropriations, State Operating Grants & Contracts and Total Non-operating Revenue

Institution Name	State Appropriations			State Operating Grants & Contracts			Total Non-operating Revenue		
	F0506	F0607	F0708	F0506	F0607	F0708	F0506	F0607	F0708
American Samoa Community College	0	0	0	0	0	0	4,370,094	3,804,031	8,052,275
College of Micronesia-FSM	0	0	0	121,412	0	0	5,138,464	5,580,817	12,900,143
College of the Marshall Islands	0	1,988,000	1,988,000	0	0	0	3,258,237	3,248,424	6,246,737
Guam Community College	0	0	0	0	0	0	18,056,843	18,523,919	20,803,865
Hawaii Community College	7,929,657	12,595,905	14,167,367	0	0	0	10,589,487	15,776,519	20,061,902
Honolulu Community College	17,120,828	21,031,171	22,563,097	40,647	0	135,072	21,827,664	26,426,165	29,985,627
Kapiolani Community College	18,636,073	20,635,435	22,423,454	348,862	399,593	486,299	25,549,389	28,068,556	32,944,549
Northern Marianas College	7,269,776	5,948,258	5,869,463	0	0	0	7,494,732	6,460,059	7,825,886
Palau Community College	2,385,000	2,385,000	2,333,501	0	0	0	2,876,754	2,647,819	4,308,130
University of Guam	29,684,465	32,141,999	31,776,447	525,087	169,016	376,800	30,638,448	34,275,353	31,854,699
University of Hawaii at Hilo	25,003,774	30,419,589	34,282,725	1,044,452	1,360,194	1,903,362	32,587,315	39,180,272	49,021,360

Data Sources: IPEDS Data Center (May 2009)

Table 24 - Financial - Total Operating Revenues, Other Revenue and Tuition & Fees

Institution Name	Total Operating Revenues			Total Other Revenues & Additions			Tuition & Fees After Deducting Discounts		
	F0506	F0607	F0708	F0506	F0607	F0708	F0506	F0607	F0708
American Samoa Community College	5,345,495	6,833,816	8,521,119	0	0	0	1,334,285	1,607,161	2,379,110
College of Micronesia-FSM	12,871,179	13,025,437	5,346,187	0	0	0	511,994	539,616	626,456
College of the Marshall Islands	3,459,850	3,910,309	689,147	1,000,000	5,507,034	4,848,301	172,262	184,536	270,692
Guam Community College	7,295,845	5,634,298	6,668,502	0	0	0	2,764,582	3,105,694	4,647,435
Hawaii Community College	7,864,389	7,951,237	8,846,599	714,159	0	0	2,677,223	3,099,111	3,620,877
Honolulu Community College	9,679,760	10,131,921	10,250,566	42,000	88,000	23,188	4,414,084	4,731,388	5,239,204
Kapiolani Community College	22,064,735	25,063,053	25,026,854	0	125,352	252,258	12,257,137	13,922,864	15,173,030
Northern Marianas College	8,722,278	7,063,936	7,336,171	0	0	850,000	1,108,029	1,325,650	908,648
Palau Community College	6,507,786	6,043,973	3,866,998	0	294,856	311,499	1,703,768	1,418,565	1,238,350
University of Guam	39,620,258	40,930,962	42,033,828	1,843,867	2,600	589,496	7,973,845	8,828,193	9,060,669
University of Hawaii at Hilo	33,381,038	38,931,918	40,600,661	29,190,476	25,438,643	8,954,711	8,666,764	10,349,825	14,033,019

Data Sources: IPEDS Data Center (May 2009)

Table 25 - Grand Totals Full & Part Time Staff (Other professional, service/maintenance, skilled crafts)

Institution Name	Other Professional			Service/Maintenance			Skilled Crafts		
	S2005	S2006	S2007	S2005	S2006	S2007	S2005	S2006	S2007
American Samoa Community College	34	53	50	33	34	29	9	1	10
College of Micronesia-FSM	92	91	102	34	30	30	Blank	Blank	Blank
College of the Marshall Islands	10	12	9	23	23	20	3	3	3
Guam Community College	58	Blank	51	9	Blank	10	Blank	Blank	Blank
Hawaii Community College	40	Blank	54	1	Blank	1	Blank	Blank	Blank
Honolulu Community College	79	Blank	97	29	Blank	28	2	Blank	3
Kapiolani Community College	71	Blank	88	30	Blank	32	1	Blank	1
Northern Marianas College	27	29	32	2	2	2	Blank	Blank	Blank
Palau Community College	31	17	17	18	25	25	2	Blank	Blank
University of Guam	85	Blank	80	45	Blank	38	9	Blank	12
University of Hawaii at Hilo	112	Blank	146	42	Blank	48	1	Blank	1

Data Sources: IPEDS Data Center (May 2009)

Appendix

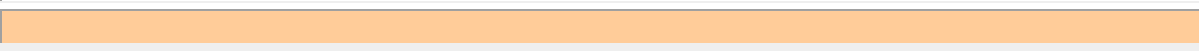
Appendix A - PPEC Listing of Institutions and Contact Information

PPEC MEMBERSHIP LISTING (updated October 1, 2009)	
<p>AMERICAN SAMOA COMMUNITY COLLEGE (2-yr) Dr. Seth Galea'i President American Samoa Community College P.O. Box 2609 Pago Pago, American Samoa 96799 TEL: 684-699-9155 CELL: 684-770-1122 FAX: 684-699-6259 EMAIL: s.galeai@amsamoa.edu</p>	<p>NORTHERN MARIANAS COLLEGE (2-yr & 4-yr Elem Ed) Dr. Carmen Fernandez President Northern Marianas College P.O. Box 501250 CK Saipan, MP 96950 TEL: 670-234-5498 ext. 1000 CELL: 670-483-1662 FAX: 670-234-1270 EMAIL: carmen_fernandez@hotmail.com; carmen@nmcnet.edu</p>
<p>COLLEGE OF THE MARSHALL ISLANDS (2-yr) Dr. Wilson Hess President College of the Marshall Islands P.O. Box 1258 Majuro, Marshall Islands 96960 TEL: 692-625-3394 FAX: 692-625-7203 EMAIL: wghess@cmi.edu; wghess@pivot.net</p>	<p>UNIVERSITY OF GUAM (4-yr, graduate) Dr. Robert A. Underwood President University of Guam UOG Station Mangilao, GU 96923 TEL: 671-735-2990 CELL: FAX: 671-734-2290 EMAIL: raunderwood@uguam.uog.edu</p>
<p>COLLEGE OF MICRONESIA – FSM (2-yr & 4-yr Elem Ed) Mr. Spensin James President College of Micronesia – FSM P.O. Box 159 Palikir, Pohnpei State, FSM 96941 TEL: 691-320-2480 FAX: 691-320-2479 EMAIL: sjames@comfsm.fm; presoffice@comfsm.fm</p>	<p>UNIVERSITY OF HAWAI'I SYSTEM (2-yr, 4-yr, graduate) Dr. Peter Quigley Associate Vice President for Academic Affairs 2327 Dole Street Honolulu, HI 96822 TEL: 808-956-3869 FAX: 808-956-3763 EMAIL: quigleyp@hawaii.edu</p>
<p>PALAU COMMUNITY COLLEGE (2-yr) Dr. Patrick U. Tellei President Palau Community College P.O. Box 9 Koror, PW 96940 TEL: 680-488-1669 FAX: 680-488-2447 EMAIL: tellei@palau.edu</p>	<p>HONOLULU COMMUNITY COLLEGE (2-yr) Mr. Michael Rota Chancellor Honolulu Community College 874 Dillingham Blvd. Honolulu, HI 96817 TEL: 808-845-9135 FAX: 808-845-9173 EMAIL: mrota@hawaii.edu</p>
<p>GUAM COMMUNITY COLLEGE (2-yr) Dr. Mary A.Y. Okada</p>	<p>KAPI'OLANI COMMUNITY COLLEGE (2-yr) Dr. Leon Richards</p>

<p>President Guam Community College P.O. Box 23069 GMF Barrigada, Guam 96921 TEL: 671-735-5700 CELL: 671-777-3216 FAX: 671-734-1003 EMAIL: mary.okada@guamcc.net</p>	<p>Chancellor Kapi'olani Community College 4303 Diamond Head Road Honolulu, HI 96816 TEL: 808-734-9111 FAX: 808-734-9162 EMAIL: lr24@hawaii.edu</p>
<p>HAWAI'I COMMUNITY COLLEGE (2-yr) Dr. Rockne Freitas Chancellor 200 W. Kawili St. Hilo, HI 96720 TEL: 808-974-7659 CELL: 808-756-4686 FAX: 808-974-7692 EMAIL: rfreitas@hawaii.edu</p>	<p>UNIVERSITY OF HAWAII AT HILO (4-yr, grad, doctorate) Dr. Rose Y. Tseng Chancellor 200 W. Kawili St. Hilo, HI 96720 TEL: 808-974-7444 FAX: 808-933-3304 EMAIL: rtseng@hawaii.edu</p>
<p>PACIFIC POSTSECONDARY EDUCATION COUNCIL Mr. Larry Gamboa Project Director P.O. Box 5304 UOG Station Mangilao, GU 96923 CELL: 509-499-7445 EMAIL: pacificpec@gmail.com <i>as of November 27, 2009</i></p>	

Appendix B – PPEC Listing of Institutional Researchers

PPEC INSTITUTIONAL RESEARCHERS	
<p>AMERICAN SAMOA COMMUNITY COLLEGE (2-yr) Ms. Rosevonne Pato Director, Institutional Effectiveness American Samoa Community College P.O. Box 2609 Pago Pago, American Samoa 96799 TEL: 684-699-7834 FAX: 684-699-5803 EMAIL: r.pato@amsamoa.edu</p>	<p>NORTHERN MARIANAS COLLEGE (2-yr & 4-yr Elem Ed) Ms. Lisa Hacskaylo Institutional Researcher Northern Marianas College P.O. Box 501250 CK Saipan, MP 96950 TEL: 670-234-5498 ext. 1029 FAX: 670-234-0759 EMAIL: lisah@nmcnet.edu</p>
<p>COLLEGE OF THE MARSHALL ISLANDS (2-yr) Peter Cammish Director of Institutional Research and Assessment College of the Marshall Islands P.O. Box 1258 Majuro, Marshall Islands 96960 TEL: 692-625-3394 x2268 FAX: 692-625-7203 EMAIL: pcammish@cmi.edu</p>	<p>UNIVERSITY OF GUAM (4-yr, graduate) Ms. Deborah (Dee) Leon Guerrero Director of Academic Assessment & Institutional Research University of Guam UOG Station Mangilao, GU 96923 TEL: 671-735-2990 FAX: 671-734-3636 EMAIL: Deborah@uguam.uog.edu</p>
<p>COLLEGE OF MICRONESIA – FSM (2-yr & 4-yr Elem Ed) Mr. Jimmy Hicks Director, Institutional Research and Planning College of Micronesia – FSM P.O. Box 159 Palikir, Pohnpei State, FSM 96941 TEL: 691-320-2480 ext. 119 FAX: 691-320-2479 EMAIL: jhicks@comfsm.fm; jhicks1033@yahoo.com</p>	<p>UNIVERSITY OF HAWAI‘I COMMUNITY COLLEGE SYSTEM (2-yr, 4-yr, graduate) Ms. Cheryl Chappell-Long Director, Academic Planning, Assessment, and Policy Analysis 2327 Dole Street Honolulu, HI 96822 TEL: 808-956-4561 FAX: 808-956-3763 EMAIL: cchappel@hawaii.edu</p>
<p>PALAU COMMUNITY COLLEGE (2-yr) Ms. Ligaya Sara Institutional Research Analyst Palau Community College P.O. Box 9 Koror, PW 96940 TEL: 680-488-1669 FAX: 680-488-2447 EMAIL: ligayas@palau.edu; glayseir@yahoo.com</p>	<p>HONOLULU COMMUNITY COLLEGE (2-yr) Mr. Steve Shigemoto Institutional Analyst Honolulu Community College 874 Dillingham Blvd. Honolulu, HI 96817 TEL: 808-845-9166 FAX: 808-845-9173 EMAIL: sshigemo@hawaii.edu</p>
<p>GUAM COMMUNITY COLLEGE (2-yr) Mr. Richard Quiambao Institutional Research Guam Community College P.O. Box 23069 GMF</p>	<p>KAPI‘OLANI COMMUNITY COLLEGE (2-yr) Dr. Jeffery Arbuckle Institutional Analyst Kapi‘olani Community College 4303 Diamond Head Road</p>

<p>Barrigada, Guam 96921 TEL: 671-735-5528 FAX: 671-734-1003 EMAIL: richard.quiambao@guamcc.edu</p>	<p>Honolulu, HI 96816 TEL: 808-734-9764 FAX: 808-734-9162 EMAIL: jefferya@hawaii.edu</p>
<p>HAWAI'I COMMUNITY COLLEGE (2-yr) Mr. Shawn Flood Institutional Analyst 200 W. Kawili St. Hilo, HI 96720 TEL: 808-974-7512 FAX: 808-974-7755 EMAIL: sgflood@hawaii.edu</p>	<p>UNIVERSITY OF HAWAI'I AT HILO Mr. Brendan Hennessey Institutional Research Analyst 200 W. Kawili St. Hilo, HI 96720 TEL: 808-974-7333 FAX: 808-974-7622 EMAIL: brendanh@hawaii.edu</p>
<p>PACIFIC POSTSECONDARY EDUCATION COUNCIL Mr. Larry Gamboa Project Director TEL: 509-499-7445 (WA state cell) EMAIL: pacificpec@gmail.com</p>	
	

Updated on November 04, 2009

Appendix C - Pacific Postsecondary Web Links

Institution Name	url	Mission Statement	History	Catalog	Factbook
American Samoa Community College	www.amsamoa.edu	page 3: http://www.amsamoa.edu/ASCC%20CATALOG%202008-2010.pdf	http://www.amsamoa.edu/about.htm	www.amsamoa.edu/catalog.htm	
College of Micronesia-FSM	www.comfsm.fm	http://www.comfsm.fm/mission.html	http://www.comfsm.fm/catalog/2009_2011/05%20GeneralInfo.pdf	http://www.comfsm.fm/publications/index.html	http://www.comfsm.fm/national/administration/VPA/researchdocs/assessment.html http://www.comfsm.fm/national/administration/VPA/researchdocs/irpo.html
College of the Marshall Islands	www.cmi.edu	http://www.cmi.edu/our_college/mission.html	http://www.cmi.edu/our_college/history.html		http://www.cmi.edu/research_and_planning/formal_reports.html http://www.cmi.edu/research_and_planning/institutional_data.html
Guam Community College	www.guamcc.edu	http://www.guamcc.edu/index.php?option=com_content&task=view&id=125&Itemid=271	http://www.guamcc.edu/index.php?option=com_content&task=view&id=122&Itemid=267	http://www.guamcc.edu/index.php?option=com_content&task=view&id=277&Itemid=462	http://www.guamcc.edu/index.php?option=com_content&task=view&id=123&Itemid=269
Hawaii Community College	www.hawaii.hawaii.edu	http://www.hawaii.hawaii.edu/abouthawcc/thecollege.html	http://www.hawaii.hawaii.edu/abouthawcc/thecollege.html	http://www.hawaii.hawaii.edu/learningresources/catalog.html	http://www.hawaii.edu/iro/ http://www.hawaii.edu/campuses/hawaii.html

Honolulu Community College	www.honolulu.hawaii.edu	http://honolulu.hawaii.edu/about/mission.html	http://honolulu.hawaii.edu/about/history.html	http://honolulu.hawaii.edu/catalog/index.html	http://www.hawaii.edu/iro/
Kapiolani Community College	www.kapiolani.hawaii.edu/page/home	http://www.kapiolani.hawaii.edu/object/kccmissionstatement.html	http://www.kapiolani.hawaii.edu/object/kcchistory.html	http://www.kapiolani.hawaii.edu/page/catalog	http://www.hawaii.edu/campuses/kapiolani.html
Northern Marianas College	www.nmcnet.edu/	http://www.nmcnet.edu/content.php?id=5&cat=91	http://www.nmcnet.edu/content.php?id=5&cat=101	http://www.nmcnet.edu/content.php?id=364	
Palau Community College	www.palau.edu	http://www.palau.edu/aboutpcc.htm	http://www.palau.edu/aboutpcc.htm	http://www.palau.edu/academic/pcccatalog0812.doc	
University of Guam	www.uog.edu	http://www.uog.edu/dynamicdata/AboutUOGMissionStatement.aspx?siteid=1&p=489	http://www.uog.edu/dynamicdata/HistoryofUOG.aspx?siteid=1&p=25	http://www.uog.edu/dynamicdata/UOGPublications.aspx?siteid=1&p=310	http://www.uog.edu/dynamicdata/SeniorVicePresidentInstitutionalResearcher.aspx?siteid=1&p=62
University of Hawaii at Hilo	www.uhh.hawaii.edu/	http://www.uhh.hawaii.edu/catalog/mission.html	http://www.uhh.hawaii.edu/catalog/general-information.html	http://www.uhh.hawaii.edu/catalog/	http://www.uhh.hawaii.edu/uhh/iro/

Appendix D – Population, Economic, Labor Force and Employment Statistics for Insular Areas

	American Samoa		Guam		Mariana Islands		RMI		FSM		Palau	
Summary Statistics	Year	Value	Year	Value	Year	Value	Year	Value	Year	Value	Year	Value
Population	2004	59,902	2004	166,090	2004	78,252	2004	57,738	2004	108,155	2004	20,016
Median Age	2000	21.3	2000	27.4	2000	28.7	1999	17.8	2000	18.9	2000	30.8
Average Household Size	2000	6.05	2000	3.89	2000	3.66	1999	7.8	2000	6.7	2000	4.63
Median household income	2000	\$18,219	2000	\$39,317	2000	\$22,898	1999	\$6,840	2000	\$4,618	2000	\$13,421
Per Capita Income	2000	\$4,357	2000	\$12,722	2000	\$9,151	1999	\$2,281	2000	\$3,943	2000	\$4,092
Nominal GDP (millions)	N/A	N/A	2001	2,772.80	N/A	N/A	2001	\$99.20	2000	\$230.10	2001	\$118.50
Gross business receipts (millions)	N/A	N/A	2000	3,677.80	2001	\$2,211.20	N/A	N/A	1998	\$300.40	N/A	N/A
Imports (millions)	2001	\$231	2001	\$34.60	2001	\$214.40	2000	\$54.70	1997	\$82.50	2003	\$96.70
Exports (millions)	2001	\$317	2001	\$60.80	N/A	N/A	2000	\$9.10	1997	\$8.00	2003	\$20.30
Inflation rate (annual average)	N/A	N/A	N/A	N/A	2000	-0.8	2001	1.75	2001	2	N/A	N/A
Civilian labor force	2000	17,627	2002	62,050	2000	44,465	2000	14,677	2000	37,414	2000	9,607
Employed	2000	16,718	2002	54,980	2000	42,753	2000	10,141	2000	29,175	2000	9,383
Unemployed	2000	909	2002	7,070	2000	1,712	2000	4,536	2000	8,239	2000	224
Unemployment rate	2000	5.2	2002	11.4	2001	3.9	2000	30.9	2000	22	2000	2.3
Visitor Arrivals (thousands, all categories)	2001	88.6	2002	857	2001	497.6	2001	5.4	2000	15.7	2003	68.3

Source: Insular Areas Statistical Enhancement Program, U.S. Department of Labor, Office of Insular Affairs

Appendix E – Unique Challenges Facing PPEC Institutions

(from *Enhancing and Sustaining Higher Education Quality in the Pacific: Challenges Facing Institutions Seeking to Acquire and maintain WASC – Accreditation* by Barbara Beno, President of the Accrediting Commission for Community and Junior Colleges (ACCJC) and Commissioners Susan Moses, Michael Rota and Floyd Takeuchi)

Unique challenges facing PPEC institutions are organized into eight categories:

- **Geography as a barrier**

Pacific institutions are geographically isolated from one another and from the mainstream of emerging American higher education practice, and have few opportunities for exchange of ideas and practice. This geographic isolation impacts the ability for professional exchanges with faculty, staff and administrators from other accredited institutions and learning from best practices.

Opportunities for additional formal education after employment are limited and expensive including distance learning degrees in higher education that address regional needs are limited.

Challenges are to increase opportunities for workshops and conferences that provide professional development, leadership development and sharing of best practices (both from the Pacific region and the U.S. higher education community). Best practices typically evolve from dialogue *across* campuses that are supported by professional associations. There is a need for creating *regional conferences* and workshops and increasing the ability for faculty, staff and administrators to participate in important professional development activities on the mainland and with other WASC region institutions.

Pacific intuitions lack broadband internet access at a reasonable cost to share curricula, instruction and the ability to communicate in real time. High cost and low bandwidth hamper the region’s ability to effectively use the internet to offset geographic isolation.

- **Evolving definitions of good practice that raise requirements for accreditation**

Pacific island institutions need to develop capacity to address evolving higher education institutional practices, particularly around teaching and learning, but also around administrative theory and organizational management, business practices, student development, etc. to keep pace with evolving practices reflected in the Standards of Accreditation. This capacity is often developed through post-baccalaureate, degree-oriented education; professional and staff development workshops and conferences; involvement in specially funded research and praxis projects with other institutions; and ongoing high quality institutional research. Pacific island institutions need to develop strategies for systematically engaging in and learning from the evolving practices of higher education if they are to remain able to meet accreditation standards.

- **Inappropriate local government control or influence**

Accreditation standards call for each college to have an independent governing board that is responsible for:

- establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services;
- the financial stability of the institution;
- adhering to a clearly defined policy for selecting and evaluating the chief administrator for the college; and
- reflecting the public interest in its activities.

It appears to the Accrediting Commission that with frequent changes in local government leadership, higher education leaders have to frequently defend their institutions from external attempts to redirect internal operations, staffing, and finances. Pacific island institutions need to develop and implement institutionalized policies and practices that serve as a barrier to inappropriate external intrusion.

The Pacific institutions would benefit from regionally developed and delivered workshops for local government officials that clarify the required independence of colleges as well as their mission and benefits to the communities they serve.

The laws in the respective island entities that established the authority of the boards of each Pacific institution clearly delineated the roles and responsibilities of the respective boards. However, these laws are frequently ignored by the government. The institutions would benefit from on-going training and development of governing board members. Accreditation standards require the governing board to ensure the integrity of the institution, yet many board members need training to help them develop the ability to maintain the institution's freedom from undue governmental interference.

- **Institutional governance issues;**

Too frequently, accreditation teams find that the governing boards of Pacific institutions become inappropriately involved in administrative and management tasks. We believe that these difficulties again stem from the governing board member's lack of access to regular board training and development opportunities, and as well as boards' needs to develop clear policies that establish institutional governance autonomy. Additionally, college presidents need regular training to help them be appropriately confident in helping the board to distinguish its role from that of the president.

Pacific institutions need to provide regular training to new and continuing board members and to college presidents to enhance their ability to fulfill their respective responsibilities in accordance with accreditation standards. Board members would benefit from regular exchanges with board members from other institutions, as well as from training that illustrates the distinctive roles of board members versus presidents and administrative staff.

- **Inadequate development for institutional leaders and potential leaders**

All higher education institutions face a challenge of providing professional development and training to current institutional leaders to help them better lead the institution, as well as the

challenge of developing potential leaders who may assume increasingly senior posts at the institution.

Leadership and staff development training are essential to the future vitality of the Pacific institutions. An on-going, region-wide program of leadership training, built around a common set of best practice principles, will provide a network of education professionals from all segments of higher education. Regional chapters of selected professional associations should also be established. The Community College Leadership Development Initiative, founded by leaders of the ACCJC, should be engaged to develop leadership training programs that are specific to the needs of Pacific institutions but which also bring to the region some of the excellent practices and knowledge developed on the mainland.

- **Inadequate levels of public support**

Five of the six Pacific island colleges accredited by the ACCJC are the only public institutions of higher education in their respective entities. All six operate in environments where the college faculty and administrators are likely to be among the most highly educated persons in the community, and where the general public's understanding of what is needed to support educational excellence is limited by their own lack of experience in an accredited higher education institution. In the absence of many alternatives for their students, the communities do not have a means of comparing the outcomes of the education programs offered by the Pacific institutions with those of other institutions. Most individuals within the local communities appear to be appreciative of the colleges and are generally supportive, but it is not clear that they have set well-developed expectations for the student outcomes of the education system. Even more challenging, the public constituencies of some colleges do not always understand and value the contribution that the college makes to local society. The lack of involvement and support for institutional excellence contributes at times to the lack of local government support, monetary and political, necessary for educational excellence.

In the U.S., there is a demonstrable connection between a person's level of educational achievement, the likelihood of employment, and level of annual and lifetime income. Unfortunately, except in a few selected areas, it is not clear that the majority of the public in the Pacific islands yet sees direct connections between the efforts of the colleges to educate and train students and the economic and social development of their respective entities or the Pacific islands region. Indeed, in the absence of a growing economy, *there may be little connection* between the advancement of individuals through attainment of higher education and the social and economic development of nations. Nevertheless, education may be critical for the individual's economic advancement and ability to move to other locations where more jobs are available.

Without greater public knowledge about how colleges contribute to individual and social welfare, and without a widely-held public expectation that quality higher education be available in their communities, the Pacific institutions will continue to be challenged by insufficient public support in the form of funds for operations, accountability for governing boards, and expectations of educational excellence. There appear to be a number of Pacific institutions that do not yet have sufficient government support to remain qualified as

accredited institutions under American accreditation standards. Unless governments more fully understand accreditation standards and the requirements that their local institutions must meet to remain accredited, their continued accreditation will be at risk. The Pacific institutions need to provide more training and information to local governments and to the public about what is necessary to sustain an accredited higher education institution in the respective entities.

- **Under-prepared entering student**

Most colleges accredited by the ACCJC provide “open access” to students and do not have entrance screens such as SAT score or a high secondary school grade point average. In that regard, they are “open access” institutions committed to serving all who do enter, and limiting their requirement to some sense of “who can benefit.” Public community colleges tend to view their mission as including that of providing students with a “second chance” at higher education, and commit to offer remedial/developmental courses for those who are not yet ready for college. The provision of remedial/developmental courses and programs are the means by which institutions seek to ready students for *collegiate* educational experiences.

Like most accredited institutions, all of the Pacific institutions admit high school graduates of their own school systems who lack sufficient skills in English language, in reading, writing and computation to perform at the postsecondary level in college courses. To various degrees, the colleges have implemented remedial/developmental or pre-collegiate courses and student support programs. However, the degree of under-preparedness that Pacific institutions must address appears to be far greater than what one can expect to find in most mainland colleges. Pacific institutions must find a means to bring entering students with a wider range of educational preparation up to collegiate level in the amount of time that students will willingly spend in precollegiate courses and that student financial aid will fund. The lower the level of educational attainment of incoming college students, the more significant is this challenge. The skills of the exiting high school students, particularly those graduating from public high schools, are in some places quite low. In addition, data suggest that in some of the Pacific entities, a significant proportion of primary and secondary teachers lack associates or bachelors degrees themselves. Unless the local primary and secondary education systems improve the educational attainment of their high school graduates, the Pacific institutions will continue to place a high proportion of their effort and resources into remedial/developmental programs, and thus be unable to elevate the level of their collegiate curriculum to meet quality standards for higher education.

A major component of student under-preparedness is that indigenous languages other than English are widely practiced in each entity. In fact, in most Pacific island communities the formal medium of education up to grade four is in the local language or dialect. Since the colleges’ medium of instruction is English, nearly all their students are English as Second Language students with a wide spectrum of competence.

The Pacific island institutions must have adequate resources to offer a comprehensive set of remedial/developmental education instruction and related support services matched to the diverse needs of their entering students. These resources include staff expertise in assessment, research and pedagogy, assessment tools, research tools including adequate data systems and funding. Federal financial aid policy sets limits on the number of courses for which an individual is eligible to receive aid. Therefore, a significant number of students who need remedial/developmental instruction will exhaust their student aid prior to completing their degree requirements and are likely to drop-out. This is likely to create pressure for a quicker solution to meet students’ lack of preparation for collegiate

level work. The institutions must acquire additional local student financial aid support for those students whose academic preparation makes it unlikely that they can complete a degree or certificate in the time allowed by U.S. government financial aid policies.

The region would benefit if its faculty and staff were trained in and able to consistently use the best pedagogical strategies for remedial/developmental education. The Pacific island institutions need to assess the quality of their remedial/developmental and collegiate level programs in order to better articulate the pre-collegiate and collegiate level courses and programs. They also need to carefully assess skill levels of students entering collegiate courses as well as student progress through those programs. This assessment is essential to inform ongoing efforts to improve student learning and achievement – a key element in meeting accreditation standards.

English language training remains a challenge in the Pacific region. Many teachers of English lack certification as English language teachers, or lack training in the methodologies most effective for teaching English to non-native speakers (English as a foreign language instruction). Region-wide efforts are needed to identify and propagate English language instructional methods that are effective in non-English speaking primary and secondary school environments. College faculty need to be trained in language instruction and to help primary and secondary school teachers gain the required skills to raise the level of English language proficiency for high school graduates.

Finally, the institutions need to establish and maintain student performance standards for collegiate instruction that are consistent with the practices at other accredited U.S. colleges. Failing to establish and maintain appropriate collegiate standards will inevitably harm students' abilities to transfer to other colleges or pursue graduate education, to pass licensure examinations, or to perform adequately in their job and career.

- **Insufficient scale to permit effective and efficient operations**

The Pacific island institutions are modestly funded, and lack the economy of scale needed for efficient operations. In addition, the public frequently expect that they operate at multiple sites due to their dispersed island geography. Colleges face severe challenges providing quality facilities and coordinated educational services with sites and students spread over hundreds or thousands of miles of ocean.

Given current enrollments many college off-campus sites do not enroll sufficient students to be an efficient use of college resources. Costs of higher education in the Pacific are high relative to mainland college costs for comparable numbers of students.

The Pacific institutions are challenged to provide for the full range of institutional activities, including instruction, student support services, professional development for all staff, adequate and state of the art facilities and equipment, that are necessary to continue to meet accreditation standards.