

**DEPARTMENT FOR INSTRUCTIONAL AFFAIRS**  
Academic Programs | CTEC | State Campuses | FSM Fisheries & Maritime Institute | Cooperative Research & Extension

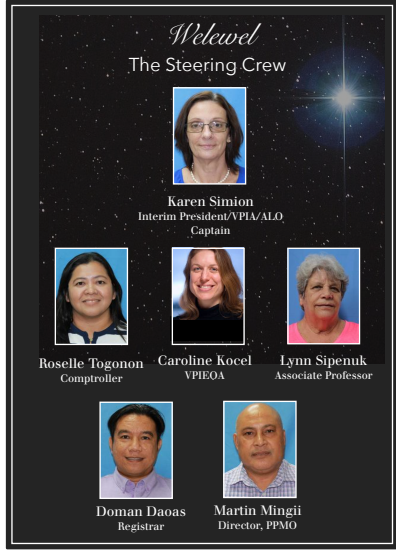
## ACCREDITATION NEWS

# INSTITUTIONAL SELF-EVALUATION (ISER) 2023

COM-FSM is now in the first stages of preparing the next Institutional Self-Evaluation Report for the Accrediting Commission for Community and Junior Colleges/Western Association of Schools and Colleges (ACCJC/WASC).

Every seven years, we are required to create an Institutional Self-Evaluation Report in which we summarize our work here at COM-FSM, and present evidence to show how we meet or exceed the standards set by ACCJC. This provides a comprehensive overview of the college and our work so we can better understand how we are doing and where we need to improve. To complete this work, we have recruited a Steering Crew, including Lynn Sipenuk, Martin Mingii, Doman Daoas, Roselle Togonon, Caroline Kocel and Karen Simion, who will be leading events and conducting training on gap analysis and writing. Captain of our efforts is our Accreditation Liaison Officer (ALO), Karen Simion. The deadline to submit the Institutional Self-Evaluation Report to ACCJC is August 2022.

The Steering Crew has adopted the logo “Welewel”, a Yapeese traditional navigation term that refers to the constellations of the North and South stars. Welewel means “straight” – on this long voyage we will follow the straight and honest path. Whenever you see the Welewel logo, we ask you to cheer and support the college wide efforts to maintain our accreditation with ACCJC. During our voyage, we plan to sponsor various events to help make this a great learning and enjoyable experience. Good luck on the quiz! We look forward to welcoming you on the voyage!



**Welewel**  
The Steering Crew

**Karen Simion**  
Interim President/VPIA/ALO  
Captain

**Roselle Togonon**  
Comptroller

**Caroline Kocel**  
VP/EOA

**Lynn Sipenuk**  
Associate Professor

**Doman Daoas**  
Registrar

**Martin Mingii**  
Director, PPMO



College of Micronesia-FSM  
**Institutional Self-Evaluation Report (ISER)**

- Gap Analysis, October-December 2020
- Train Writing Teams and Write Standards, January to May 2021
- Complete Draft & Review by Committees, June to December 2021
- Edt & Finalize Evidence, January to February 2022
- 3rd Party Comment/Endorsement by Committees, May 2020
- Final Editing, Complete Data, Secure Signatures, June to July 2022

Submit ISER to ACCJC, August 1, 2022 and Peer Review Team Visit, March 2023

**COM-FSM MISSION**

The College of Micronesia-FSM is a learner-centered institution of higher education that is committed to the success of the Federated States of Micronesia by providing academic and career & technical educational programs characterized by continuous improvement and best practices.

## Continuing Distance Education

ACCJC has granted a waiver allowing institutions to request for distance education without going through the substantive change process through spring 2021. The college has submitted the required request to ACCJC and has been approved to continue with distance education in spring 2021. At the same time, the college has prepared a substantive change proposal to continue distance education offerings beyond spring 2021. The request if approved by the Board will be submitted to ACCJC early spring.

## Updates: Learning Resources Center

Learning Resources Center (LRC) services are provided from 8:00 AM to 5:00 PM, Mondays to Fridays, and with additional Saturday hours from 9:00AM to 1:00 PM effective October 24, 2020, to support students who need access to computer labs and resources.

LRC Statistics: Program and Services

Campus	Patron Usage	Reserves	Circulated Materials	Visitors	Computer Use	Tech Assists	Reference Assists	Volumes
Chuuk	1,859	0	74	2	1,859	12	9	11,198
CTEC	1,481	0	130	18	1,487	29	9	4,522
Kosrae	737	0	0	0	737	22	18	4,473
National	5,810	0	262	4	2,491	120	53	72,924
Yap	5,232	7	367	1	2,526	33	20	11,543
<b>Total</b>	<b>15,119</b>	<b>7</b>	<b>833</b>	<b>25</b>	<b>9,100</b>	<b>216</b>	<b>109</b>	<b>104,660</b>

## FSM Fisheries & Maritime Institute

### Fish Safety Workshop

The Fish Safety Foundation requested FSM-FMI to conduct a fish safety workshop on their behalf due to COVID-19 border restrictions. The purpose of the workshop is to inform local fishermen and relevant fisheries entities about International Treaties and Standards that could be adopted to improve the safety, working conditions, welfare, sustainability, and prevention of illegal, unreported and unregulated fishing in the Pacific fisheries.

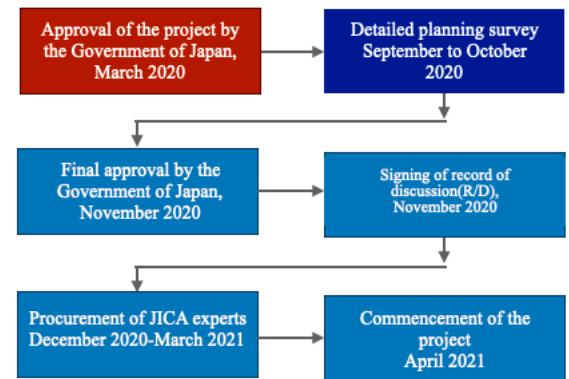


The workshop was conducted on Friday, October 9, 2020, from 1300 to 1700 hrs at FSM-FMI campus. Participants include local fishermen, FMI fishing cadets and staff.

Instructor Alvin E. Sinem and Acting Dean Tioti B. Teburea were assigned workshop facilitators. The workshop was fully funded by the Fish Safety Foundation.

### JICA & FSM-FMI Master-Engineer Class 4 project

FSM-FMI is working with Japan International Cooperation Agency (JICA) to increase offerings at the institute. The project will help establish the training and equipment to offer Class 4 Engineering courses. The meeting minutes on the detailed planning survey between JICA, COMFSM, FSM-FMI and the FSM government are already signed by all parties. The next step in accord to the plan is the final approval of signed meeting minutes by the government of Japan and JICA (Nov 2020). The project is due to begin April 2021, and end 2025.



## Chuuk Campus

### Training for Online Learning

Faculty continue to participate in opportunities for improving delivery of online classes. Regional Educational Laboratories (REL) is providing a series of free webinars. The fourth in the series was on November 5, 2020, entitled “Designing Courses for Online Delivery.” Most of the faculty from Chuuk Campus participated along with several others from CTEC and Kosrae Campus. The next workshop is December 5, 2020, which is entitled “Budgeting for Infrastructure and Resources.”

**COM-FSM Vision**

College of Micronesia-FSM will provide educational opportunities of the highest quality and will embrace the life-long pursuit of knowledge and the enrichment of the diverse Micronesian communities we serve.

## Career & Technical Education Center (CTEC)

### Refrigeration and Air Conditioning Training

Professor Bertoldo Esteban, Refrigeration and Air Conditioning instructor, provided technical expertise during a hands-on session using the electronic refrigerant identifier at a Customs Field Officer Training held last October 15-16, 2020.



The National Ozone Unit under the Department of Environment, Climate Change, and Emergency Management conducted this training to enhance Customs Field Officers' capability to uphold the ozone depleting substances regulations of the FSM.

### Donations for CTEC

Friends of Senator Ricky Carl donated \$500.00 to the Madolenihmw Student Organization (MSO). This donation is in support of the community service work the student organization provides to Madolenihmw.

Senator Ferny Perman donated a van for Upward Bound (UB). Upward Bound conducts most of its work after school and on weekends. The van will help transport students to and from UB activities.



## Yap Campus

### POW WOW continues in Yap

Yap Campus continues to schedule meetings between advisors and advisees at least three times each semester. This practice continued for fall semester by keeping groups small and meeting outside. Participation is lower than previous semesters due to COVID-19 restrictions. Students completed a survey to gauge online teaching feedback. Concerns include unfamiliarity with using the online tools, lack of communication between teachers and students, lack of Internet access. The good thing is there is a greater selection of class choices and instructional programs.

### Yap Campus communication group

Yap Campus has created a communication group in Schoology as a means to share announcements and updates. This provides a great avenue to communicate with students. This is easier than using email.

## Kosrae Campus

### Online administration of Education entrance exams

Kosrae Campus invited teachers from all schools to prepare for and take the necessary entrance exams for the education programs. The college requires students entering the Third-Year Certificate in Teacher Preparation-Elementary program, and preparing for the student teaching/internship course to take entrance exams. The first is the Teacher Competency Exam (TCE). This exam has been used as entrance to the Third-Year Certificate in Teacher Preparation-Elementary program (75 questions), and eligibility for student

teaching (100 questions). The exam was offered online for the first time in August since the program coordinator could not travel to each state for administration of the exam. The new requirements include the second exam that is the National Standardized Test for Teachers (NSTT). This exam belongs to NDOE and is now used as entrance to the Third-Year Certificate in Teacher Preparation-Elementary program. NSTT will be administered online in December 2020, for all states.

### Construction progress on roof replacement

Project is due for completion by end of November 2020.



## Cooperative Research and Extension

### Lack of local food production and food security

**Issue:** With increasing demand for locally produced goods, providing focused-training and educational outreach on cost effective methods of producing and marketing value-added farm products to small-scale entrepreneurs provide significant economic benefits. When the new value-added products' direct marketing initiative increases, the need for information, assistance and training increases as well.

**Activity:** Hands-on trainings were provided on various processing techniques and value-addition methods.

**Accomplishment:** 96 participants received trainings and technical assistance.

**Outcomes:** 28 households (29%) were able to utilize the skills to produce quality value-added products for the local market on a consistent basis. Five products (Coconut oil, Virgin Coconut Oil, Banana Chips, Chili sauce, and Chili paste) were successfully introduced and established in the local market. These initiatives have potential to scale-up to tap regional markets.

**Impact Statement:** Participants improved their skills to produce processed and value-added products on a consistent basis for the local market. They increased knowledge in product packaging, labeling, and branding. As a result, participants were able to generate extra family income through the sale of value-added products. Data revealed that four participants had successfully established their home-based businesses to produce value-added products such as coconut oil, virgin coconut oil, banana chips, and chili products and earned a combined annual income of over \$14,720.00.

### Sustainable aquaculture development

**Issue:** There is minimal participation in sustainable aquaculture activities such as giant clam farming that have potential to provide social, economic, and environmental benefits. growout.

**Activity:** Fishermen, youth and community members, and resource managers participated in workshops and training sessions and increased their knowledge and skills in giant clam spawning, larval rearing, nursery management, and ocean

**Activity:** Hands-on trainings were provided on various processing techniques and value-addition methods.

**Accomplishment:** 25 participants completed hands-on trainings and workshops. A semi-government entity established a small-scale hatchery facility capable of mass-producing giant clam juveniles.

#### Outcomes:

- ▶ 20 giant clam juveniles have been distributed to communities.
- ▶ 14 communities have established small ocean nurseries and farming of giant clam juveniles.
- ▶ Protocols for successful spawning, larval and nursery rearing, and ocean grow-out have been established.
- ▶ Survival rate of juveniles in ocean grow-out cages was high at more than 95%.

**Impact Statement:** There was an increase in active participation and interest from communities in giant clam farming. More than 20,000 juveniles were produced and readied for distribution to communities on the island. 14 communities had started their ocean grow-out farms for stock enhancement and food security purposes.

### Youth and family issues in the communities

**Issue:** Youth members have limited knowledge and skills in social, moral values, and entrepreneurship opportunities.

**Activity:** Students and community youth members participated in sport activities, mentoring and counseling sessions, workshops in healthy food choices and lifestyles, and hands-on trainings to improve entrepreneurial skills.

**Accomplishment:** 822 students and youth members participated in youth development programs.



**CRE: Youth and ... from page 2**

**Outcomes:**

- ▶ 20 through mentoring and counseling, 7 students were able to successfully complete their college courses.
- ▶ 250 students participated in sport activities and tournaments.
- ▶ 218 youth participants improve their social skills through their increased participation in community activities, developing positive relationships, and engagement in their civic responsibilities.
- ▶ 70 youth participants and their families established home gardens to provide fresh, nutritious vegetables for their family meals.
- ▶ Technical assistance provided to Kosrae Youth Entrepreneurship Start-up (YES) program increase knowledge and skills of members in several income-generating activities. One member was able to earn \$2,816.25 in extra family income that contributed to improvements made to the family.

**Impact Statement:** Youth, families, and other community members experienced positive and harmonious relationship in the family, increased their capacity to make healthy and wise decisions, developed positive friendship and support network, and improved livelihood opportunities. A youth participant earned \$2,816.25 and a youth group had combined earnings of \$2,557.00 from various training activities in food processing, value-addition, handicrafts, sewing, and carving that contributed to their family needs.

**Climate change challenges in Micronesia**

**Issue:** Families and farmers need to build more resilient food production system to increase access to nutritious vegetables in the communities.

**Activity:** Farmers participated and learned climate-friendly vegetable gardening activities.

**Accomplishment:** 85 households participated in the program.

**Outcomes:** In written surveys, 57 program recipients responded and indicated the following:

- ▶ 95% tried growing vegetables to a great extent.
- ▶ 84% used ideas and skills from training programs in vegetable gardening.
- ▶ 79% indicated they are doing methods differently and implement best practices.
- ▶ 91% shared information and ideas with neighbors and extended family members.
- ▶ 98% showed interest to continue with the program.

**Impact Statement:** Participants reported that the program had increased their access to nutritious vegetables and improved their eating habits. Communities show increased confidence to solve food insecurity challenges resulting from climate variability.



**COM-FSM Vision**  
We provide quality education today for a successful Tomorrow.

**High incidence of food and waterborne illnesses**

**Issue:** There is limited knowledge of food and waterborne germs that causes illnesses through contaminated water and food.

**Activity:** Training sessions and presentations were conducted at schools. Hands-on training on causes of waterborne diseases were conducted in the communities.

**Accomplishment:** 78 teachers participated in trainings and presentations. 20 children, ages 4 and 5 in Early Childhood Education program received hands-on training on proper technique in hand washing. 16 households completed training sessions on method of boiling water properly as a simple treatment drinking water.

**Outcomes:**

- ▶ 16 households reported that the adopted practice of boiling water before drinking had shown a reduction in incidence of their children getting sick.
- ▶ 50% of teachers provided positive feedback to the trainings and presentations.
- ▶ 65% of children, ages 4 and 5 were able to demonstrate proper hand-washing technique.

**Impact Statement:** Participants increased their awareness of health problems caused by germs through contaminated food and water sources and poor hygiene.



**Childhood obesity**

**Issue:** There is limited knowledge amongst school children of good nutrition, food portioning, physical activities including exercise, and monitoring health status. Baseline information on health status for student population is not available.

**Activity:** Trainings were provided to selected teachers to improve their knowledge and skills in obesity, good nutrition, food portioning, physical activity and how to collect data for Body Mass Index (BMI) and waste circumference to track student's health status.

**Accomplishment:** 68 teachers selected from all public schools, Early Childhood Education Program, and three private schools completed their training in the program.

**Outcomes:**

A survey was conducted at the end of the program with results showing:

- ▶ 99% of the teachers saying that they think this program will work at the schools.
- ▶ 100% think that it will help improve student health.
- ▶ 100% said they learned something from their training session.

**Impact Statement:** Trained school teachers had gained the knowledge and skills to be able to collect data to establish needed baseline information for the program, which will be used to provide a guide in implementing various extension activities to address the health threat of childhood obesity.



**DEPARTMENT FOR ADMINISTRATIVE SERVICES**  
Business Office | Human Resources Office | Facilities & Maintenance  
Procurement & Property Management Office

**UPDATES: Office of the VP for Administrative Services**

VP for Administrative Services (VPAS) along with the Interim President, Director Francisco Mendiola, and Dr. Paul Dacanay met with His Excellency David W. Panuelo, President of the FSM, as requested for the college to discuss funding requests for the following:

**Teaching Health Clinic at the National Campus**

College requested \$2.0 million funding for the teaching health clinic from the COVID-19 Coronavirus FSM fund assistance from ADB, China, and other donor countries.

**Multipurpose Building at Kosrae Campus**

Kosrae Multipurpose Building fund was requested but in the meeting, the FSM President Panuelo directed the college to seek the Kosrae State IDP fund which according to FSM PMU representative, Mr. Robert Goodwin, there is available IDP fund that the college can ask Kosrae leadership to help support the construction of the multipurpose building for Kosrae campus. The amount needed to implement the project is \$5.5 million. Senator Aron Palik expressed support for funding the project through the FSM domestic fund sources.

**FSM pledge to the college's endowment fund**

Request for the \$285,000.00 FSM pledge to the college's endowment fund.

**COVID-19 Coronavirus fund for supplies at all COM-FSM campuses**

COVID-19 supplies will be procured by the FSM Department of Health according to the list provided in the request. COVID-19 PPE supplies included masks, hand sanitizers, medicines, and other coronavirus costs to be used at all COM-FSM campuses from November until the Summer of 2021. In the discussion, President Panuelo asked the college to work with the Department of Health to secure the supplies through the FSM Finance procurement process.



COM-FSM FY 2019 Audit Report has been completed and the good news is that the college once again rated as an unmodified opinion for that fiscal year and also the college has now achieved the status of low-risk audit institution. This status will put the college in good standing not only for federal funding but also with the ACCJC standards of accreditation.



The FY 2022 budget formulation was completed on October 15, 2020, by the vice presidents and deans at all campuses. The Finance Committee reviewed and endorsed the FY 2022 budget in a letter dated November 10, 2020, to VPAS. The Executive Committee also endorsed the FY2022 budget on November 17, 2020, meeting.

**Updates Facilities and Maintenance**

**Infrastructure Development Projects funded under Compact II**

The Student Center at the National Campus and the CTEC Multipurpose Technical Building along Infrastructure Upgrades are being bid out for construction. Contractors requested for extension of the bid closing date to November 12, 2020. The delay was granted resulting in a delay—in construction to possibly February 2021 or a little later due to upcoming holidays.



Student Center at the National Campus