



The college piloted *SuccessNavigator* with 170 new freshmen as of August 9, during the fall 2017 orientation. The assessment helps identify at-risk students, improves retention and graduation rates, and provides a holistic view of incoming students' strengths and vulnerabilities. Since the assessment is given prior to the first day of class, instructors and advisors are able to see where each student needs help to be successful from the beginning.

SuccessNavigator assesses students in four areas: academic skills (meeting class expectations and organization), commitment (commitment to college goals and institutional commitment), self-management (sensitivity to stress, test anxiety, and academic self-efficacy), and social support (institutional support, barriers to success, and connectedness).

Each student receives a success index for academic success and retention success. The report shows that 82 of the 170 students have received a score on Academic and Retention Success Indexes. If a student did not report ACT, SAT or high school GPA, then the student did not receive a score. The college can go back to the report later and add the high school GPA once all transcripts are submitted and run a revised report. Table 1 below is a preliminary report from our college. Data shows that our students score slightly lower than other students across comparative institutions in academic success. However, our students are scoring equal to or slightly higher than students at comparative institutions on the retention success index.

The institution aggregate report also provides information on the four areas

Table 1. Academic and retention success index scores

Academic Success Index				
Success Likelihood	Definition	Number of Students*	Percent of Students Across Comparative Institutions	Percent of Students in the Cohort/Institution
High	Projected 1st-year GPA > 3.0	16 of 82	26	20
Medium	Projected 1st-year GPA between 2.0 and 3.0	44 of 82	59	54
Low	Projected 1st-year GPA < 2.0	22 of 82	16	27

Retention Success Index				
Success Likelihood	Definition	Number of Students*	Percent of Students Across Comparative Institutions	Percent of Students in the Cohort/Institution
High	Probability of retention > 85%	21 of 82	19	26
Medium	Probability of retention between 60% and 85%	46 of 82	57	56
Low	Probability of retention < 60%	15 of 82	24	18

assessed. Table 2 shows the median score of students at COM-FSM and the range of the middle 50% of the students. All measures have been standardized and scaled to a mean of 100 and a standard deviation of 15. This means that, across the population, 68% of all students will obtain scores within the range of 85 to 115, and 95% will obtain

scores within the range of 70 to 130 on *SuccessNavigator* measures. Any score below 70 and above 130 would be very unusual. Our students are within the normal ranges in three of the four domains. The self-management scores are somewhat low with the lowest score at 67 and the median at 78.

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Perspective drawing of the Career & Technical Education Center (CTEC) classroom/Shop Building, Kolonia, Pohnpei



Career & Technical Education Center-Pohnpei

- Upward Bound (UB) received a new grant for \$270,375 starting September 2017, and ending 2022.
- Gear-Up will be ending in September 2017.
- Educational Talent Search Program (ETSP) is proud to report the following achievements of ETSP participants: Renee Kostka, valedictorian at Pohnpei Island Central School (PICS); Natany Thomas, salutatorian at Madolenihmw High School (MHS); and Madona Luther, salutatorian air Nanpei Memorial High School (NMHS).
- CTEC Servicing generated \$2,300 for this reporting period.
- Taylor Elidok is the new instructional coordinator for CTEC-Pohnpei.
- All offices are networked with fiber optic cable awaiting connection to FSMTC fiber optic cable. This should improve Internet speed for the campus.

Kosrae Campus

- Kosrae Campus held its commencement exercises on July 28, 2017. 13 students who were graduated with associate degrees and certificates of achievement during fall 2016, spring 2017, and summer 2017 participated in the commencement exercises.
- Bruce Best went to Kosrae, August 14-19, 2017, to train Information Technology (IT) and maintenance staff on satellite maintenance and solar panel repair and maintenance. The training is funded by the RIIA/DEG grant funds (CRE).
- Campus nurse, Meryulyn Livae, executed "Know Your Body Better" health initiative on June 28 with a presentation on the TANITA Body Composition Readings taken on employees and students being assessed using the TANITA Scale. After the presentation, employees and students were given a promo T-shirt on the topic with a Fun-Walk to the Kosrae State Court. The Health Clinic also proposed with approval from the campus administration requiring every Wednesday as a Walkathon Day for both employees and students.

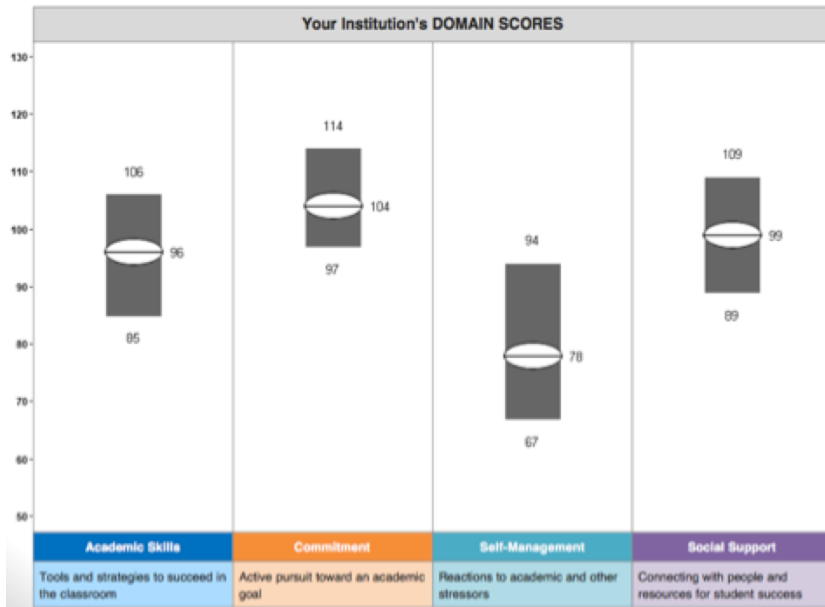
Chuuk Campus

- Professor Susan Moses conducted two workshops on multi-grade classroom teaching for selected teachers from the Northwest and Faichuuk regions. This is the second part of the collaboration between the college and Chuuk State Department of Education to address the need in the classrooms resulting from the shortage of classroom teachers in the elementary schools, and the insufficient number of students in each class to justify the hiring of a full time teacher for each class. There will be more trainings (or workshops) to follow.
- In an effort to increase Student / Faculty Interactions outside of the classroom, one of the CCSSE benchmarks which your Chuuk Campus was performing very low, the students in the Third Year Program and the faculty members had a Fishing Derby. The students with the most catch, and the biggest catch received prizes. This is in addition to the voluntary Saturday clean up where students and faculty interacts while cleaning our campus.
- Chuuk Campus held a Campus Convention on June 16, 2017. In an effort to improve ratings on the CCSSE survey, a draft Assessment Plan was made. Although the Management Council has not approved it yet, this Assessment Plan includes a modified CCSSE survey form to be administered toward the end of every semester. It is modified so that it includes only three of the best practices for each benchmark. Chuuk Campus will experiment with a variety of strategies to improve scores on each of the best practices for each benchmark. Once the survey shows that the ratings are improved, the best practices in the survey will be changed.

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SuccessNavigator™ Continued from page 5.

Table 2. COM-FSM institution scores in the four domain areas



Faculty members were provided training on how to access the advisor report for each student. This report allows the advisor/faculty member to determine if the student is properly placed, the potential for the student to succeed, retention success and then the student's strengths and vulnerabilities. The report also has links to

the *SuccessNavigator* resource library for techniques to help the student improve strengths and reduce the challenges. 70 and above 130 would be very unusual. Our students are within the normal ranges in three of the four domains. The self-management scores are somewhat low with the lowest score at 67 and the median at 78.

SuccessNavigator: A sample of advisor's report

The Student's Background • Gender: Female • Race: Native Hawaiian or Other Pacific Islander • Age: 18 • Is English your best language? No	COURSE ACCELERATION* MATH: YES ENGLISH: CAUTION RECOMMENDATION	ACADEMIC SUCCESS INDEX** LOW	RETENTION SUCCESS INDEX*** MODERATE
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Skill Report

Academic Skills – Tools and strategies to succeed in the classroom		
A student with similar skills:	• Rarely uses strategies to manage time and assignments • Often misses class or comes unprepared	LOW
Tools/Tips	The Tutoring Center can provide strategies to help you set goals and organize your time. See your Advisor for more information, or click here for helpful tips and tools.	
Commitment – Active pursuit toward an academic goal		
A student with similar skills:	• Sees some value in a college degree • Feels some attachment to the college	MODERATE
Tools/Tips	The Career Center can provide strategies to help you set goals and plan your academic career. See your Advisor for more information, or click here for helpful tips and tools.	
Self-Management – Reactions to academic and other stressors		
A student with similar skills:	• Has difficulty managing stress in a positive, productive manner • Doubts personal skills and abilities	LOW
Tools/Tips	The Counseling Center can help you manage stress that arises from college life. See your Advisor for more information, or click here for helpful tips and tools.	
Social Support – Connecting with people and resources for student success		
A student with similar skills:	• Has limited connections to people and resources • Struggles to balance the demands of college and personal life	LOW
Tools/Tips	The Office of Student Life can connect you with important student groups on campus. See your Advisor for more information, or click here for helpful tips and tools.	

*Course Acceleration: Please see 'Technical Users' Guide to fully understand how to make an informed course placement.
 **Academic Success Index: Weighted composite of student's SuccessNavigator® profile and other academic indicators of student preparedness, such as high school GPA, SAT/ACTS, etc.
 ***Retention Success Index: Projected likelihood that student will return for a second semester or year at the institution.

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Yap Campus & FSM FMI

- 5th joint commencement exercises was held on May 19th with a total of 24 graduates: two from Yap Campus, and 22 from FSM FMI. Six of the FMI graduates are employed or in training as follows: two at NORMA (training and six on the waiting list), one at Daishin Fishing Company, Japan (one on the waiting list), and three at OFCF.
- The Student Services Specialist and campus dean have met with managers and representatives of the US Coast Guard, Mariana Express Lines, Pacific International Lines, Matson, Westpac-Kyowa Shipping Company, Caroline Fisheries Corp., NORMA, NFC, Micronesia Shipping Commission Secretariat and SPC trainer to discuss opportunities for sea time and employment of FMI cadets.
- Progress of projects:
 - Roofing project has started with completion date in 7 months (March 12, 2018)
 - Bids on the living quarters is ongoing. Project duration is 5 months.
 - Cadet Center bids were opened and reviewed. Waiting for approval and notice to proceed. Project duration is 4-5 months.
 - Bunk beds changed to wooden frames – complete by end of August.
 - Basketball court lighting to be completed by August 31.
 - Fiber optic line for Wifi to be complete by September 1.
 - Items for the cadet center are ordered and waiting for completion of the center (big screen TV, new computers, pool table)
 - New washers and dryers arrived August 14 and installed.
- New navigation faculty, Mr. Tioti Teburea, began in June.
- Upward Bound Program Grant was renewed for another five years.

Cooperative Research & Extension

CRE addresses seven main areas:

Global Food Security and Hunger

- Pohnpei – provide assistance to farmers interested in pepper production, composting, and use of commercial fertilizers, treat sick animals, monitor using cement post for black pepper production, establish banana demonstration farm, teach proper soil preparation and sowing of seedlings.
- Yap – provide technical advice on swine production, laying chickens and duck farming, and vegetable farming. Supervise garden at FMI. Conducted workshops on vegetable gardening, helped organize science fair and conducted presentation at MTEC. Over 300 attended the science fair.
- Kosrae – continued research on black pepper and pineapple at multiple sites, beginning research on cassava, publications provided on farming techniques and practices, fresh produce donated to state hospital, schools and vulnerable populations.

Aquaculture

- Pohnpei – Four COM-FSM Marine Science students trained on sea cucumber brood stock management, spawning.
- Yap – successful spawning of sea cucumber with estimated production of 500,000 nursery juveniles.

Families, Youths, and Communities

- Pohnpei – Initiated a 4-H program for youth.
- Chuuk – Hosting the FSM youth summit, conducted youth leadership training, conducted community meetings on sewing, handicrafts, and gardening, teach algebra and writing for youth at risk.
- Yap – conducted arts & crafts workshop and youth gardening project, facilitated Yap Youth Summit.
- Kosrae – conducted sewing classes for women's association in Lelu.

Childhood Obesity

- Pohnpei – conducted presentations on obesity, body mass index, and food groups.
- Chuuk – conducted cooking demonstrations on kangkong chips, breadfruit chips, banana blossom patties and coconut biscuits.

Innovate academic quality to ensure student success. Ensure student success by decreasing time to completion and increasing student satisfaction, persistence, retention, and graduation rates by innovating academic quality and enhancing student support services.

SuccessNavigator: Detailed skill report

	Students with Similar Skills	Next Steps	Skill Level*
Academic Skills	Meeting Class Expectations Doing what's expected to meet the requirements of your course including assignments and in-class behavior Rarely show up to class, seldom complete assignments and hardly ever finish work in a timely manner	• Suggest the student work on monitoring deadlines and completing assignments on time. • Encourage the student to come to class on time and prepared. • For more strategies, click here .	LOW
	Organization Strategies for organizing work and time Hardly ever use a planner or make to-do lists and have difficulty sticking to a schedule	• Explain how to use tools such as planners and to-do lists to organize tasks. • Instruct the student to create schedules and timelines to help with completing assignments and tasks on time. • For more strategies, click here .	LOW
Commitment	Commitment to College Goals Perceived value and determination to succeed and complete college May find it difficult to consistently set and work toward academic goals and find limited value in a college degree	• Help the student define educational and career goals. • Encourage goal-directed behavior. • For more strategies, click here .	MODERATE
	Institutional Commitment Attachment to and positive evaluations of the school Have some attachment and feel some loyalty to their school	• Try to uncover the reason the student feels disconnected. • Assess the student's knowledge of campus activities and resources. • For more strategies, click here .	MODERATE
Self Management	Sensitivity to Stress Tendency to feel frustrated, discouraged or upset when under pressure or burdened by demands Find managing coursework difficult, are stressed and often unable to cope with the demands of school and daily life	• Encourage the student to seek out social support. • Aid in the development of the student's adaptive strategies to manage academic stress or pressures. • For more strategies, click here .	LOW
	Test Anxiety General reactions to test-taking experiences, including negative thoughts and feelings (e.g. worry, dread) Have difficulty managing test-related stress and experience negative thinking and anxiety before, during and after a test	• Determine the cause and symptoms of the student's anxiety. • Help the student regain control of thoughts and emotions in the face of stressful situations. • For more strategies, click here .	LOW
	Academic Self-Efficacy Belief in one's ability to perform and achieve in an academic setting Doubt academic abilities, lack confidence in skills and feel unprepared for the demands of school	• Have the student reflect on skills and methods used in the past to overcome challenges. • Teach strategies to work effectively in order to build confidence. • For more strategies, click here .	LOW
Social Support	Institutional Support Attitudes about and tendency to seek help from established resources Do not know when help is needed, rarely ask questions, are unaware of resources on campus and never use support services	• Figure out what is causing an unwillingness to ask for help. • Encourage the student to ask questions and use campus resources and support. • For more strategies, click here .	LOW
	Barriers to Success Financial pressures, family responsibilities, conflicting work schedules and limited institutional knowledge Do not have a strong network of support and do not know whom to talk to when a problem occurs	• Suggest the student work on a willingness to make sacrifices in order to do well academically. • Instruct the student to identify support systems and reach out when necessary. • For more strategies, click here .	LOW
	Connectedness A general sense of belonging and engagement Sometimes feel a strong sense of belonging, feel somewhat close to others and relate to people inside and outside the classroom	• Work on the student's ability to relate to peers on campus. • Suggest the student increase his or her level of engagement in college life and campus events. • For more strategies, click here .	MODERATE

*Skill Level: For actual score information, refer to the Student Extract File.

More about the Student

• Age:	18	• Work Status:	Yes, I will work less than 10 hours per week.
• Military Active Duty:	No	• Number of Children:	0
• Marital Status:	Single, never married	• Parental Education:	Unsure (mother); Grade school, primary school, or less (father)

The Student's Educational Background

• High School GPA: 3.00

SAT® Assessment Scores*

• Math:	Not Supplied	• Total:	Not Supplied
• Verbal:	Not Supplied		

ACT Assessment Score

• English:	Not Supplied	• Science:	Not Supplied
• Math:	Not Supplied	• Reading:	Not Supplied
		• Composite:	Not Supplied

The Student's Future Education Plans

• Education Level Expected:	Graduate (e.g., M.A., M.B.A., Ph.D.) or professional degree (e.g., J.D., M.D.)
• Reason for Attending College:	To prepare myself for a career
• Plans for Transfer:	Yes, after completing a degree or certification at this school
• Number of Colleges Applied to:	1
• Number of Credits Accumulated:	Between 1-15

What Influences the Student's Life?

• Personal Problems:	1 (No Impact)
• Financial Difficulties:	1 (No Impact)
• Legal Issues:	1 (No Impact)
• Family Obligations:	1 (No Impact)
• Health:	1 (No Impact)

The Student's Plans for Utilizing College Services

• Advising:	Yes	• Participate in Sports:	Yes
• Career:	Yes	• Participate in Greek Organizations:	Yes
• Tutoring:	No	• Participate in non-Greek Organizations:	No
• Counseling:	No		

*SAT is a registered trademark of the College Board. The College Board was not involved in the production of, and does not endorse, this product or website. SAT scores that appear on this report are reported by the student. Please refer to the student's official SAT® score report issued by the College Board to obtain student's complete SAT® performance information.

UPDATES

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Cooperative Research & Extension

Food Safety

- Pohnpei — conducted food safety presentations.
- Chuuk – shared information on proper hand washing techniques, growth of bacteria on food and four steps to food safety.

Climate Change

- Pohnpei — promote awareness of negative impact taking place where sakau has been cultivated and abandoned without replanting other crops to protect against soil erosion and replacing carbon in the soil and convincing growers to relocate plantations to low land locations.

Four students to attend University of the Ryukyus



Ms. Diana Helgenberger and Ms. Miki Fritz were accepted in the University's Short-Term Regular Exchange Program at the University of the Ryukyus, Okinawa, Japan. Ms. Sasha Santiago and Ms. Richynne Gallen were accepted into the University's Short-Term Student Exchange Program. All four students will attend the university for one year. The Regular Exchange Program focuses on major courses while the Student Exchange Program focuses more on Japanese language and culture.

Summer and fall 2017 course offerings

Campus	No. of Courses-2016	No. of Courses-2017	Full-Time Faculty	Part-Time Faculty	Volunteer	Total Faculty-2017
National	59	54	26	7	2*	35
Kosrae	15	15	5	3	0	8
Pohnpei	22	22	12	3	0	15
Chuuk	20	20	9	4	0	13
Yap	15	15	3	5	0	8
Total	131	126	55	22	2	79

*University of Guam professors

Campus	No. of Courses-2016	No. of Courses-2017	Full-Time Faculty	Part-Time Faculty	Volunteer	Total Faculty-2017
National	196	198	43	10	2	55
Kosrae	46	43	8	7	0	15
Pohnpei	112	114	24	5	0	29
Chuuk	55	55	14	2	0	16
Yap	35	41	6	6	0	12
Total	444	451	95	30	2	127

