



# COLLEGE OF MICRONESIA –FSM

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Office of the President

April 21, 2015

FROM: Joseph M. Daisy, EdD. President and Chief Executive Officer

RE: President's Report FY 2015 2<sup>nd</sup> Quarter Performance Report

Since the submission of the January 2015 report, the important work of the college continues.

In my professional relationship with the administrators serving in leadership roles, I continue to articulate high expectations for performance, continue to provide guidance and direction where needed, and am assessing the current leadership structure to determine ways in which it may be strengthened.

The following report is structured with the president's position profile in mind, and seeks to report at a high level, and to confirm that the "challenges and opportunities" as well as the "duties and responsibilities" for the President of the College of Micronesia-FSM remain top of mind for me.

Most if not all of these challenges, opportunities, duties and responsibilities are now appropriately shared through our participatory governance model with the broader internal constituents that comprise the college community.

## **Challenges and Opportunities:**

1. Resolve the issues identified by the Accrediting Commission and maintain accreditation;

Ongoing: The college established a "*Policy Review Process*" which VPs would identify the total number of policies in their department and categorize policies in these following categories: needing revision, needing no revision, obsolete, and policies are not truly policies, but are procedures. The "*Policy Review Process*" is ongoing until Spring 2016. Some college policies are available for public viewing on the college website under "Board of Regents" tab.

The Board of Regents met on Yap State from February 19-20, 2015. The meeting was held at the Small Business Center. At the meeting, the board elected Mr. Churchill Edward as the Chairman, Dr. Tulensru Waguk as Vice Chairman, Jesse Salalu as Secretary/Treasurer. There were presentations made by participants. Mr. Daniel Roland from Smith Barney shared the college's investments. The Vice Presidents and Chief of Staff presented on policies to be adopted, and Mr. Wilson Hess (consultant) and Ms. Josie Cajipe discussed the assessment of the business office. For more details, the February 19-20, 2015, agenda is posted under the Board of Regents tab.

The meeting continued on Pohnpei at the COM-FSM National Campus on March 19, 2015. Reports were made by President and Vice Presidents. Director of Institutional Research and Planning Office shared a presentation on the student enrollment trends. VPIEQA shared the COM-FSM High Performance Team Mini-Work Plan on Student Success. VPSS presented on the Foundation of Excellence, and other VPs shared important highlights from their reports. The board was pleased to learn how the college is now focusing its efforts on Student Success based on the reports and presentations shared.

The Board of Regents will be scheduled to meet on Chuuk State from April 29-30, 2015.

On April 16, 2015, FSM Congress confirmed Mr. Johannes Burton as the new regent from Chuuk State. On behalf of COM-FSM, I welcome Mr. Johannes Burton to the college community. Let us not forget Regent Graceful Enlet. Regent Enlet served as a Board of Regent member since November 2006. He was elected as Vice Chairman of the Board of Regents from December 2007-2008. He was elected as Chairman from 2008-2010. Regent Enlet has been part of a college era of contributing to positive changes to the overall college operations, and importantly, dedicating their unfailing support to reaffirm COM-FSM's accreditation status.

On April 16, 2015, Chairman of the Board of Regents, Mr. Churchill Edward was confirmed by FSM Congress to be the new Chair for the Board of Land Grant representing FSM.

Self Evaluation teams for the ACCJC accreditation standards will be meeting with Mr. James Mulik on May 4, 2015, to May 8, 2015. Then from June 1, 2015, to June 8, 2015, Mr. David Adams will be on island to assist with the writing teams. Team leaders are encouraged to schedule appointments with Mr. Mulik and Mr. Adams.

To ensure the college community understands and embraces accreditation as an ongoing process, which serves to strengthen the college, 100% of the employees and members of the Board of Regents voluntarily completed the Accreditation Basics On-Line Course. As part of the college's current hiring process, all new employees are required to complete the on-line course. The Board of Regents shares this same commitment.

The college will undergo its next comprehensive review by the Commission in spring 2016. Steps are being implemented to ensure accreditation standards are upheld and evidenced to facilitate the review process.

2. Cultivate a culture of genuine communication, inclusiveness, participatory governance and respect for all;

Ongoing: During April 23-28, 2014, Mr. David Adams, Sandy Pond Consultant, worked with staff at the national campus. He assisted Vice President of Administrative Services, Director of Maintenance and Chief of Security to develop an "*Emergency Preparedness Procedures Manual*" for the college. The manual is still in progress.

The following forums were held:

On February 4, 2015, the COM-FSM Public Health Program students presented on "What is Cervical Cancer." Information such as the cause, the effects, and treatments for cervical cancer was shared. The

students also provided statistics of cervical cancer in the community and days and time when the Pohnpei Public Hospital opens for check-ups. Many people in our community are not aware of the information regarding cervical cancer, and this is what encouraged them to educate and hold a lecture session.

On February 16, 2105, the US Army recruiters shared information about the US Army life and educational opportunities that were available. Over 50 students attended including staff and faculty. Some students asked very good questions, and made comments to the presentation. One of the comments made was recruiters should inform both the advantages and disadvantages of Army life in order for students to make an informed decision.

The US Army test was scheduled at Pohnpei Campus Student Center on February 21, 2015, at 9AM for student who were interested.

On February 25, 2015, and February 27, 2015, these forums were dedicated to the FSM Congress election. The college wanted to provide a platform for the candidates to speak to the community about their purpose and reasons seeking election or re-election to public office. It was a team effort by the president's office and the Micronesian Studies Program to create a forum during the time of election. The participants were: Pohnpei State Governor John Ehsa, FSM Speaker Dohsis Halbert, Congressman Peter M. Christian, Congressman David Panuelo, and Mr. Selestino Marquez.

On March 11, 2015, the JICA Alumni Association- Pohnpei Branch, the JICA Japanese Volunteers, Pohnpei State Hospital, Mr. Rick Herman (certified CPR instructor) and COM-FSM presented on Cardio Pulmonary Resuscitation (CPR). Mr. Rick Herman lectured on "Basics of Cardio Pulmonary Resuscitation and Airway Obstruction" and Dr. Payne Perman from the Pohnpei State Hospital shared case stories from Pohnpei State Hospital. Dr. Perman mentioned that all his patients that arrived at the emergency room received no CPR prior to arrival. Dr. Perman stressed that if CPR were taught in the community there is a chance that someone's life could be saved. Individuals at the forum were able to practice on mannequins on how to do CPR.

Dr. Allain Bourgoïn, a faculty at the National Campus, was one of two faculties who presented his research on starfish at a research conference at the University of Guam, College of Liberal Arts and Social Sciences on March 10, 2015. He returned and wanted to share his presentation at the college.

On April 8, 2015, Dr. Allain Bourgoïn presented the "*Population Densities and Size Structure of the Crown of Thorns Starfish (COTS) in Pohnpei Lagoon, FSM*" at the Media and Instructional Technology Center (MITC) room.

The college continues to work in this increasingly familiar, culture of assessment, accreditation, purposeful dialogue, and participatory governance in support of the college's continuous quality improvement. Consistent with the college's commitment to transparency, purposeful dialogue, and participatory governance, committees regularly receive working drafts of policies and documents for review and input. The college continues to work with Wilson Hess and his team from Sandy Pond Associates to assist in the process of embedding accreditation standards in policies and procedures, and more importantly to build internal capacity.

The college continues to hold monthly all campus meetings at each campus to facilitate continued purposeful dialogue of stakeholders. Recent topics presented and discussed include enrollment and budget development.

The college continues to benefit and learn from the current participatory governance structure. Findings from the communications plan assessment report suggest that we are moving in the right direction, which indicate that “broad-based participation in college governance is the new normal at the college.” Purposeful dialogue is being integrated throughout the college, which is evident in the strategic plan.

Finally, bi-weekly meetings with the cabinet continue to ensure an effective and efficient operation such that the college areas of need are being met in a timely manner. Furthermore, meetings also serve as forums for sharing of expectations, plans, ideas, concerns, and information. Additionally, a one on one bi-weekly meeting between the president, each vice president, and chief of staff has been instituted to provide opportunities to discuss areas of strength and improvement in respective areas.

Discussions continue among standing committees, council of chairs, cabinet, and executive committee regarding steps to further clarify and strengthen the participatory governance process.

In all ways, I continue to express my commitment to an open, inclusive, respectful and participatory governance model.

3. Determine and implement solutions to the fiscal consequences of declining compact funding and challenging economic times;

Ongoing: Future steps depend upon the continued action taken by the FSM Congress to restore the decrement resulting from the JEMCO resolutions.

The college continues to explore new streams of revenue, the development of partnerships and achieving new efficiencies to address the decline in compact funding and the challenging economic times in which we find ourselves.

With accreditation reaffirmed, time can now be dedicated toward other program initiatives and opportunities.

4. Enhance overall standing of COM-FSM and advocate for the college in all arenas;

The president continues to meet with the leadership and diplomatic corps during which the challenges and success, as well as the vision for the college’s future, are shared.

The president continues to regularly share information regarding the many areas of significant progress with national and state governments and representatives from OIA.

Faculty Development for Pohnpei and National Campus was held on National Campus at the FSM-China Sports Center, Practice Gym on March 13, 2015. It was a full day workshop for faculty addressing ACCJC Accreditation Standard IIA. Student Success, “Just in time Intervention” and Authentic Assessment.

On March 20, 2015, the Soccer Field Ribbon cutting Ceremony was held at the FSM-China Friendship Sports Center, Practice Gym at 10AM. The soccer field is created through the *Project of Non-*

*Communicable Disease in Sokehs Municipality Grant* provided by the Embassy of Japan on March 18, 2014.

On March 23-27, 2015, was early summer registration.

The Student Services Department hosted college fair across college campuses. The college fair invited new students who took the COMET. Dates for the college fair were scheduled below at respective campuses.

- March 23, 2015, for Kosrae Campus
- March 27, 2015, for Chuuk Campus
- April 7, 2015, for Pohnpei and National Campus
- April 16, 2015, for Yap Campus

March 30, 2015, the college held its Founding Day focused on Culture. A parade started at the Spanish Wall at 9AM, and the cultural performances were held at the Pohnpei Track and Field. The students created its theme for this event and it is *“Improve Learning through A Cultural Lifestyle.”*

On April 18, 2015 a talent show was performed by COM-FSM students was held at the Pohnpei Campus Gym. Tickets were sold at \$1.00 each for admission. Money raised would help the Yap and Chuuk citizens affected by Typhoon Maysak.

The College in a partnership with the International Organization for Migration (IOM) through the Lady Sharks, Chuuk Student Organization (ChuChok), and the Yap Student Organization (YSO) are holding a relief drive to assist the victims affected by Typhoon Maysak. This event is on-going.

On April 19, 2015, the Yap Upward Bound high school students arrived on Pohnpei to do its annual college visit. The group of students will be learning about the programs offered at the College and will visit the cultural sites on the island and the government offices at Palikir.

The Career and Technical Education (CTE) Center will be holding its 8<sup>th</sup> annual Skills Expo on April 23, 2015 and April 24, 2015. Students will showcase learning outcomes for their respective programs at Pohnpei Campus.

The showcase will include skills and services in:

- Technology & Trades programs including Electronics, Telecommunications, Electrical, Refrigeration, Carpentry, Cabinetmaking, and Motor Vehicle Mechanic
- Hospitality & Tourism Management
- Agriculture & Food Technology

This event is open to the general public and it will provide everyone with the opportunity to closely observe and learn about these programs at the CTE center.

The National Campus Sports and Recreation Office is organizing its annual Fun Walk/Run on May 9, 2015. The event will commence at 7AM at the Palm Terrace parking lot. Registration is \$5 and comes with T-shirts sponsored by the Matson Company located on Guam. Proceeds from the event will be deposited in the College's endowment fund.

Dean of Yap Campus confirmed graduation date for both the Fisheries and Maritime Institute (FMI) and Yap Campus students on May 19, 2015.

The College will be a hosting site for the Graduate Record Examination (GRE) General Test on October. The GRE is a standardized test that is an admission requirement for most graduate schools in the United States.

With our renewed efforts with the signing of the new MOU to launch the career and technical education program along with the partnership through an MOU with UOG to bring in the Small Business Development Program to support our Pohnpei small business trainings needs, the college submitted a proposal to Pohnpei State government seeking funding through the private sector component of the Compact Fund to allocate funds in the amount of \$100,000. The matching fund will assist the college to engage the technical expertise of the UOG Small Business Development Program to support the training at Pohnpei Campus. This proposal and funding is still pending at Pohnpei State leadership.

COM-FSM in partnership with Pohnpei State proposed to build a COM-FSM Community Health Center (COM-FSM) to be located within the grounds of the National Campus. This proposed project will develop a bridging activity center between the COM-FSM and its community, helps the Local government of Pohnpei in delivering the needed health service within the area of Palikir, and strengthen the skills and knowledge of the COM-FSM student enrolled in the different health fields. COM-FSM will be a public entity community health center, managed under an agreement between COM-FSM, Pohnpei State Government specifically through the Division of Public Health. Requested funding is \$1,705, 970. Funding appropriation is pending with Pohnpei State leadership.

5. Advance academic excellence through continually assessing programs and services, attracting and retaining quality faculty and staff, promoting student centeredness, and addressing the problem of underprepared students; and

Vice President of Institutional Effectiveness and Quality Assurance (VPIEQA) with the support of the Information Technology staff will be introducing the Copley Square Program during Fall 2014. An incentive of \$500 will be given to 5 faculty members who are willing to use the Copley program during this upcoming fall semester. “Copley Square is a Student Success Platform, Proven Methodologies and Reporting/Assessment tools (Copley Website).” The Copley Square Program was not implemented as a pilot project in Fall 2014 due to internal preparations. The program will be ready for Spring 2015.

On January 18-21, 2015, a team of seven participated in the American Association of Community Colleges (AACC) High Performance Team training in Washington, D.C. The training is “established to assist community college leadership teams with moving into high performance mode or can be used as a way to sustain high performance. The training is a four-day focused training that progresses from individual team assessments to managing the team’s performance to implementing change management and assessing institutional health.” (AACC Website).

The COM-FSM High Performance Team developed a *Mini-Work Plan Student Success*. The document was endorsed at Cabinet on February 13, 2015, and EC endorsed the document on March 6, 2015.

Four COM-FSM employees consisting of both faculty and staff attended a three-day training from October 22-24, 2014 at Brevard, North Carolina by the John N. Gardner Institute for Excellence in Undergraduate Education.

The John N. Gardner Institute for Excellence in Undergraduate Education is a fully autonomous 501c3 non-profit entity. Its mission is “partnering with higher education institutions, individual educators, and other entities to increase institutional responsibility for improving student learning, persistence, and completion.” The purpose of this training is to assist COM-FSM in the areas of student success. The institute trains on Retention Performance Management (RPM). RPM is a flexible series of time and resource efficient processes and tools that help colleges create, implement and/or refine retention and completion plans. In addition to RPM, the institute also trains on “Foundations of Excellence” which consists of different levels of areas critical to achieving student success such as *First Year Focus and Transfer Focus*. The COM-FSM working team will be trained in these areas at the John N. Gardner Institute for Excellence in Undergraduate Education and return to the college to train the college staff and faculty to put in practice steps to achieve student success at COM-FSM.

By December 2014, the COM-FSM Foundation of Excellence team held numerous meetings with staff, faculty, and committees to inform about its projects providing information to its importance and relevance to the college. The FOE team sent out surveys to both students and faculty across all campuses. The next goal is to establish the dimension groups consisting of students, faculty, staff, and other members of the community to help with the process of FOE report during this month of January.

The Foundation of Excellence program was presented at the Board of Regents Meeting on March 19, 2015. Thus far, the only work that has been done is the surveys. Work with the group is still pending.

6. Refine and successfully implement the comprehensive long-range educational master plan and ensure linkages to all college plans;

The college continues to work in this new, yet increasingly familiar, culture of assessment, accreditation, purposeful dialogue, and participatory governance in support of the college’s continuous quality improvement. The college completed, and the Board endorsed in May 2013 the Five-Year Integrated Educational Master Plan, which links instructional, technology, human resources, facilities, and financial plans. Strategic directions focus on: student success; emphasize academic offerings in service to national needs; be financially sound, fiscally responsible, and build resources in anticipation of future needs; invest in and build a strong capacity in human capital; become a learning organization through development of learning culture guided by learning leaders; and evoke an image of quality. This plan serves the college well as it looks forward to “confronting challenges and creating its future.” The completion of the space utilization and facilities master plan will significantly strengthen the Integrated Educational Master Plan.

7. Implement and assess the recently approved organizational structure and reporting procedures and make changes for an efficient, effective, and sustainable institution;

The two-sided organizational structure is working well – the role of the participatory governance organization is making decisions and recommendations, and as for the administrative organization, it deals with action and implementation. On the administrative side, the Management Team (MT), comprised of deans and directors, continues to function in an advisory capacity and meets to share



information, identify areas for improvement, recommend solutions to problems, and apply respective skills and knowledge in support of all areas of the college.

On the participatory governance side, the Executive Committee (EC), comprised of representatives from the council of chairs, faculty and staff senate, management team, student body association, and campus deans and cabinet members to improve communication among all COM-FSM internal constituents, ensure experiential decision making, enhance team building and integration, and provide authentic and effective participatory governance. The committee makes decisions and/or recommendations to the President on matters relating to all COM-FSM internal constituents. The committee is the final link in the participatory governance process.

Informal review and assessment of the participatory governance process have continued this year. Discussions regarding recommendations to strengthen the process are occurring among stakeholders.

Some additional position changes, shifts in responsibilities, and reassignment of reporting responsibilities will be considered as assessment of the structure continues.

### **Duties and Responsibilities:**

1. Provide leadership for the college as a whole, including planning, development, implementation of educational and fiscal programs and services of the college;

Ongoing: The president continues to work closely with, and meet with a wide range of stakeholders related to ongoing instructional, student services, financial, facilities, and overarching educational master planning. He continues to listen, learn, form impressions and share his ideas for ways in which to address the challenges faced by the college, and strategically moves the college forward in a promising direction.

2. Ensure campus actions and policies are in accordance with decisions officially adopted by the Board and information and advice to the Board are accurate, complete, and timely; AND
3. Provide administrative direction in the development and initiation of campus policies and procedures, as well as the organizational structure;

Ongoing: The current two-sided organizational structure facilitates the policy development and implementation process. A slate of draft policies and revised policies will be presented at BOR meetings for consideration and approval until Spring 2016.

4. Develop a vision and formulate and implement long range strategic plans;

Ongoing: The investiture remarks have set a clear tone and direction for the college. The Presidential “white paper” has laid out the framework for long range planning. The status report, *COM-FSM Quality, Sustainability, and Success: A Framework for Planning and Action – Status Report*, provides an assessment of our progress and remaining work.

In May 2013, the college’s Strategic Plan 2013-2017 included a revised vision and mission statement, which was approved on May 2014 and is being implemented. The new mission statement reads now as *“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, career and technical educational programs characterized by continuous improvement and best practices.”*

5. Build and maintain a cohesive and highly functional senior administrative team, delegate responsibility appropriately and hold individuals accountable;

Ongoing: The president continues to meet with members of the administrative team both individually and collectively as cabinet. The cabinet meets bi-weekly to consider a wide range of agenda items regarding the entire spectrum of the college. The president has also articulated his expectations to members of the cabinet, and continues to emphasize important characteristics of leadership on a daily basis. Professional development and training activities designed to improve performance will be identified and inform goal setting and performance reviews.

6. Oversee performance management of the organization through implementation of work planning and performance evaluation linked to Key Performance Indicators (KPIs);

“Institutional Standards and Measure of Success” are other terms for Key Performance Indicators. The Director of IRPO and the college committees have met and developed targets and goals in March 2014.

In Progress.

7. Maintain the college’s accreditation;

Ongoing: Although accreditation has been reaffirmed, the college is mindful that the work of accreditation continues. *(See response to Challenges and Opportunities #1 above.)* The college is preparing for the next cycle of comprehensive evaluation and visit in spring 2016.

8. Promote excellence by sustaining the cycle of continuous quality improvement;

Ongoing: Included among accreditation related activities and cabinet meetings are an ongoing review of the ways in which the college is cultivating a culture of assessment, and reviewing current strategies and determining new and additional ways in which to measure progress. The college is becoming more familiar with TracDat, an assessment software program, to support the collection, analysis and reporting of a wide range of assessment data and reporting achievement levels of learning outcomes. Training on TracDat is ongoing. TracDat has been created and posted on the COM-FSM.

The college administration across the college campuses and their departments are closing their loop for the academic year of 2013-2014 on TracDat by end of September 30, 2014, end of fiscal year. A new academic year 2014-2015 should be inputted into Tracdat for all departments across the college campuses. All reports and plans must be completed to ensure TAs and POs will be processed.

9. Direct the preparation of the annual college budget to ensure reflection of the college’s strategic direction and goals;

In the midst of exciting events occurring on campus, the college administration through the lead of vice president of administrative services presented the 2016 Budget Process to committees on National

Campus since August 2014, and traveled to off-island campuses to share the 2016 Budget Process presentation. All departments and offices across the 5 campuses worked on their 2016 budget or submitted their 2016 budget on September 22, 2014. The 2016 Budget materials are located on the College of Micronesia –FSM website under Administrative Services tab. On December 12, 2014, the 2016 budget was endorsed by the Executive Committee after two weeks of review and presentation being made to committees.

Ongoing: The Five Year Integrated Educational Master Plan will inform the development of the budget for 2016, and 2017. A new budget development manual will guide the development of the FY 2016 budget.

10. Monitor the efficient and effective uses of the college’s resources, safeguard assets, maintain appropriate internal controls and guarantee quality and integrity of all financial and non-financial reporting and disclosures;

Ongoing. The president has articulated his expectations to cabinet and beyond regarding the dual roles and responsibilities held by each. First is responsibility for the respective area, and the second is responsibility to the college. Decisions are expected to be informed, analytical and one’s signature is expected to have meaning. Members of the cabinet are expected to review and approve requests for travel and meetings that are only for the following: “meaningful” professional development, related to accreditation, or aligned and consistent with the college’s mission.

Additionally, the president is planning to use a consultant to assist the business office in achieving greater efficiencies, maximizing resources, and assessing and improving the use of related best practices.

11. Strengthen and grow the college’s endowment fund;

The Friends of the College of Micronesia-FSM, a foundation for the college, has been established. Five foundation board members have agreed to serve. U.S. IRS has determined that the Friends of the College of Micronesia-FSM foundation qualifies as being tax exempt as an organization and is classified as a public charity.

12. Develop and maintain channels of communication with and among employees regarding all aspects of college operations;

Ongoing: *(See response to Challenges and Opportunities #2 above.)* In addition, the college has compiled an Inventory of Public and Communications Products and will be developing communications protocols and a master calendar of event. Master Calendar is completed.

13. Maintain a highly visible leadership role in the communities served and develop and maintain strategic partnerships;

Ongoing: *(See response to Challenges and Opportunities #4 above.)*

14. Seek funding for the master infrastructure development plan and maintenance program;

Ongoing: The college-wide space utilization and facilities master plan study in support of college facilities master plan has been completed. This study will add value to our existing facilities master plan and further inform both our short and long term facilities planning. A Concept Framework Paper has been developed which identifies facility priorities and funding requirements for fifteen years.

The Maintenance Department is working on a \$500,000 budget proposal to FSM President to complete the soccer field.

The IDP funding for the first five years (2015-2019) was submitted to FSM for all campuses. \$24 million has been recommended to the FSM Government to be taken to JEMCO for approval in the August 2015 meeting.

15. Recruit, develop, support and retain quality faculty and staff;  
Cabinet approved positions to be filled at this point:

The college is at the phase of selecting a candidate for the Executive Director for the Center for Entrepreneurship.

The comptroller and the general accountant position have been filled at the Business Office. Both individuals will begin Fall 2015.

Ongoing: *(See response to Challenges and Opportunities #5, and Duties and Responsibilities # 2, and #3 above.)*

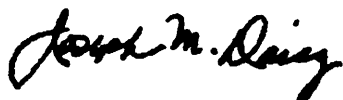
16. Promote appreciation of cultural diversity;

Ongoing. In everything we are doing and will plan to do at the college; including but not limited to college wide events such as commencement; campus beautification, cultural day, and identification of buildings, the appreciation and celebration of cultural diversity is considered. For example, at the commencement exercises, students in traditional dress served as flag bearers for the national and college flags. Additionally, at commencement flags from all of the countries, which comprise the college community, are displayed. These flags are permanently displayed in the Learning Resources Center (LRC).

17. Perform such other additional duties as the Board may require.

Planned for the future!

Respectfully submitted,



Joseph M. Daisy, EdD  
President and Chief Executive Officer

**College of Micronesia – FSM**  
**Administrative Services**  
**FY 2015 Second Quarter Performance Report<sup>1</sup>**  
**January – March 2015**

**Mission Statement**

Historically diverse, uniquely Micronesian and globally connected, the College of Micronesia-FSM is a continuously improving and student centered institute of higher education. The college is committed to assisting in the development of the Federated States of Micronesia by providing academic, career and technical educational opportunities for student learning.

**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.

**Strategic Directions:**

- *Focus on student success*
- *Emphasize academic offerings in service to national needs*
- *Be financially sound, fiscally responsible, and build resources in anticipation of future needs*
- *Invest in and build a strong capacity in human capital*
- *Become a learning organization through development of a learning culture guided by learning leaders*
- *Evoke an image of quality*

***Focus on student success***

**Vice President of Administrative Services (VPAS)**

The recruitment of the comptroller continues as the first applicants were reviewed and a decision was made to re-advertise to get more qualified applicants. The position was announced for 15 days with no applicants so we extended the announcement for another 30 days and used other advertisement mode to reach good qualified candidates.

The recruitment of the Accountant IV for the Business office has completed with a recommendation from the Ad hoc committee. HR Office is doing background check of the recommended candidate before submitting to the President's Office.

The college wide Infrastructure Development Plan for the next five years has been packaged by the Director of Maintenance, BECA Consultants, FSM PMU, with guidance and support from OIA staff. The package will soon be ready to submit to the FSM Government to be presented to JEMCO for approval.

Security Audit on COM-FSM campus wide facilities has been completed by the consultant Timothy Fenlon on January 30, 2015 and now being reviewed by the department staff for implementation of the recommendations

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<sup>1</sup> College of Micronesia – FSM website: <http://www.comfsm.fm/> for additional information contact [rschplanning@comfsm.fm](mailto:rschplanning@comfsm.fm)

cited in the audit. FSM-FMI and other campuses were visited by Tim Fenlon and our Chief of Campus Security and conducted the audit.

Human Resources Office

Retention Rate

Campus	# of Personnel	Retention Rate	Turnover Rate
National Campus	152	94.73%	8 or 5.27%
Pohnpei Campus	79	97.46%	2 or 2.54%
Chuuk Campus	44	97.72%	1 or 2.28%
Kosrae Campus	36	94.44%	2 or 5.56%
Yap	30	96.66%	1 or 3.34%
FMI	20	90%	2 or 10%
<b>TOTAL</b>	<b>361</b>	<b>95.56%</b>	<b>16 or 4.44%</b>

Employee Distribution

Campus	# of Personnel	% of Personnel	Gender	Faculty	Non-Faculty
National Campus	152	42.1%	Male-88 Female-64	42	110
Pohnpei Campus	79	21.9%	Male-43 Female-36	21	58
Chuuk Campus	44	12.2%	Male-22 Female-22	15	29
Kosrae Campus	36	10.0%	Male-25 Female-11	7	29
Yap	30	8.3%	Male-14 Female-16	5	25
FMI	20	5.5%	Male-16 Female-4	5	15
<b>TOTAL</b>	<b>361</b>	<b>100%</b>	<b>Male-206 Female-155</b>	<b>95</b>	<b>266</b>

Diversity

FSM citizen makes up about 70%+ of the employees at the college. Majority of the foreign workers are in the instructional department, spouses of instructors and FSM citizens. See detailed table below.

Nationality of Employees	# of Personnel	Nationality of Employees	# of Personnel
<b>Federated States of Micronesia</b>	276	<b>Fiji</b>	3
<b>Philippines</b>	37	<b>Japan</b>	1
<b>United States of America</b>	25	<b>Kiribati</b>	2

**College of Micronesia – FSM**  
**Cooperative Research and Extension (CRE)**  
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- *Become a learning organization through development of a learning culture guided by learning leaders*
- *Evoke an image of quality*

***Emphasize academic offerings in service to national needs***

Office	Accomplishments	IEMP #	ACCJC Standard
Yap CRE AES	Representing the FSM Government during the Fourth Special Session of the Committee of Science and Technology in conjunction with the 3re UNCCD Scientific Conference in Cancun, Mexico from March 9-12. Attended three workshop on Land Degradation and contributed to the preparation of a draft report ahead of upcoming COP (AES 6.2.4)	AES 6.2.4	II
Yap CRE AES	Attended the Global Science Conference – Climate Smart Agriculture 2015 in Montpellier, France from March 16-18 and presented a poster on CSA livelihood options for displaced population on a degraded land – Case study from Yap. (AES 6.2.4)	AES 6.2.4	II
Yap CRE-AES	Attended the official project launch ceremony of Pacific American Climate Fund Project funded by USAID to the College of Micronesia-FSM, on March 25 at MERIP, Pohnpei. College received a grant worth of \$556,263.98 for the project entitled “Climate Resilient Adaptation and Mainstreaming” (Project CREAM)(CRE 6.2.5)	CES 6.2.5	II
Kosrae CES	The Island wide Child Find survey was carried out during the month February. Ext. Agent did nutrition counseling to 142 young mothers who brought their children for the survey.	CES 6.2.5	II

<sup>1</sup> College of Micronesia – FSM website: <http://www.comfsm.fm/> for additional information contact [rschplanning@comfsm.fm](mailto:rschplanning@comfsm.fm)

Office	Accomplishments	IEMP #	ACCJC Standard
Kosrae CES	15 program clients participated in 2015 Cultural Day, volunteered to demonstrate and display healthy recipes as impact of EFNEP/nutrition program they attended.	CES 6.2.5	II
Kosrae CES	<i>Food Processing:</i> One homemaker continues to sell homemade food products at a local food stand. In this reporting period, she earned a total of \$850.00.	CES 6.2.5	II
Kosrae CES	<i>Sewing Program:</i> 11 women learned sewing skills such as burn, zippering 18 clients learned how to cut and sew pillow cases, skirts and fitted sheets. 7 women learned to measure, cut and sew muumuu 8 women learned techniques of... Button holing hemming Buttoning using the sewing machine	CES 6.2.5	II
PNI CRE-CES	Aquaculture: Sea cucumber net cages with juvenile were set up at Nihco and Mwand for monitoring to determine growth from starting settlement until transfer to the haba (cage) located in the field. There were nearly 50,000 juveniles transferred to the grow-out section.	CRE/AES 6.3.1	II
PNI CRE-CES	Agents revisited Southern islands to monitor crops and conduct training on taro and breadfruit processing and planting techniques for breadfruit varieties. Three hundred seedlings of breadfruit were disseminated in Nukuoro and Kapingamarangi	AES 6.1.2	II
Yap CRE/CES	Aquaculture Planned Program: The position for Aquaculture Extension Agent has been filled. General repair has been completed on the building for the Yap Aquaculture Hatchery at the Yap State Marine Resources Management Division in Colonia, Yap.  CES PNI Highlight Activities for BOR The Education of Department Pohnpei State has in the past years held Agriculture Fairs for Early Childhood Education, Elementary, and High School. 2015 Education Agriculture Fair took place at the Spanish Wall Park, which attracted more people than 2014 Fair. Some of the improvement this year include the quality of the crops exhibited, most vegetable exhibits used box and/or raised garden, more crop seedlings were exhibited and for sale, and more activities participation of school students in their exhibits and set up, more local markets owners were present to be able to buy produces from the schools. One of the things I noticed, last year fair, there were lots of parent's involvement, but this year was different, students with the assistance of their teachers were the main actors of the Education Agriculture Fair 2015.		
Kosrae AES/ CES	Kosrae AES Accomplishments: <ul style="list-style-type: none"> <li>• Maintains 4 Hatch projects <ul style="list-style-type: none"> <li>○ Salt tolerance in taro</li> </ul> </li> </ul>		



Office	Accomplishments	IEMP #	ACCJC Standard
	<ul style="list-style-type: none"> <li>○ Salt tolerance in sweet potato</li> <li>○ including two multi-site projects</li> <li>● Improvement of Black Pepper through tissue culture for Pohnpei</li> <li>● Improvement of Pineapple through tissue culture for Marshall Islands <ul style="list-style-type: none"> <li>○ Assisted with development of reporting template for LGP</li> <li>○ Two books (sweet potato cultivation guide and soft taro cultivation guide) have been published and uploaded on land-grant website for on-demand printing.</li> </ul> </li> </ul> <p>Kosrae CES Accomplishments:</p> <ul style="list-style-type: none"> <li>● Families Youth and Communities – one member has made a contribution to the family income due to training from CES in apparel sewing</li> <li>● Food Processing - Two women have made significant sales of five processed products</li> </ul>		
VP-CRE office	<p>A conference on the Regional Breadfruit Initiative has been organized and takes place in Pohnpei Feb 4-8 and in chuuk Feb. 10-12. The team from Pacific Business Development Centre will address government leaders, entrepreneurs, NGOs farmers and agencies concerning opportunities in breadfruit production and added value.</p> <p>Research – Hatch Grants</p> <ul style="list-style-type: none"> <li>● Kosrae – 4 projects on-going</li> <li>● Chuuk – 2 projects on-going</li> <li>● Yap – 2 projects on-going</li> <li>● Pohnpei – 1 project initiated, 1 project distributed for peer review.</li> </ul> <p>RIIA and DEG grants</p> <ul style="list-style-type: none"> <li>● 4 teaching interns are in place, one at each campus with Ag. Programs</li> <li>● Of the previous 4 from last year. <ul style="list-style-type: none"> <li>○ 6 students from RIIA programs at UOG</li> <li>○ 2 students from RIIA programs at UH Hilo</li> <li>○ 1 completing BEd. At COM-FSM</li> </ul> </li> </ul>		

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	<p>Fund balances:</p> <table border="0" data-bbox="412 380 1182 825"> <tr> <td colspan="2">DEG III</td> <td colspan="3">University of the Virgin Islands</td> </tr> <tr> <td>Period Covered</td> <td>Quarter</td> <td>Cumulative</td> <td>Exp.</td> <td>Balance</td> </tr> <tr> <td>start</td> <td>end</td> <td>Exp.</td> <td>Exp.</td> <td></td> </tr> <tr> <td>9/1/2013</td> <td>12/31/2013</td> <td>10,940.94</td> <td>10,940.94</td> <td>75,052.06</td> </tr> <tr> <td>1/1/2014</td> <td>3/31/2014</td> <td>4,213.30</td> <td>15,154.24</td> <td>70,838.76</td> </tr> <tr> <td>4/1/2014</td> <td>6/30/2014</td> <td>13,251.84</td> <td>28,406.08</td> <td>57,586.92</td> </tr> <tr> <td>7/1/2014</td> <td>9/30/2014</td> <td>21,474.52</td> <td>49,880.60</td> <td>36,112.40</td> </tr> <tr> <td>10/1/2014</td> <td>12/31/2014</td> <td>2,324.08</td> <td>52,204.68</td> <td>33,788.32</td> </tr> <tr> <td>1/1/2015</td> <td>3/31/2015</td> <td></td> <td>52,204.68</td> <td>33,788.32</td> </tr> <tr> <td>4/1/2015</td> <td>7/31/2015</td> <td></td> <td>52,204.68</td> <td>33,788.32</td> </tr> </table> <p>Plan to provide \$18530.67 for licensing, \$6000 for special contract salary \$3257.65 travel to attend PI conference, \$5000 scholarships and \$7000 for IT upgrades at state campuses</p> <table border="1" data-bbox="399 1062 1195 1446"> <thead> <tr> <th>DEG IV</th> <th>Budget amt.</th> <th>Encumbered</th> <th>Expended</th> <th>Balance</th> </tr> </thead> <tbody> <tr> <td>Salary Budget</td> <td>\$35,059</td> <td>\$25,059</td> <td>#####</td> <td>O</td> </tr> <tr> <td>Staff Travel</td> <td>\$2589</td> <td></td> <td></td> <td>\$2589</td> </tr> <tr> <td>Supplies</td> <td>\$19,158</td> <td></td> <td>\$18530.67</td> <td>\$627.33</td> </tr> <tr> <td>Indirect Costs</td> <td>\$14202</td> <td></td> <td></td> <td>Incorporated to COM-FSM FY14 budget</td> </tr> <tr> <td></td> <td>\$71,008</td> <td>\$25,059</td> <td>\$18530.67</td> <td>\$3216.33</td> </tr> </tbody> </table>	DEG III		University of the Virgin Islands			Period Covered	Quarter	Cumulative	Exp.	Balance	start	end	Exp.	Exp.		9/1/2013	12/31/2013	10,940.94	10,940.94	75,052.06	1/1/2014	3/31/2014	4,213.30	15,154.24	70,838.76	4/1/2014	6/30/2014	13,251.84	28,406.08	57,586.92	7/1/2014	9/30/2014	21,474.52	49,880.60	36,112.40	10/1/2014	12/31/2014	2,324.08	52,204.68	33,788.32	1/1/2015	3/31/2015		52,204.68	33,788.32	4/1/2015	7/31/2015		52,204.68	33,788.32	DEG IV	Budget amt.	Encumbered	Expended	Balance	Salary Budget	\$35,059	\$25,059	#####	O	Staff Travel	\$2589			\$2589	Supplies	\$19,158		\$18530.67	\$627.33	Indirect Costs	\$14202			Incorporated to COM-FSM FY14 budget		\$71,008	\$25,059	\$18530.67	\$3216.33		
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AES Yap	<ul style="list-style-type: none"> <li>• Two competitive grants for outreach in Climate Smart Agriculture have been funded, one is operating with three special contracts. Dr. Muru has dedicated 20% FTE to Outreach and Assistance for Socially Disadvantaged Farmers and Ranchers and Veteran Farmers and Ranchers Program. The other a three year project under the Pacific American Climate Fund program <ul style="list-style-type: none"> <li>○ Researcher has been requested by FSM National gov't. to attend a conference on Climate Change in March in Mexico. He has also been accepted to present a paper at a conference in France on that topic.</li> <li>○ Researcher provided training in two technical areas</li> </ul> </li> </ul>																																																																																		

Office	Accomplishments	IEMP #	ACCJC Standard
	– Aquaponics and Climate Smart Vegetable Production		
Yap CRE/CES	<ul style="list-style-type: none"> <li>• Aquaculture Planned Program: The position for Aquaculture Extension Agent has been filled. General repair has been completed on the building for the Yap Aquaculture Hatchery at the Yap State Marine Resources Management Division in Colonia, Yap.</li> </ul>		
CES PNI	<ul style="list-style-type: none"> <li>• The Education of Department Pohnpei State has in the past years held Agriculture Fairs for Early Childhood Education, Elementary, and High School. 2015 Education Agriculture Fair took place at the Spanish Wall Park, which attracted more people than 2014 Fair. Some of the improvement this year include the quality of the crops exhibited, most vegetable exhibits used box and/or raised garden, more crop seedlings were exhibited and for sale, and more activities participation of school students in their exhibits and set up, more local markets owners were present to be able to buy produces from the schools. One of the things I noticed, last year fair, there were lots of parent’s involvement, but this year was different, students with the assistance of their teachers were the main actors of the Education Agriculture Fair 2015.</li> </ul>		
COM-FSM Chuuk Campus AES/CES	<ul style="list-style-type: none"> <li>• Have had one publication on Giant Swamp Taro accepted for publishing plus two brochures</li> </ul>		
Kosrae AES/ CES	<p>Maintains 4 Hatch projects</p> <ul style="list-style-type: none"> <li>• Salt tolerance in taro</li> <li>• Salt tolerance in sweet potato</li> <li>• including two multi-site projects <ul style="list-style-type: none"> <li>○ Improvement of Black Pepper through tissue culture for Pohnpei</li> <li>○ Improvement of Pineapple through tissue culture for Marshall Islands</li> <li>○ Two books (sweet potato cultivation guide and soft taro cultivation guide) have been published and uploaded on land-grant website for on-demand printing.</li> </ul> </li> </ul>		
Kosrae CES Accomplishments:	Food Processing - Two women have made significant sales of five processed products		



**College of Micronesia – FSM**  
**Instructional Affairs**  
**FY 2015 Second Quarter Performance Report<sup>1</sup>**  
**January – March 2015**

**Mission Statement**

Historically diverse, uniquely Micronesian and globally connected, the College of Micronesia-FSM is a continuously improving and student centered institute of higher education. The college is committed to assisting in the development of the Federated States of Micronesia by providing academic, career and technical educational opportunities for student learning.

**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.

**Strategic Directions:**

- *Focus on student success*
- *Emphasize academic offerings in service to national needs*
- *Be financially sound, fiscally responsible, and build resources in anticipation of future needs*
- *Invest in and build a strong capacity in human capital*
- *Become a learning organization through development of a learning culture guided by learning leaders*
- *Evoke an image of quality*

*Focus on student success*

Office	Accomplishments		
<b>Instructional Affairs:</b>	88% (28 of 32) of the programs submitted 2013-2014 program assessment reports. These reports may be found at <a href="http://www.comfsm.fm/?q=program-assessment">http://www.comfsm.fm/?q=program-assessment</a>  General Education Assessment results are found at <a href="http://www.comfsm.fm/assessment/tracDat/Unit-Assessment-Report-GE.pdf">http://www.comfsm.fm/assessment/tracDat/Unit-Assessment-Report-GE.pdf</a>  Summary of General Education Assessment fall 2014:		
	<b>GE PSLO</b>	<b>Target</b>	<b>Result</b>
	2.2 Demonstrate understanding of the modes of inquiry by identifying an appropriate method of accessing credible information and data resources; applying the selected method; and organizing results.	70% of the students will score 70% or better on a project	69.9% of students were able to meet this outcome.
	3.1 Demonstrate understanding and apply mathematical concepts in problem solving and in day to day activities	70% of students will score 70% or better on a common exam	68.3% were able to demonstrate understanding and apply mathematical

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Office	Accomplishments		
			concepts in problem solving and in day to day activities
	3.3 Communicate thoughts and ideas effectively using proper mathematical terms	70% of students will score 70% or better on a common exam	86.7% of students were able communicate thoughts and ideas effectively using proper mathematical terms
	3.4 Define and explain scientific concepts, principles, and theories of a field of science	70% of students will score satisfactory or better on a rubric	68.6% of students were able Define and explain scientific concepts, principles, and theories of a field of science
	3.5 Perform experiments that use scientific methods as part of the inquiry process	70% of students will score satisfactory or better on a rubric	64.3% of students were able to perform experiments that use scientific methods as part of the inquiry process
	4.1 Demonstrate a fundamental knowledge of world geography	70% of students will score 70% or better on the exam	67.3% of students were able to demonstrate a fundamental knowledge of world geography
	4.3 Demonstrate knowledge of major historical events affecting one's culture and other cultures	70% of students will score 70% or better on the exam	67.3% of students were able to demonstrate knowledge of major historical events affecting one's culture and other cultures
	4.4 Demonstrate familiarity with contemporary global issues	70% of students will score 70% or better on the exam	67.3% of students were able to demonstrate familiarity with contemporary global issues

Office	Accomplishments		
	4.5 Demonstrate an understanding of major ethical concerns	70% of students will score 70% or better on the exam	67.3% of students were able to demonstrate an understanding of major ethical concerns
	5.1 Determine healthy lifestyles by describing the value of physical activity to a healthful lifestyle and participating in regular physical activity for at least one semester.	60% of the students taking ESS classes will participate regularly (not more than 2 absences per semester) for one semester.	69.1% of students taking ESS classes were able to determine healthy lifestyles by describing the value of physical activity to a healthful lifestyle by participating regularly (not more than 2 absences per semester) for one semester.
<b>Course Offerings Spring 2015</b>			
National		133 sections	
Kosrae		45 sections	
Pohnpei		103 sections	
Chuuk		65 sections	
Yap		38 sections	
<b>TOTAL</b>		<b>466 sections</b>	
<b>New Programs offered on state campuses</b>			
<ul style="list-style-type: none"> <li>• Nursing offered at Yap and Chuuk</li> <li>• Public Health offered at Chuuk</li> <li>• Third Year Cert. in Elementary Education offered at Kosrae, Chuuk, and Yap</li> </ul>			
<b>FMI</b>			
<ul style="list-style-type: none"> <li>• Advanced Safety courses offered to 23 cadets beginning their 2<sup>nd</sup> year at FMI.</li> <li>• Fall semester received a total of 22 new male cadets to begin their 1<sup>st</sup> year. Courses offered this fall semester for 1<sup>st</sup> year cadets are Basic Safety, Watch keeping, English, and Math.</li> <li>• 2<sup>nd</sup> year cadets are starting their Class 5 courses in navigation and marine engineering with also math and English.</li> <li>• 1<sup>st</sup> year cadets begin this spring their Class 6 courses in navigation, marine engineering, fishing technology, and remedial math and English.</li> <li>• 21 cadets are expected to graduate in May upon successful completion of all course work in navigation, fishing, and marine engineering.</li> </ul>			
<b>The first group of nine nursing candidates graduated December 2014 with Associate RN degrees.</b>			



Office	Accomplishments
	<p><b>Internship Experiences:</b> The Trade and Technology programs continue to offer the apprenticeship program in partnership with Pohnpei State Government. Eight students are currently in this program.</p> <p>CRE supports four students in an internship program. These interns assist with teaching agriculture courses in Kosrae, Pohnpei, and Yap. Three of the four interns from last year are now enrolled in a BS in agriculture program.</p>
<p><b>PC Educational Talent Search Program:</b></p>	<ul style="list-style-type: none"> <li>• ETSP recruited 750 students, which exceeded the required 680 students, 29 tutors, and 5 drivers.</li> <li>• Kick-off meeting and workshop for all staffs, tutors, and drivers for the new SY 2014-2015.</li> <li>• General Assembly was held at the school sites: Pretest, orientation of class schedule &amp; tutors, and election of new student leaders.</li> <li>• Tutorials began after school and on Saturdays.</li> <li>• Rendered an MOU with Pohnpei DOE and Rotary Club of Pohnpei for a partnership in the upcoming Scripps Spelling Bee.</li> <li>• ETSP successfully submitted Annual Performance Report to Washington, D.C.</li> </ul>
<p><b>PC Upward Bound:</b></p>	<ul style="list-style-type: none"> <li>• UB recruited 25 sophomores from all the Public High Schools (PICS 14, NMHS 6, and MHS 5) in Pohnpei.</li> <li>• UB First Day of Instruction for AY 2014-2015 was held on October 11, 2014.</li> <li>• Report cards for 1<sup>st</sup> quarter were collected from the Public High Schools and the result shows that 7 out of 63 UB students GPA were below 3.00. Staff will meet to address what steps to take to help those students.</li> <li>• Public Health HIV/AIDS Program and PREP Program coordinated a workshop on HIV/AIDS on November 28, 2014 in the Pohnpei Campus Gym along with TSP staff and students. The quest speaker is a female from Fiji who is currently traveling around the region as an HIV positive Ambassador to help educate people on the topic.</li> <li>• UB Annual Performance Report for 2013-2014 was successfully submitted online to Washington, D.C. on December 30, 2014.</li> <li>• Fourteen (14) UB Alumni graduated during the Fall 2014 Commencement Exercise from the College and earned a degree in different areas.</li> <li>• UB Program participated in the Goodwill High School Basketball during the 2-weeks Christmas break. The UB team was guided and coached by Mr. Stephen Yarofalig, UB Academic Coordinator.</li> </ul>
<p><b>PC GEAR UP:</b></p>	<ul style="list-style-type: none"> <li>• GEAR UP National Week was held on October 27-31, 2014. Governor John Ehsa signed the proclamation for GU National Week on October 26<sup>th</sup>.</li> <li>• GEAR UP hosted the Fiesta Day to close out the National GEAR UP Week events.</li> <li>• GEAR UP Basketball players participated in the FSM High School Basketball Tournament.</li> <li>• Final revision and submission of the Biennial Report.</li> <li>• Accomplishment of the GEAR UP Christmas Festival to promote student leadership.</li> <li>• GU Program hosted a farewell activity for Director Morgan Jonas.</li> </ul>
<p><b>CC (Academic Talent Showdown)</b></p>	<p>An Academic Talent Showdown (ATS) took place on December 5, 2014. This semester, the students from the Faichuk Region won. During the ATS, students are grouped down according to the five different regions. A question is randomly picked from a box where questions submitted by instructors are placed. Within certain time limit, the groups must come up with an answer. Groups with the correct answer get points. The questions were made and distributed to the students to study. They were made based on the SLOs in the courses. This is just another effort in trying to encourage students to learn.</p>
<p><b>CC/KSA/Y ap (Academic Advising)</b></p>	<p>Chuuk - October 17, 14, was the date for the second Pow wow during Fall 14 Semester. Prior to this day, advisees were advised to meet with their advisors. They reviewed their IDPs, discuss their academic standings, and other relevant issues which might affect the students. After the session, the advisee was given a piece of paper with his/her name on it to be entered into the raffle for a chance to win a phone card.</p> <p>KSA - Two faculty meetings were held in November and January where issues of student enrollment and retention were discussed. Tutoring and student advising were among the suggested interventions. We continue to place emphasis on increased student retention as Kosrae Campus primary outcome</p>

Office	Accomplishments																																																																																																																	
	Yap - 2 POWWOW meetings between advisors and advisees were held on September 10 and October 17. Refreshments and door prizes were provided to entice students to meet with their advisors. Topics covered were: "at risk" students, early & midterm deficiency, graduation deadline, IDP, COMET (prep & testing), FAFSA workshop, GPA, transcripts, and early registration for spring 2015. Attendance rate ranged from 61 – 65%.																																																																																																																	
<b>Instructional Affairs</b>	<ul style="list-style-type: none"> <li>The Education Division Chair Dr. Womack, Trade and Technology Division Chair Gardner Edgar, Pohnpei Campus Director Grilly Jack and Interim VPIA Karen Simion assisted with the planning and presentations for the FSM DOE Education Summit held Feb. 2-4. Dr. Womack presented on teacher certification and training and Teacher Corps activities. Gardner Edgar reported on the apprenticeship program and Trade and Technology programs.</li> </ul>																																																																																																																	
<b>LRC</b>	<p><b>Programs/Services</b></p> <table border="1" data-bbox="347 512 1442 655"> <thead> <tr> <th></th> <th>CC</th> <th>KC</th> <th>NC</th> <th>PC</th> <th>YC</th> </tr> </thead> <tbody> <tr> <td>Patrons usage</td> <td>2014</td> <td>1136</td> <td>10476</td> <td>2191</td> <td>1104</td> </tr> <tr> <td>Reserve materials</td> <td>1</td> <td>0</td> <td>26</td> <td>0</td> <td>8</td> </tr> <tr> <td>Materials circulated</td> <td>152</td> <td>77</td> <td>467</td> <td>125</td> <td>386</td> </tr> <tr> <td>Visitor usage</td> <td>0</td> <td>0</td> <td>1</td> <td>9</td> <td>16</td> </tr> </tbody> </table> <p><b>Computer Usage</b></p> <table border="1" data-bbox="347 735 1442 823"> <thead> <tr> <th></th> <th>CC</th> <th>KC</th> <th>NC</th> <th>PC</th> <th>YC</th> </tr> </thead> <tbody> <tr> <td>TOTAL Use</td> <td>879</td> <td>450</td> <td>3880</td> <td>1120</td> <td>504</td> </tr> <tr> <td>Computer Assists</td> <td>4</td> <td>5</td> <td>32</td> <td>142</td> <td>22</td> </tr> </tbody> </table> <p><b>Reference Encounters</b></p> <table border="1" data-bbox="347 890 1442 949"> <thead> <tr> <th></th> <th>CC</th> <th>KC</th> <th>NC</th> <th>PC</th> <th>YC</th> </tr> </thead> <tbody> <tr> <td>Reference encounters</td> <td>3</td> <td>8</td> <td>73</td> <td>7</td> <td>20</td> </tr> </tbody> </table> <p><b>Collection Development</b></p> <table border="1" data-bbox="337 1058 1451 1684"> <thead> <tr> <th></th> <th>CC</th> <th>KC</th> <th>NC</th> <th>PC</th> <th>YC</th> </tr> </thead> <tbody> <tr> <td>Total volumes</td> <td>11900</td> <td>2240</td> <td>68402</td> <td>6787</td> <td>10236</td> </tr> <tr> <td>New Acquisitions</td> <td>0</td> <td>0</td> <td>10</td> <td>11</td> <td>0</td> </tr> <tr> <td>Cataloged</td> <td>0</td> <td>0</td> <td>302</td> <td>13</td> <td>3</td> </tr> <tr> <td>Donations</td> <td>0</td> <td>0</td> <td>26</td> <td>11</td> <td>14</td> </tr> <tr> <td>Serials</td> <td>0</td> <td>37</td> <td>123</td> <td>8</td> <td>0</td> </tr> <tr> <td>Withdrawn</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>Gov. Docs</td> <td></td> <td></td> <td>22</td> <td></td> <td></td> </tr> </tbody> </table> <p>10. Local recipes of Micronesian food and how they are prepared and served</p> <p>11. Lois Engleberger papers and articles 12. Micronesian anthem 13. Nan Madol archaeology report 14. Nutrition in Federated States of Micronesia 15. Philosophers</p>							CC	KC	NC	PC	YC	Patrons usage	2014	1136	10476	2191	1104	Reserve materials	1	0	26	0	8	Materials circulated	152	77	467	125	386	Visitor usage	0	0	1	9	16		CC	KC	NC	PC	YC	TOTAL Use	879	450	3880	1120	504	Computer Assists	4	5	32	142	22		CC	KC	NC	PC	YC	Reference encounters	3	8	73	7	20		CC	KC	NC	PC	YC	Total volumes	11900	2240	68402	6787	10236	New Acquisitions	0	0	10	11	0	Cataloged	0	0	302	13	3	Donations	0	0	26	11	14	Serials	0	37	123	8	0	Withdrawn	0	0	0	0	0	Gov. Docs			22		
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	<p>16. Special education 17. Teaching strategies 18. Zoology</p> <p>5. High and low islands of the Pacific Ocean 6. Regions of the Pacific 7. Tourist industries in Micronesia</p> <p>10. Marshall Islands 11. Mental Abuse 12. NASA 13. Navigation and canoe making 14. Parenting</p> <p>15. Pen and ink drawing /Stippling Technique 16. Rene Descartes 17. Traders in Micronesia 18. Vocabularies</p> <p><b>Inter-Library Loan</b></p> <p>ILL sent 3</p> <p>ILL received 0</p> <p><b>MITC Chuuk</b></p> <table border="1" data-bbox="354 722 1430 1239"> <tbody> <tr> <td>Digital Photos</td> <td>203</td> </tr> <tr> <td>Equipment checked out</td> <td>4</td> </tr> <tr> <td>Equipment repaired/maintained</td> <td>1</td> </tr> <tr> <td>ID Cards issue for new comers and returning</td> <td>129</td> </tr> <tr> <td>ID Cards re-issue due lost or damage</td> <td>2</td> </tr> <tr> <td>ID Cards Validated</td> <td>129</td> </tr> <tr> <td>ID Photos Taken</td> <td>15</td> </tr> <tr> <td>Manual video check out (booths &amp; MITC classrooms)</td> <td>14</td> </tr> <tr> <td>Number of classes held in MITC</td> <td>2</td> </tr> <tr> <td>Scan documents for COM/Art class 101</td> <td>30</td> </tr> <tr> <td>Total fees collected for ID cards</td> <td>\$10.00</td> </tr> <tr> <td>Video Production</td> <td>1</td> </tr> <tr> <td>Video Showing for classes in MITC Rooms</td> <td>2</td> </tr> <tr> <td>Viewing in Booths</td> <td>1</td> </tr> <tr> <td>Work-study hour/No. of work-study</td> <td>2</td> </tr> </tbody> </table>	Digital Photos	203	Equipment checked out	4	Equipment repaired/maintained	1	ID Cards issue for new comers and returning	129	ID Cards re-issue due lost or damage	2	ID Cards Validated	129	ID Photos Taken	15	Manual video check out (booths & MITC classrooms)	14	Number of classes held in MITC	2	Scan documents for COM/Art class 101	30	Total fees collected for ID cards	\$10.00	Video Production	1	Video Showing for classes in MITC Rooms	2	Viewing in Booths	1	Work-study hour/No. of work-study	2
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<b>VPIA</b>	<p data-bbox="337 1682 1219 1715">Program Prioritization - employment, industry certification &amp; transfer</p> <ul data-bbox="386 1724 1446 1904" style="list-style-type: none"> <li>• Rethink and/or redesign certificate programs for relevancy and employment.</li> <li>• Review associate degrees and determine if the degree is terminal and leads to employment or if it is designed for transferability and the success of that program.</li> <li>• Establish ratios for costs of programs since some programs are typically more costly than others. CTE courses.</li> </ul>																																														

Office	Accomplishments
	<p>Meetings scheduled with faculty of each program to collect necessary data and begin implementing necessary changes for improvement. (Follow up report in May?)</p> <ul style="list-style-type: none"> <li>• Program assessment reports are now at 100%. <ul style="list-style-type: none"> <li>3 did not offer courses during the assessment period – Accounting /RFA/Building maintenance.</li> <li>Nursing Assistant Certificate has completed the report and posted to TracDat</li> </ul> </li> <li>• GE Assessment for courses: CA 100, MS 100, sciences with labs SC 120 SC 130, SC 230, SS 150, and ESS courses. 2/10 targets met – math, geography and historical events; and 3 not met – culture, contemporary issues, and ethical concerns.</li> <li>• Total courses offered fall 2014 is 472 and Spring 466. Section fill rates for fall 2014 is at 78.5%.</li> <li>• Course completion rate for fall 2014 is 72.4% with a withdraw rate of 6.3%. Compared to 62.5% spring 2013 and 12.6% withdraw rate. <ul style="list-style-type: none"> <li>○ Increased intrusive advising (Pow wow) at the state campus?</li> </ul> </li> <li>• New Programs <ul style="list-style-type: none"> <li>○ Nursing Assistant in Yap and Chuuk F – CK – 20; Yap – 11; Sp CK – 17. Yap - 18</li> <li>○ Public Health Certificate in Chuuk F – CK – 17, Yap 2; SP – CK 18, Yap - 2</li> <li>○ 3<sup>rd</sup> Year Cert. in Teacher Preparation at all states</li> <li>○ F – KSA – 22; CK – 11; Sp – KSA – 29, CK – 13, Yap - 10</li> </ul> </li> <li>• Technology &amp; Trade division invited four local automotive repair shop owners/managers to establish partnership with the local businesses. The purpose of the visit was to promote the Motor Vehicle Mechanic (MVM) program and CTE Servicing, which lead up to the formation of the Advisory Council for the program. All the four businessmen are willing to serve as Advisory Council for the MVM program: They are: <ul style="list-style-type: none"> <li>○ Robert Orosco – E.N.O. Repair Shop</li> <li>○ Noel Vitug – Ace Mechanic Shop</li> <li>○ Adrian Reyes – L&amp;P Repair Shop</li> <li>○ Charlie – MASCOT Auto-Repair Shop</li> </ul> </li> </ul> <p>AHEC grant funded for next year at \$174,000.</p> <p>8 new faculty – Scott Snaden, Marion Medalla, Hermina Nunez, Miguel Sanchez, Lyte Chapap, Matthew Thiel, Semesa Senikuraciri, Danny Ibarrola.</p>

*Emphasize academic offerings in service to national needs*

Office	Accomplishments
<b>Instructional - PC:</b>	<p>Technology &amp; Trade division invited four local automotive repair shop owners/managers to establish partnership with the local businesses. The purpose of the visit was to promote the Motor Vehicle Mechanic (MVM) program and CTE Servicing, which lead up to the formation of the Advisory Council for the program. All the four businessmen are willing to serve as Advisory Council for the MVM program: They are:</p> <ul style="list-style-type: none"> <li>○ Robert Orosco – E.N.O. Repair Shop</li> <li>○ Noel Vitug – Ace Mechanic Shop</li> </ul>

Office	Accomplishments
	<ul style="list-style-type: none"> <li>○ Adrian Reyes – L&amp;P Repair Shop</li> <li>○ Charlie – MASCOT Auto-Repair Shop</li> </ul>
Chuuk AHEC	The AHEC Program developed short-term training modules in Nursing and Health Assistant. These modules have been approved and are ready to be used when providing training to staffs from the Chuuk Department of health Services. There are two modules in Math, one in Ethics and Communication, and two in Nursing Care and Safety.
Public Health-National Campus	<p>Presently providing a training for the Pohnpei State Division of Public Health Community Health Workers in Integrated Management of Childhood Illnesses which started 19 January 2015 at the Business Development Center</p> <p>This training will be followed by a training based on the WHO Package of Essential Non-Communicable Diseases (PENS) which will be scheduled in February.</p>
AHEC-Pohnpei	<ul style="list-style-type: none"> <li>• Notice of Grant Award received for the 2015 budget in the amount of \$174,000.</li> <li>• Have started with the Tutoring service for High school project with the pilot project launched at Pohnpei Islands Central School (PICS) where six (6) tutor for Math, Science, and English were recruited</li> <li>• Tutoring Service for Undergraduate students has started. Presently recruited one (1) tutor for the Public Health and Nursing students.</li> <li>• Recruiting tutors for Math and Science courses (students or graduates)</li> <li>• Donated science lab equipment and supplies to the public high school - PICS, Nahnpei Memorial High School and Madolanihmw High School</li> </ul>

*Be financially sound, fiscally responsible, and build resources in anticipation of future needs*

Office	Accomplishments																																			
Business Office/Book-store	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="5" style="text-align: center;"><u>PC Collections</u></th> </tr> <tr> <th></th> <th style="text-align: center;">Oct-14</th> <th style="text-align: center;">Nov-14</th> <th style="text-align: center;">Dec-14</th> <th style="text-align: center;">Total</th> </tr> </thead> <tbody> <tr> <td>Endowment Fund</td> <td style="text-align: right;">\$ 46.00</td> <td style="text-align: right;">\$ 61.65</td> <td style="text-align: center;">-</td> <td style="text-align: right;">\$ 107.65</td> </tr> <tr> <td>Gym Rental &amp; other Facility Rental</td> <td style="text-align: right;">\$ 1,606.25</td> <td style="text-align: right;">\$ 990.00</td> <td style="text-align: right;">\$ 401.25</td> <td style="text-align: right;">\$ 2,997.50</td> </tr> <tr> <td>CTE</td> <td style="text-align: right;">\$ 115.00</td> <td style="text-align: right;">\$ 5.00</td> <td style="text-align: right;">\$ 35.00</td> <td style="text-align: right;">\$ 155.00</td> </tr> <tr> <td>Blue Plate</td> <td style="text-align: center;">-</td> <td style="text-align: right;">\$ 236.50</td> <td style="text-align: right;">\$ 148.70</td> <td style="text-align: right;">\$ 385.20</td> </tr> <tr> <td>Others</td> <td style="text-align: right;">\$ 52.90</td> <td style="text-align: right;">\$ 1,011.13</td> <td style="text-align: right;">\$ 77.85</td> <td style="text-align: right;">\$ 1,141.88</td> </tr> </tbody> </table> <p style="text-align: center;"><u>Chuuk Collections</u></p> <p><b>Endowment Fund \$51.50 bi-weekly</b></p>	<u>PC Collections</u>						Oct-14	Nov-14	Dec-14	Total	Endowment Fund	\$ 46.00	\$ 61.65	-	\$ 107.65	Gym Rental & other Facility Rental	\$ 1,606.25	\$ 990.00	\$ 401.25	\$ 2,997.50	CTE	\$ 115.00	\$ 5.00	\$ 35.00	\$ 155.00	Blue Plate	-	\$ 236.50	\$ 148.70	\$ 385.20	Others	\$ 52.90	\$ 1,011.13	\$ 77.85	\$ 1,141.88
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Administration:	<ul style="list-style-type: none"> <li>▪ PC continued to accommodate students and the communities' requests to utilize the facilities and the vocational front area for their meetings, sports tournaments, and car wash activities. A total of <u>\$2,997.50</u> was collected for the month of October, November, and December.</li> </ul>																																			
FMI	<ul style="list-style-type: none"> <li>▪ FSM FMI completed the FY 2014 in the black due to controlled spending and conservation measures (power &amp; water) in place. This enabled the campus to purchase much needed equipment, instruments, and other classroom supplies and materials necessary for quality instructions.</li> </ul>																																			

Office	Accomplishments
	<ul style="list-style-type: none"> <li>○ 32 fire extinguishers</li> <li>○ 7 AC units</li> <li>○ GMDSS computer software for navigation program</li> <li>○ Computers</li> <li>○ Faculty &amp; cadet uniforms, appliances for the galley and housing units</li> <li>○ Maintenance supplies &amp; materials</li> <li>▪ Nippon Foundation, Japan, has donated a bridge simulator to the FSM National Government for FSM FMI. It is scheduled to arrive Yap in late February.</li> <li>▪ JICA is also, through a follow up project, contributing equipment and instruments to FMI, which will improve the quality and delivery of programs in navigation, marine engineering, and fishing, especially the training vessel Hokuto.</li> </ul>
Yap	<ul style="list-style-type: none"> <li>▪ Yap Campus raised \$2,000+ for the endowment fund last August through catering service. Both campuses also raised funds by selling 20 50/50 raffle tickets.</li> </ul>

### *Invest in and build a strong capacity in human capital*

Office	Accomplishments
PC Upward Bound:	<ul style="list-style-type: none"> <li>• Eight (8) Instructors and one (1) PEACE CORP Volunteer were hired to help provide academic instructions on Saturdays for SY 2014-2015. Two (2) bus drivers were also hired to provide transportation services to UB participants from their respective places to Pohnpei Campus and back.</li> </ul>
PC GEAR UP:	<ul style="list-style-type: none"> <li>• The program hired a new Activity Coordinator, Mr. Mitaro Simina and a new Bus Driver, Mr. Herlis Ligor.</li> </ul>
Instructional:	<ul style="list-style-type: none"> <li>• Roby attended ADB sponsored workshop on the National Tourism Framework Inception at Yvonne's Conference Room.</li> <li>• Perman and Roby attended workshop for Committee Officers at MITC facilitated by VPIEQA.</li> <li>• Faculty attended the Fiscal &amp; Accreditation Summit held at the Practice Gym.</li> <li>• Perman recruited adjunct faculty Brandon Tara to teach BU097 and AC250 (National Campus offering).</li> <li>• Class observations were conducted for J. Roby and B. Tara.</li> <li>• Spring 2014 Student Evaluation results were distributed to division faculty.</li> <li>• Faculty workshops for National and PC on revising course outlines and alignment of teaching and learning held Dec. 16 and 17.</li> <li>• Faculty workshops on academic advising held Jan. 5 for National and PC.</li> <li>• Allain Bourgoin was sponsored by the National Science Foundation to attend the 2014 American Geophysical Union fall meeting Dec. 15-19, which is the largest earth and space science meeting in the world.</li> <li>• VPIA completed the WASC Assessment Leadership Academy on Jan. 23, 2015.</li> <li>• VPIA attended the AACCC High Impact Leadership Training Jan. 18-21, 2015.</li> </ul>
New Faculty	<ul style="list-style-type: none"> <li>• Scott Snaden – Art Instructor – National Campus</li> <li>• Matthew Thiel – HTM Instructor – National Campus</li> <li>• Miguel Sanchez – Education Instructor – Kosrae Campus</li> <li>• Semesa Senikuraciri – Navigation Instructor - FMI</li> </ul> <p>Yet to arrive:</p> <ul style="list-style-type: none"> <li>• Business Instructor – National Campus (Marion Medalla)</li> <li>• Business Instructor – National Campus (Hermina Nunez)</li> <li>• Math Instructor – Kosrae Campus (Lyte Chappap)</li> <li>• Telecommunications/Electronic Instructor – Pohnpei Campus (Danny Ibarrola)</li> </ul>
CC	<ul style="list-style-type: none"> <li>• Richardson Chiwi is participating in the AEI-e Teacher Education Program sponsored by the University of Oregon. This is an online course in Remedial English and Language Arts. The first part of the program is TESOL methods.</li> <li>• On November 4-8, 2014, LRC Director Ms. Jennifer Hainrick visited Chuuk campus LRC. The purpose of her visit was to brief LRC staff on the new system call KOHA, which will replace the old Follett system.</li> </ul>



Office	Accomplishments
	<ul style="list-style-type: none"> <li>IT Director, Gordon Segal, conducted a Refresher Training for SIS users and capacity building on November 13, 2014.</li> <li>Dean Kind Kanto participated in the annual FSM-WERI Water Resources Research Advisory Council Meeting on October 16, 2014 in Kolonia, Pohnpei.</li> <li>Business Professor Roger S. Arnold has been appointed and confirmed by the FSM Congress as member of the NORMA Board of Directors.</li> </ul>
KSA	<ul style="list-style-type: none"> <li>Campus Dean attended a leadership meeting conducted by the Office of the Governor of Kosrae State.</li> </ul>
Yap	<ul style="list-style-type: none"> <li>Instructional Workshops / trainings: <ul style="list-style-type: none"> <li>Workshops on <i>Best teaching practices</i> conducted by faculty members. FSMI faculty were also in attendance. Workshops are done on a monthly basis.</li> <li>Workshop on <i>Instructional Assessment</i> for FMI faculty conducted by YC Joy Guarin to get them to do assessment each semester.</li> <li>Presentation by Acting VPSS Joey Oducado on Foundations of Excellence on Nov. 17<sup>th</sup> to students, faculty, and staff.</li> <li>Training on SIS by Director Gordon Segal and Ken Gerrard to staff and faculty.</li> </ul> </li> </ul>

*Become a learning organization through development of a learning culture guided by learning leaders*

Office	Accomplishments
Chuuk	<ul style="list-style-type: none"> <li>Chuuk Campus faculty members are working on a handbook on Faculty Skills Development to achieve student success. This handbook will be completed and use this Spring 2015 Semester. It consists of four Models of Teaching and Learning, and a variety of Teaching Guides and Strategies. Others (assaults).....0</li> </ul>
Chuuk Campus Communication	<ul style="list-style-type: none"> <li>All Campus Meetings are scheduled for the first Wednesday of each month unless it is a holiday. For Fall 2014, they were held on 9/3, 10/8, 11/5, 12/3, and 1/14 for Spring 2015. You can access the minutes of these meetings at <a href="http://wiki.comfsm.fm/Chuuk_Campus/Administration">http://wiki.comfsm.fm/Chuuk_Campus/Administration</a>. In addition, information is shared and the Chuuk Campus leadership reaches important decisions during Management Council Meetings scheduled on the last Wednesday of each month. Minutes of some of these meetings can be accessed at <a href="http://wiki.comfsm.fm/Chuuk_Campus/Management_Council">http://wiki.comfsm.fm/Chuuk_Campus/Management_Council</a></li> <li>There were six issues of the <i>Meseiset</i> published during Fall Semester 2014, and one on January 14, 2015.</li> </ul>
National Campus Communication	Division Chairs meet monthly and faculty continue to participate in standing committees.
LRC	<ul style="list-style-type: none"> <li>Pohnpei campus librarian attended a campus wide meeting on January 9.</li> <li>Yap campus librarian attended a faculty meeting on January 9<sup>th</sup>, and an all-campus meeting on January 21<sup>st</sup>.</li> <li>National campus LRC staff Julia Martin attended one HR committee meeting and assisted in the setting up of the New Zealand Reading Room for the Chuuk State Secession Commission meeting with the college community. Karleen Samuel, Luciano Mathias, and Jennifer Helieisar attended a campus wide meeting held in the MITC on January</li> </ul>

*Evoke an image of quality*

Office	Accomplishments
<b>CC Instructional:</b>	<ul style="list-style-type: none"> <li>Two senators from the FSM Congress visited Chuuk Campus on December 12, 2014. They were the Honorable Joseph Urusemal of Yap (Chairman, FSM Congress Committee on Education) and the Honorable Tony Otto of Chuuk (Chairman, FSM Congress Committee on Health and Social Affairs)</li> </ul>
<b>Yap</b>	<p>A number of faculty, staff, and 4 FMI cadets participated in a village Health Fair where information on college-wide programs and services were shared with the public. The 4 cadets demonstrated fishing net mending / making and rope tying. CRE staff were also present to showcase home gardening, which was good because <i>Grow local, eat local, &amp; stay local</i> was the theme for the fair.</p>

**College of Micronesia – FSM**  
**Student Services**  
**FY 2015 Second Quarter Performance Report<sup>1</sup>**  
**January – March 2015**

**Mission Statement**

Historically diverse, uniquely Micronesian and globally connected, the College of Micronesia-FSM is a continuously improving and student centered institute of higher education. The college is committed to assisting in the development of the Federated States of Micronesia by providing academic, career and technical educational opportunities for student learning.

**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.

**Strategic Directions:**

- *Focus on student success*
- *Emphasize academic offerings in service to national needs*
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- *Become a learning organization through development of a learning culture guided by learning leaders*
- *Evoke an image of quality*

*Focus on student success*

**Financial Aid Office (FAO)**

\$4.1 Million Pell grant awarded to 1,688 students

The Financial Aid Office (FAO) reported that as of April 17, 2015, it awarded \$4,183,539 Pell grant to 1,688 students (or 81% of the college-wide headcount Spring 2015 enrollment). Table below shows the distributions in terms of the number of recipients and amount of Pell grant awarded by campus.

<b>Campus</b>	<b>Spring 2015 Enrollment (N)</b>	<b>Headcount Pell Recipients</b>	<b>Recipient in % of N</b>	<b>Total Pell Grant Awarded</b>
National	847	704	83%	\$1,864,455.00
Pohnpei	604	555	92%	1,300,588.00
Chuuk	238	161	68%	411,145.00
Kosrae	218	121	56%	271,485.00
Yap	192	147	77%	335,876.00
<b>Total</b>	<b>2,099</b>	<b>1,688</b>	<b>80%</b>	<b>\$4,183,549.00</b>

<sup>1</sup> College of Micronesia – FSM website: <http://www.comfsm.fm/> for additional information contact [rschplanning@comfsm.fm](mailto:rschplanning@comfsm.fm)

\$118,297 awarded to 128 students from national and State scholarships, FSM congress grant appropriation

As of April 17, 2015, the acting Director of FAO reported awarding \$118,297.00 of financial assistance to 128 students who are registered this Spring 2015 semester. Of the amount, \$80,845.00 came from the National and state scholarship (82 students), and \$37,452.00 from the FSM Congress grant appropriation (46 students from Kosrae and Yap states).

570 students received \$93,745.25 under SEG Work Study Program

570 students across the college participated in the SEG Work Study Program this Spring 2015 semester, and received \$93,745.25 under the SEG Work Study Program. FAO Work Study coordinator reported that of the 570 students, 295 are from the national campus, 181 from the Career and Technical Education Center in Pohnpei, 23 from Chuuk campus, 18 from Kosrae campuses, and 70 from Yap campus and the FSM Fisheries and Maritime Institute. FAO Work Study coordinator also reported that seven students received \$6,887.50 from the U.S. Veteran Affairs work study program.

### **Office of Admission and Registrar (OAR)**

1,456 high school seniors and other students took the 2015 COMET: 1,019 (70%) are placed into the college's program

There were 1,456 high school seniors and other students who took the COM-FSM entrance test (COMET) late January to early March 2015. Of the 1,456 tested, 1,019 students (70%) are placed into the college's programs while 437 (or 30%) are non-admit. Specifically, of the 1,019 admitted students 323 (or 22.18%) placed at degree-level; 31 (or 2.13%) and 122 (or 8.38%) at Achieving College Excellence levels (ACE) 1 and 2, respectively; and 543 (or 37.29%) at certificate-level. If compared to last Spring 2014 COMET, the percent of non-admit students decreased by 4.41%, i.e., from 34.42% during Spring 2014 to 30.01% this Spring 2015. Not included in the reported figures are COMET results of seniors from high schools in Moch, the Mortlocks, and Weiptat.

### **Academic transcripts**

OARR reported that it processed 131 official and unofficial transcripts during the period beginning March 2, and ending April 17, 2015, in support of application of admissions to other higher education institutions, employment, scholarship, and others.

School	State	Degree	ACE 1	ACE 2	Certificate	Non-Admit
Berea	Chuuk	55.56%	0.00%	22.22%	11.11%	11.11%
CHK SDA	Chuuk	0.00%	0.00%	12.50%	37.50%	50.00%
CHS	Chuuk	7.43%	0.99%	4.95%	22.77%	63.86%
CSC	Chuuk	2.00%	2.00%	8.00%	46.00%	42.00%
Faichuk	Chuuk	0.00%	0.00%	0.00%	33.33%	66.67%
Mizpah	Chuuk	0.00%	0.00%	25.00%	50.00%	25.00%
Nukuno	Chuuk	0.00%	0.00%	0.00%	14.29%	85.71%
PLHA	Chuuk	0.00%	0.00%	0.00%	25.00%	75.00%
SCA	Chuuk	40.74%	7.41%	3.70%	37.04%	11.11%
SNHS-Fefan	Chuuk	2.70%	0.00%	0.00%	10.81%	86.49%
SNHS-Tonoas	Chuuk	0.00%	0.00%	0.00%	0.00%	100.00%
Xavier	Chuuk	86.84%	0.00%	5.26%	5.26%	2.63%
KHS	Kosrae	26.21%	2.91%	8.74%	44.66%	17.48%
KSC	Kosrae	10.00%	0.00%	3.33%	56.67%	30.00%
CCA	Pohnpei	73.33%	0.00%	20.00%	6.67%	0.00%
MHS	Pohnpei	13.59%	0.97%	10.68%	57.28%	17.48%
NMHS	Pohnpei	21.19%	0.85%	5.93%	41.53%	30.51%
OICA	Pohnpei	23.53%	0.00%	0.00%	58.82%	17.65%
OLM	Pohnpei	70.97%	3.23%	12.90%	12.90%	0.00%
PICS	Pohnpei	21.43%	4.55%	10.39%	44.16%	19.48%
PNI SDA	Pohnpei	81.25%	0.00%	12.50%	6.25%	0.00%
PSC	Pohnpei	11.11%	2.02%	8.08%	54.55%	24.24%
Yap Catholic HS	Yap	100.00%	0.00%	0.00%	0.00%	0.00%
OIHS	Yap	9.09%	3.03%	6.06%	42.42%	39.39%
YAP SDA	Yap	80.00%	20.00%	0.00%	0.00%	0.00%
YHS	Yap	29.01%	1.53%	14.50%	35.88%	19.08%
YSC	Yap	31.58%	0.00%	15.79%	36.84%	15.79%

## Health Services

516 recorded visits to the health services clinic at the National Campus

The college's campus nurse reported 516 recorded visits to the health services clinic at the National Campus during the months of March to mid-April 2015. Of the 516, 365 (or 70.74%) were students and 151 (or 29.26%), faculty and staff. In terms of the number of recorded visits by type or purpose, campus nurse further reported that general body aches or pains topped the list followed by viral syndrome / URI and health maintenance and prophylaxis. Other purposes of the visit included but by any means not limited to minor injuries, eye-ear-nose related problems, dental problems, skin diseases and infections, gastro-intestinal and genitor-urinary problems, communicable and non-communicable disease screening, flu vaccination and immunization updates, and others.

## Tutoring and counseling services

Summer transition program: A special Summer 2015 session for incoming new, first-time-in college students

A total of six tutors are currently working for the A+ Center to help students successfully complete their courses. Subject tutored include English, math, sciences, accounting, public health, and others. According to COM-FSM National Campus lead counselor, "The schedule for the tutors is posted on the college's website and sent to faculty and staff". There are 30 students who availed of the college's tutoring services during the reporting period, she also added.

**College of Micronesia – FSM**  
**Institutional Effectiveness and Quality Assurance (IEQA)**  
**FY 2015 Second Quarter Performance Report<sup>1</sup>**  
**January – March 2015**

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*Focus on student success*

**IEQA**  
**Vice President for Institutional Effectiveness**  
**and Quality Assurance**

- Strategic Plan Annual Report
- Accreditation Self Evaluation <https://sites.google.com/site/comfsmselfevaluation/>
- Pacific Post Secondary Education Council (PPEC) Report to the Accrediting Commission of Community and Junior Colleges (ACCJC) July-December 2014 <http://www.comfsm.fm/accreditation/PPEC/PEEC-July-December-2014.pdf>

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<sup>1</sup> College of Micronesia – FSM website: <http://www.comfsm.fm/> for additional information contact [rschplanning@comfsm.fm](mailto:rschplanning@comfsm.fm)

## ITO Information Technology Office

### IEMP ITO Performance: Information Technology

Outcome	Strategies/Action Steps	Timeline	KPI Target FY 2014	Current Performance or Actual	Notes towards improving performance below targets
TP2: Enhance physical infrastructure to support communication and information services	TP2.3: Purchase technology refresh For computer labs based on schedule, funds permitting, inclusive of all technology needs to match curriculum and associated technology needs.	Continuous	Student networks and	Purchase of student support Technology in computer labs and in support of networks for those labs continues on schedule.	

In compliance with established plans and priorities, the monitoring and improvement of the overall COM-FSM technology system is in direct support of mission critical COM-FSM functions and to improve communications.

Yap, Chuuk and Kosrae Campuses continue usage of their internet services via ADSL with data rates of 1537/768 kbps each. Pohnpei campus also on ADSL link continues on their 1537/768 kbps via T1 link. FMI campus retains their T1 link to Yap campus as their primary internet service line. We continue to separate campus internet bound traffic from system bound traffic to ensure SIS and email access for all campuses regardless of traffic congestion.

Recent Backend Database problems due to power outages on primary servers have temporarily affected services like e-mail. Failover measures have now been configured to use multiple LDAP servers to prevent backlog issues as recently experienced. Measures have also been taken to ensure improved backup power services.

### ***SIS Developments***

Progress on work towards the goals of continuous improvement of the COM-FSM SIS database continued. Recent early registration and online registration sessions were a success. Refresher SIS training at each of the campuses was conducted for key individuals and faculty in December 2014.



# IRPO

## Institutional Research and Planning Office

### Semester Data Reports

A key element of IRPO work is to provide current data and data trends. Following are semester data reports for fall semester 2014 (including both enrollment and achievement) and the initial enrollment data for spring semester 2015. Each report addresses specific data for the fall and spring semesters and also trends in the data over multi-year periods. The report addresses enrollment and achievement data by sub-populations. Major sub-populations addressed in the report included: campus, gender, state of origin, and degree type.

### Fall 2014 Enrollment and Achievement Report

The following information summarizes Fall Semester 2014 student enrollment data<sup>1</sup> for the College of Micronesia – FSM. Comparison data are also provided with previous fall semesters. For additional information please contact the Institutional Research and Planning Office at Email: [reschplanning@comfsm.fm](mailto:reschplanning@comfsm.fm) Phone: (691) 320-2480 ext. 119 or via the College Website: <http://www.comfsm.fm/irpo/>. This report will be expanded at the end of spring 2015 to include student achievement data.

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<sup>1</sup> Enrollment Data and charts for fall 2014 are based on extracts from the college's Student Information System (SIS) September 2014.

# Enrollment



Figure 1. Fall 2014 enrollment by student & degree type, gender and state of origin

Total enrollment (headcount) for fall 2014 was 2344 students spread across five campuses. Eleven percent of students are at Chuuk Campus, 10% at Kosrae Campus, 41% at the National campus, 30% at Pohnpei Campus, and 8% at Yap Campus. By gender, 53% of students are female and 47% male. By state of origin, 15% of students are Chuukese, 13% Kosraean, 60% Pohnpeian, 12% Yapese, and 1% other. The state of origin for the National Campus: 8% of students are Chuukese, 8% are Kosraean, 74% are Pohnpeian, 10% are Yapese, and 1% other. Our largest degrees programs are associate of arts with 34% of students, certificate programs with 30%, and associate of sciences with 25% of students.

Table 1. Fall 2014 enrollment by student type & campus plus FTE

studentType	Chuuk	Kosrae	National	Pohnpei	Yap	credits
Continuing	177	112	800	342	108	1539
New	63	41	161	244	58	566
Returning	26	37	46	29	9	146
Headcount	262	223	967	704	188	2344
FTE	266	189	1007	614	175	2251

Full Time Equivalence (FTE) students represent 96% of headcount.

Table 2. Fall 2014 enrollment by state of origin and campus

stateOrigin	Chuuk	Kosrae	National	Pohnpei	Yap	students	percent	national
Chuukese	262	0	76	5	0	343	15%	8%
Kosraean	0	219	74	3	0	296	13%	8%
Pohnpeian	0	4	716	681	0	1401	60%	74%
Yapese	0	0	92	10	188	290	12%	10%
Other	0	0	9	5	0	14	1%	1%
Students	262	223	967	704	188	2344	100%	100%

## Credits

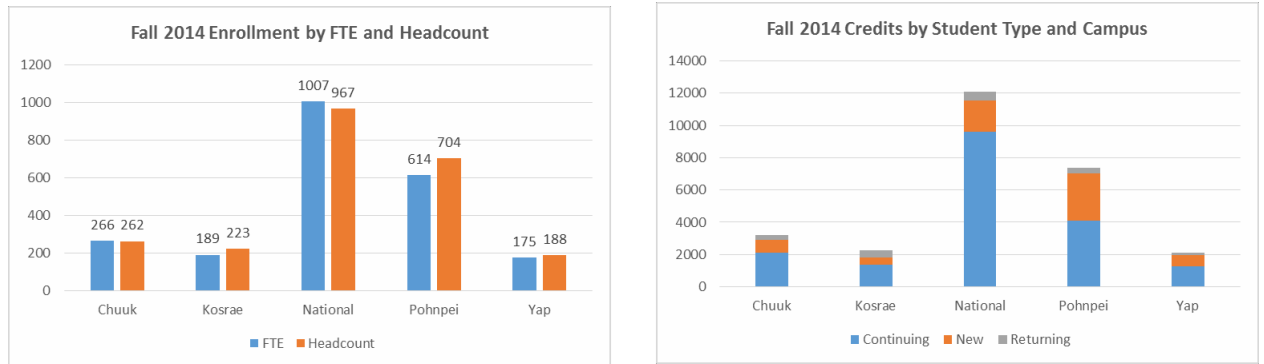


Figure 2. Fall 2014 enrollment by FTE, headcount and credits per student type by campus

Continuing students account for 68% of credits at the college, new students 25%, and returning students 6%.

Table 3. Fall 2014 credits by campus

studentType	Chuuk	Kosrae	National	Pohnpei	Yap	credits	percent
Continuing	2129	1344	9599	4101	1290	18463	68%
New	753	487	1931	2923.5	695	6789.5	25%
Returning	306	441	550	348.5	109	1754.5	6%
credits	3188	2272	12080	7373	2094	27007	100%

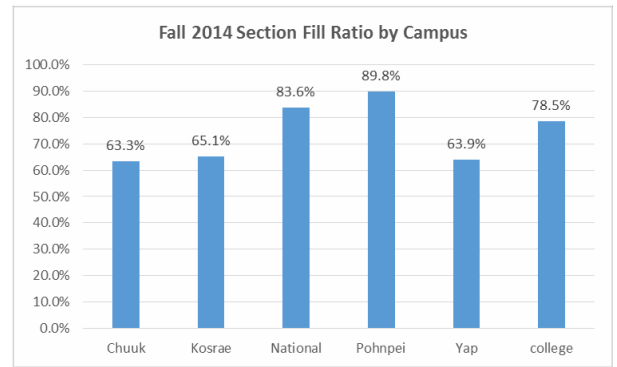
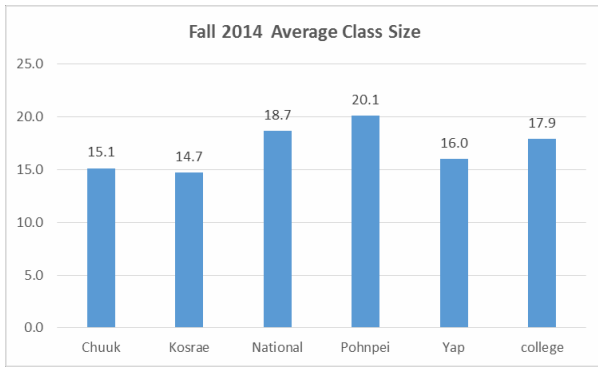


Figure 3. Fall 2014 average class size & section fill ratio by campus

Average class size varies from 20.1 students per class at Pohnpei Campus to 14.7 at Kosrae campus with an overall average class size of 17.9 students. Sections fill ratios are highest at Pohnpei Campus at 89.8% and lowest at Yap Campus with 63.9% while overall the ratio is 78.5%. Data on the number of sections offered at each campus is found in table 4.

Table 4. Fall 2014 number of sections by campus

term	Chuuk	Kosrae	National	Pohnpei	Yap	sections
2014.3	65	47	204	115	41	472
%	14%	10%	43%	24%	9%	100%

## Distributions for age and student credits

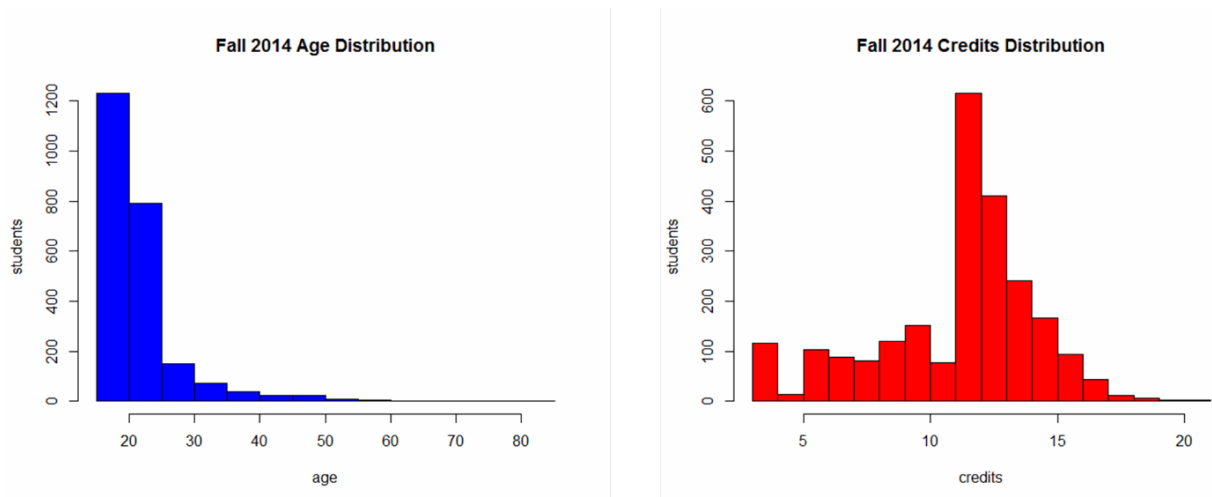


Figure 4. Fall 2014 student age and credits per student distribution

Students range in age from 16 to 84 years. The mean age is 22.18 with a median age of 20.00. Seventy-five percent of students are 23 years or younger. In terms of credits, the mean number of credits is 11.52 with a median of 12.00. Seventy-five percent of students take 13 credits or less.

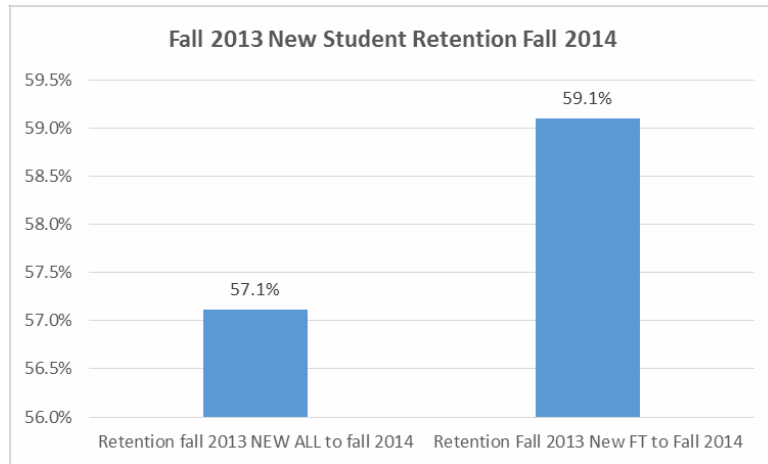


Figure 5. Fall 13 new student retention rate in fall 2014

Of all new students in fall 2013, 57.1% returned to the college in fall 2014. For new full time students in fall 2013, 59.1% returned in fall 2014.

There were a total of 140 instructors during fall 2014 with 69% being full time.

Table .5 Fall 2014 full time and part time instructors by campus

Fall 2014 Instructors Full Time and Part Time						
Instructor	Chuuk	Kosrae	National	Pohnpei	Yap	Total
Full Time	15	8	45	22	6	96
Part Time	3	7	14	7	10	41
World Teach				3		3
Total	18	15	59	32	16	140
Percent FT	83%	53%	76%	69%	38%	69%

## Fall Semester Comparison information

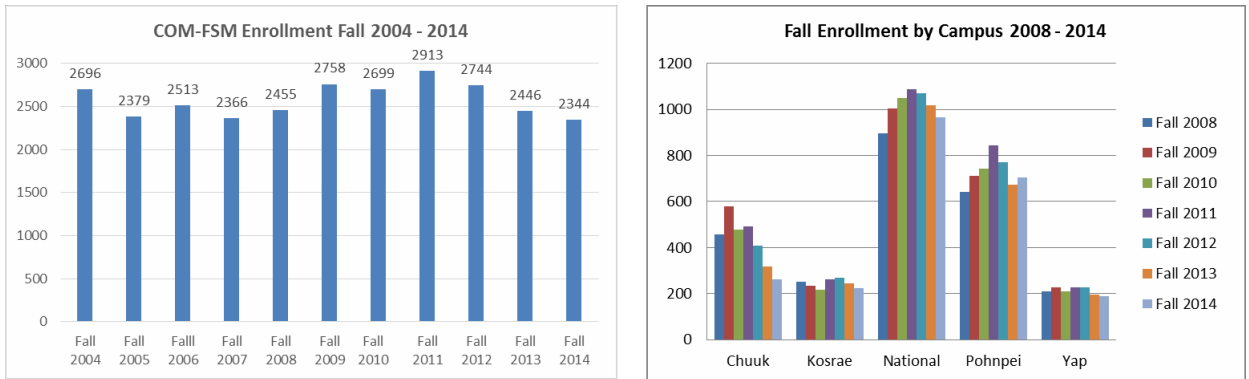


Figure 6. Fall semester comparison - enrollment for college and by campus

Headcount at the college continued to decline from fall 2013 to fall 2014 by 4.2%. The decline in headcount since its high in fall 2011 is at 19.5% in fall 2014. Pohnpei campus was the only campus in fall 2014 to see an upward movement for head count from fall 2013. Generally, the college is seeing a decline in headcount across all campuses.

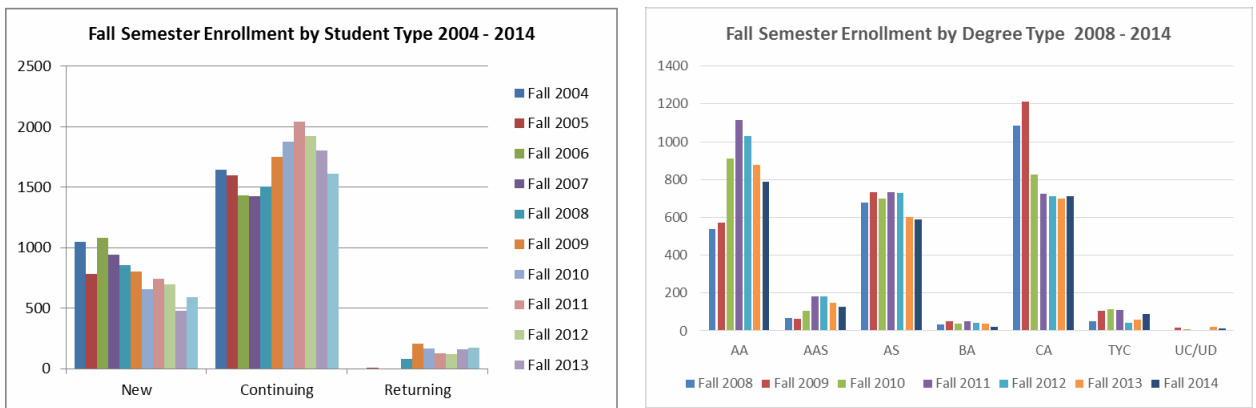


Figure 7. Fall semester comparison - enrollment by student and degree type

There was an upturn of new students with 581 new students in fall 2014 compared to 481 new students in fall 2013 and returning students had an increase of ten students to 173. However, there was a decline of continuing students from 1802 in fall 2013 to 1613 in fall 2014. Declines have been since in the associates of arts and sciences degree enrollment while the number of certificate students has been somewhat steady for the past four fall semesters.

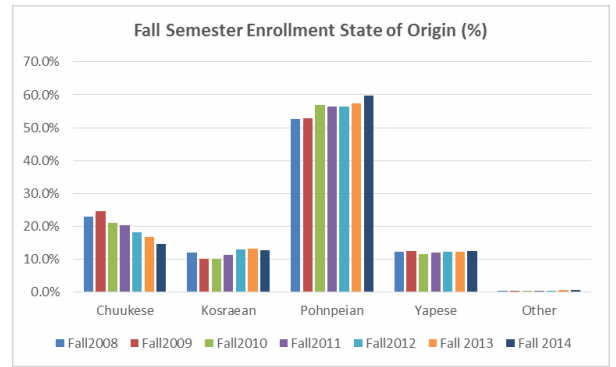
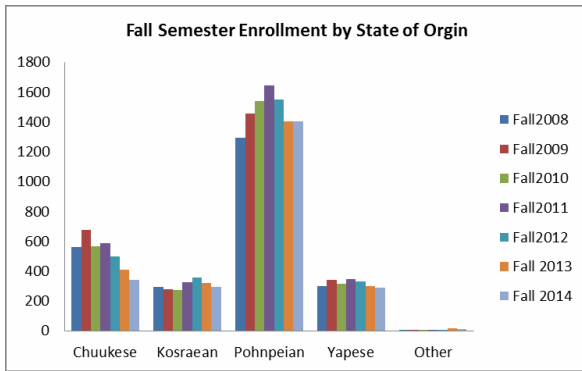


Figure 8. Fall semester comparison - state of origin by headcount and percent of students

The decline in Chuukese students continues from its high at 24.5% in overall percentage of students at the college in fall 2009 to its current level at 14.6% in fall 2014. The percent of Yapese students remains steady with the biggest increase observed in the percent of Pohnpeian students currently at 59.5% of students overall – up from 52.7% in fall 2008.

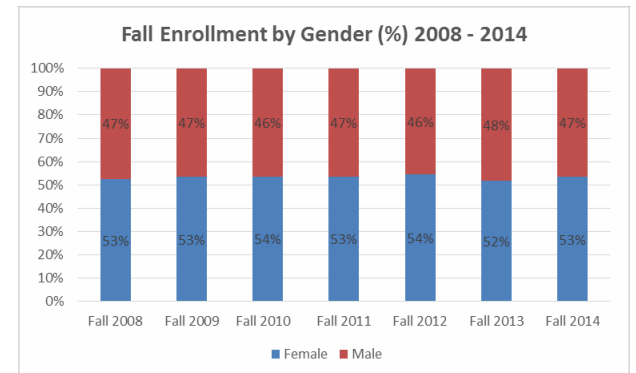
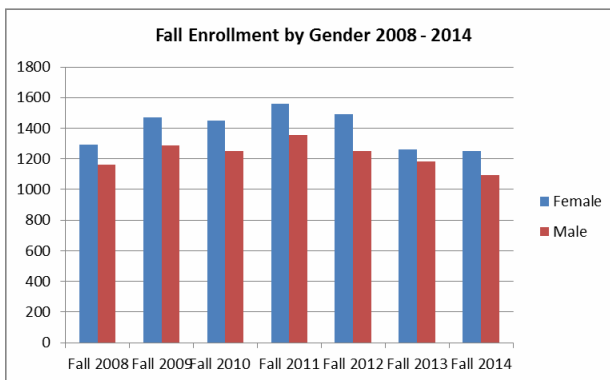


Figure 9. Fall semester comparison - gender by headcount and percent

The ratio of male to female is steady with females composing 53 to 54% of the college population.

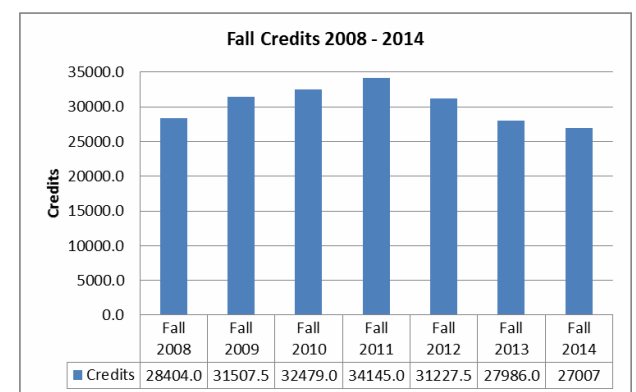
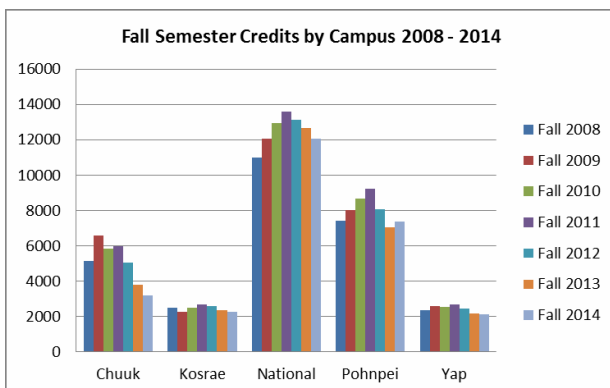


Figure 10. Fall semester comparison - credits for college and campuses

Credits per semester continue to decline as headcount continues to decrease.

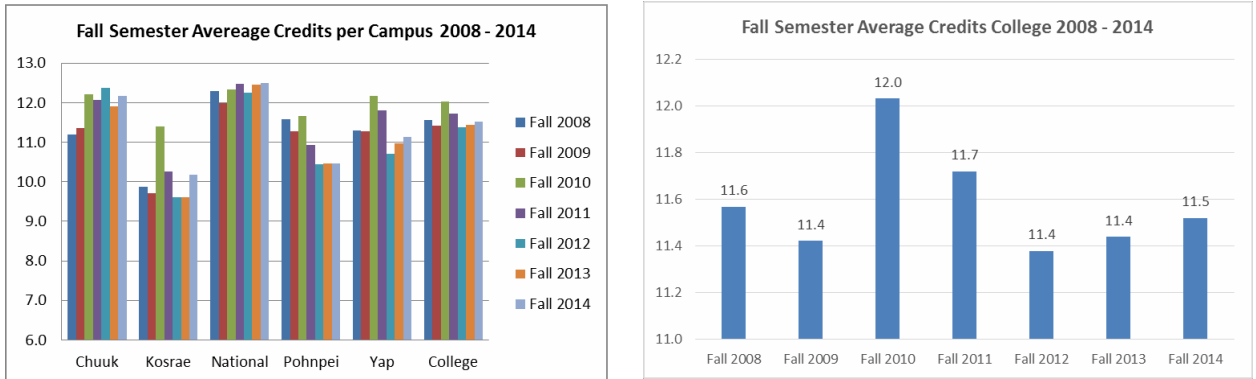


Figure 11. Fall semester comparison - average credits per student by college and campuses

Average credits per student has gone up slightly to 11.5, but is still below the high of 12.0 credits per student in fall 2010.

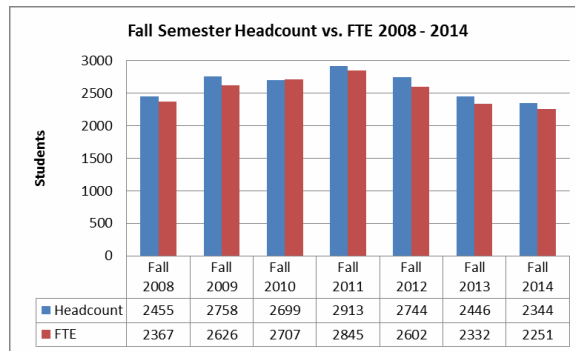


Figure 12. Fall semester comparison - headcount versus FTE

FTE and headcount was approximately the same in fall 2010, but FTE is 4.7% below headcount in fall 2014.

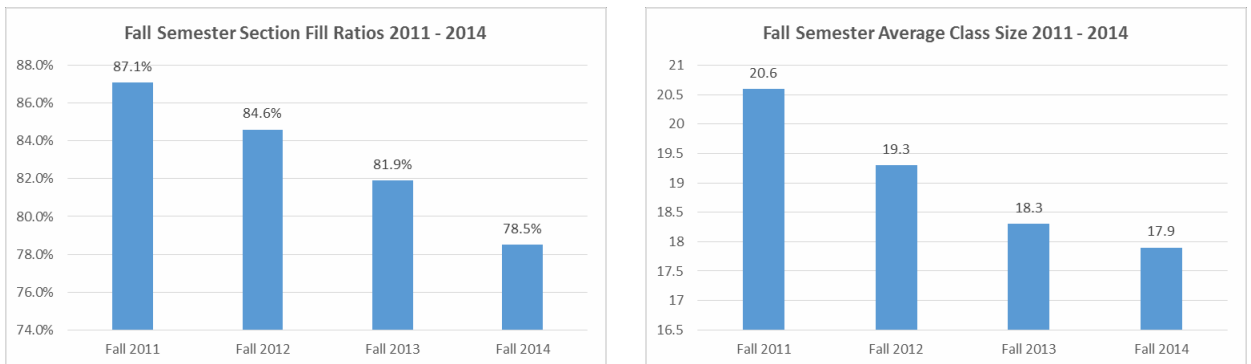


Figure 13. Fall semester comparison - section fill ratios and average class size



Section fill rates has fallen by 8.6% since fall 2011, while average class size is 2.7 students fewer over the same period.

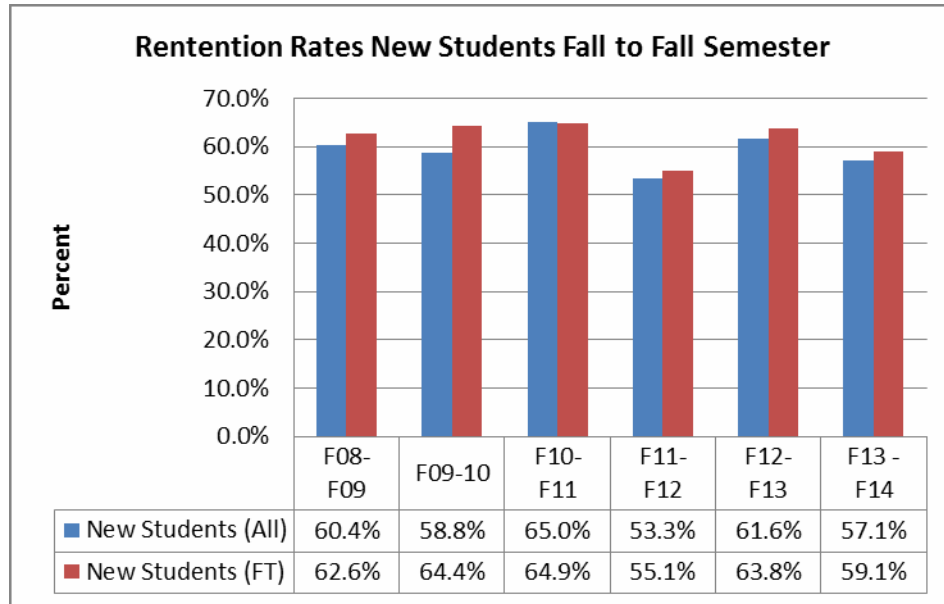


Figure 14. Fall semester comparison - retention rates F08/09 to F13/14

Retention rates from fall 2013 to fall 2014 dropped below 60% for all new students in fall 2013 and full time students in fall 2013.

## Residence Hall Occupancy

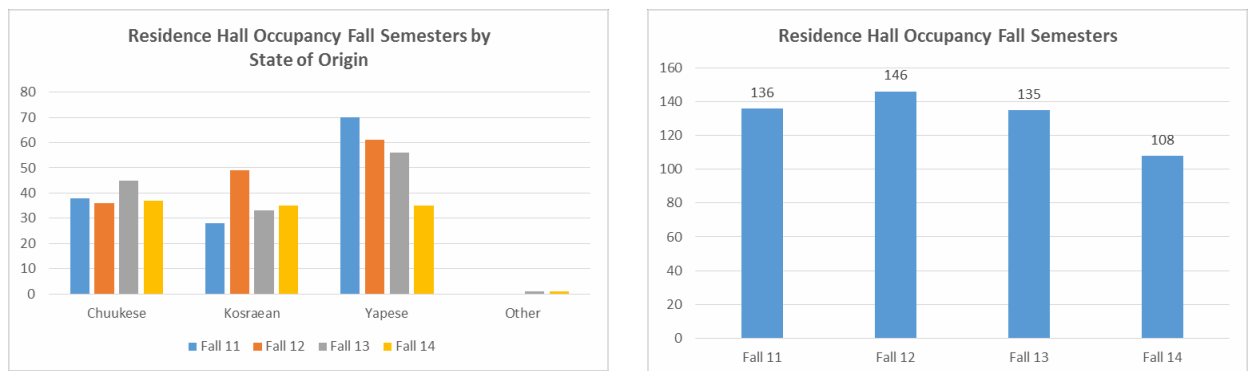


Figure 15. Residence Hall Occupancy by State of Origin

Residence hall occupancy for fall 2014 by state of origin shows just about an equal distribution across Chuukese (37), Kosraean (35) and Yapese (35) with one student from outside the FSM. The total count of 108 students in residence at the college represents a 20% drop from fall 2013's 136 residents. In fall 2014, 52% of residents were male and 48% female.

## Student Achievement

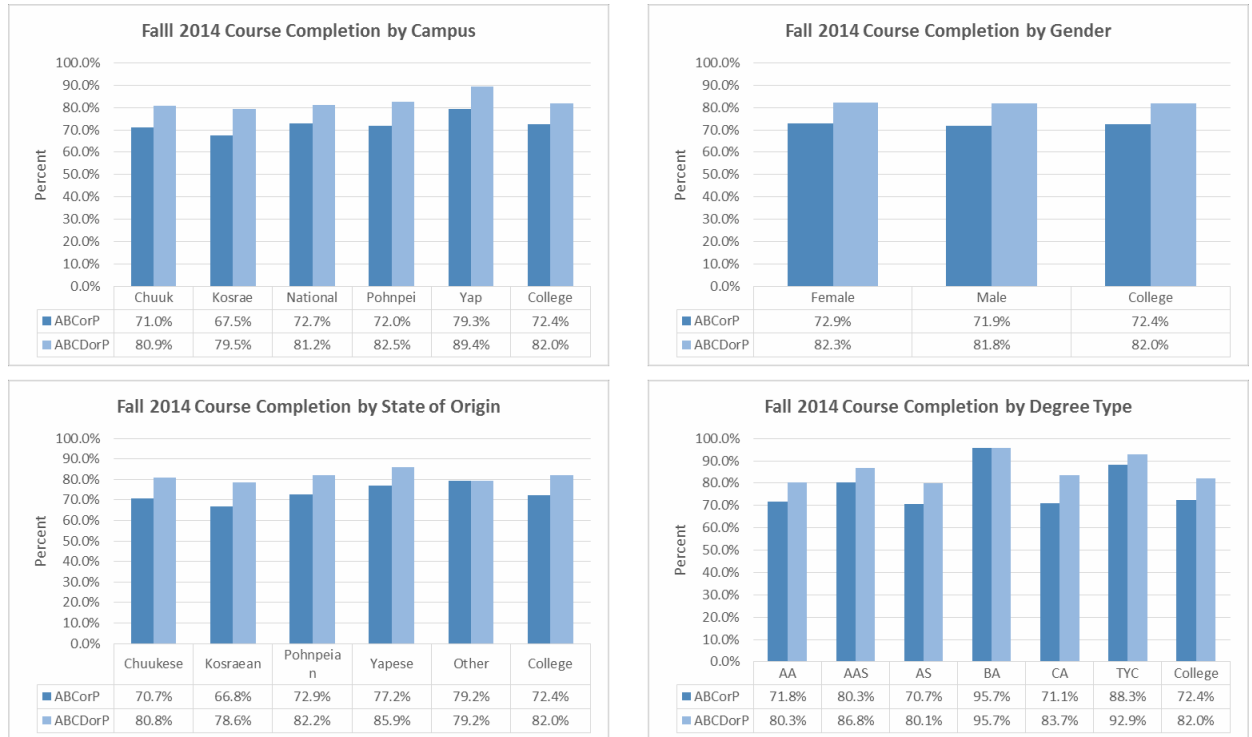


Figure 16. Fall 2014 course completion rates by campus, gender, state of origin and degree type

Overall course completion rates at the college are 72.4% for ABC or P grades and 82.0% for ABCD or P grades. There is some variation by campus with Kosrae Campus the lowest at 67.5% and Yap Campus the highest at 79.3%. A similar pattern is also seen in the data by student state of origin. For the major programs, the course completion rates are similar at 71.8% for AA degree students, 70.7% for AS degree students, and 71.1% for certificate students.

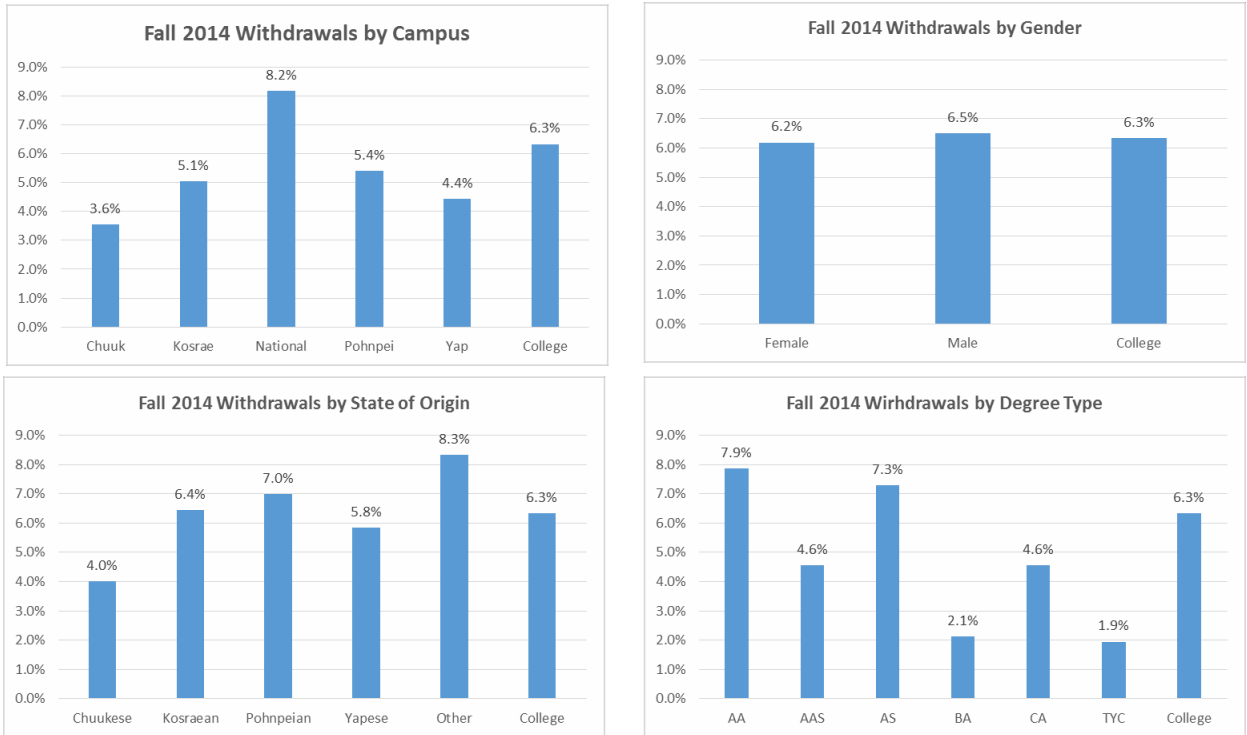


Figure 17. Fall 2014 course withdrawal rates by campus, gender, state of origin and degree type

Withdrawals are highest at the National Campus with 8.2% and lowest at Chuuk Campus at 3.6%. Withdrawal rates by gender show limited variation. Pohnpeians are more likely to withdraw (7.0%) than students from other FSM states. The biggest variation in withdrawals is by degree. AA degree students are the most likely to withdraw (7.9%) with certificate students withdrawing at a 4.6% rate. The smaller BA and TYC programs have the fewest withdrawals.

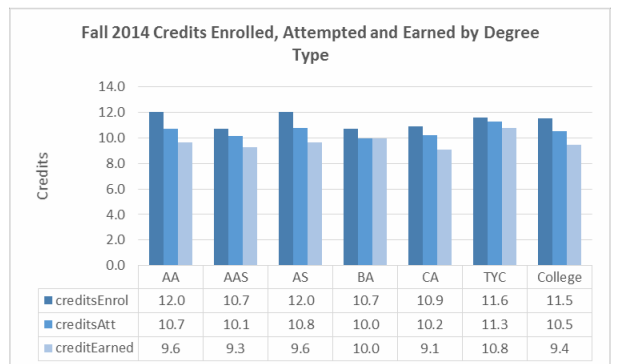
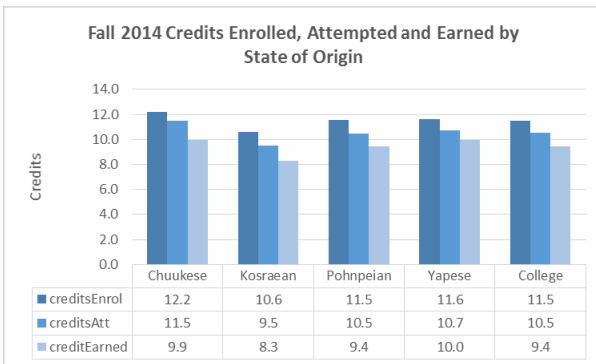
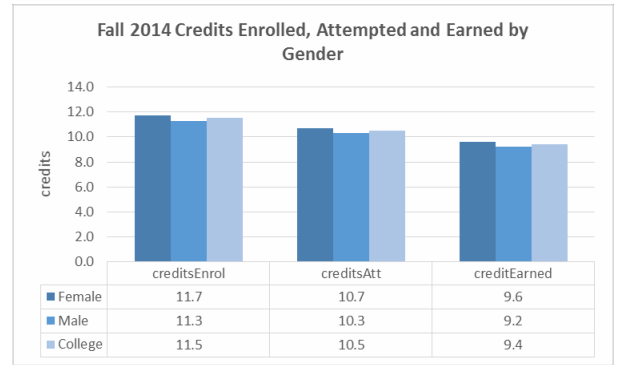
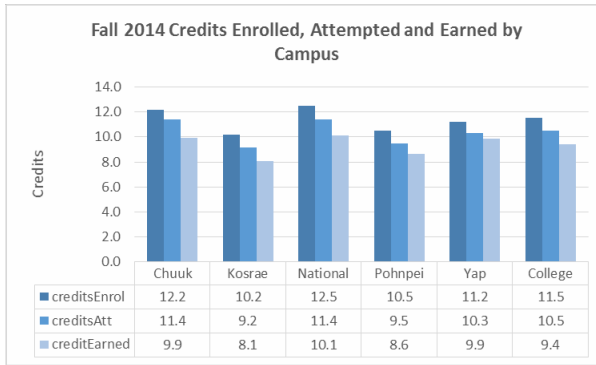


Figure 18. Fall 2014 comparison credits enrolled, attempted, and earned by campus, gender, state of origin and degree type

Comparing credits enrolled (at beginning of semester after add/drop) to credits attempted (after withdrawals) and credits earned provides a broad picture of how students are progressing toward obtaining a degree. For the college, the average number of credits enrolled was 11.5, with 10.5 credits per students after withdrawals and 9.4 credits per student actually earned.

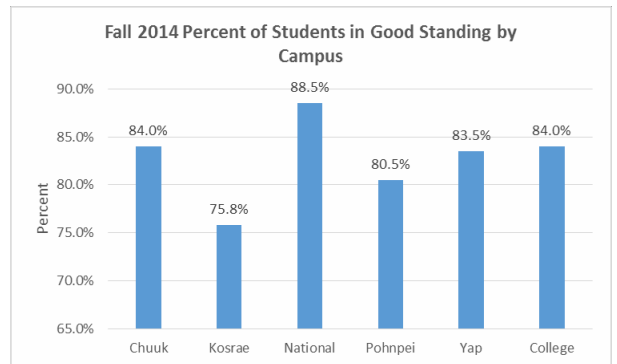
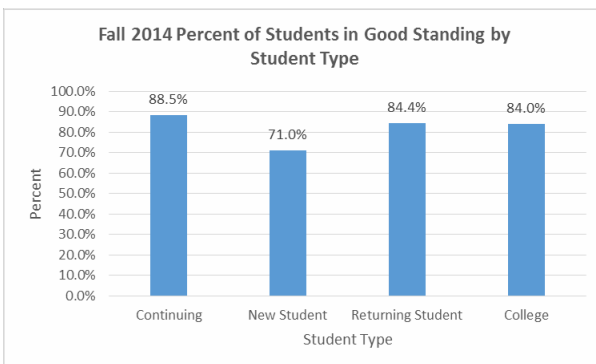


Figure 19. Fall 2014 percent of students in good standing by student type and campus

The overall rate for students in good standing (GPA greater than 2.00) was at 84.0%. However, new students were at 71%. There was also variation by campus with 75.8% of students in good standing at Kosrae Campus and 88.5% of students in good standing at the National Campus.

Table 6. Fall 2014 graduates by state of origin and gender (1/29/2015)

stateOrigin	Chuuk	Kosrae	National	Pohnpei	Yap	Graduates
Chuukese	14		7			21
Kosraean		15	14	1		30
Pohnpeian			91	45		136
Yapese			21		11	32
Other (Japanese)			1			1
Graduates 1/29/2015	14	15	134	46	11	220
Gender	Chuuk	Kosrae	National	Pohnpei	Yap	graduates
Female	8	3	79	19	6	115
Male	6	12	55	27	5	105
Graduates 1/29/2015	14	15	134	46	11	220

As of January 29, 2015 (not all graduates file for graduation in the semester they graduate) there were 220 graduates at the college. By gender, 52% were female and 48% male. Pohnpeians represented 62% of all graduates. Table 8 provides a detailed listing of graduates by major and campus. Graduates tend to be young with a median age of 23 and a mean age of 25. The youngest graduate was 19 and the oldest 57. Seventy-five percent of graduates were 26 years of age or younger.

Table 7. Fall 2014 enrollment by major and major size

majorDescription	degree	Chuuk	Kosrae	National	Pohnpei	Yap	students	%	%running
Teacher Preparation	AA	113	39	113	10	32	307	13.1%	13.1%
Liberal Arts	AA	4	23	153	44	18	242	10.3%	23.4%
Business Administration	AS	16	9	137	19	10	191	8.1%	31.6%
Agriculture and Food Technology	CA		29		138	21	188	8.0%	39.6%
Bookkeeping	CA	47			112	11	170	7.3%	46.8%
Computer Information Systems	AS	2	6	111	9	13	141	6.0%	52.9%
Health Career Opportunities Program	AA	2	7	102	11	14	136	5.8%	58.7%
Micronesian Studies	AA	1	2	81	16	4	104	4.4%	63.1%
Secretarial Science	CA	19			40	6	65	2.8%	65.9%
Teacher Preparation - Elementary	TYC	11	22	32			65	2.8%	68.6%
Marine Science	AS	1	4	50	7	2	64	2.7%	71.4%
Electronics Technology	AAS		20		44		64	2.7%	74.1%
Nursing	AS	4	9	49			62	2.6%	76.7%
Ag. & Nat. Res. Management	AS		1	38	10	4	53	2.3%	79.0%
Electronic Engineering Technology	CA		19		5	27	51	2.2%	81.2%
Basic Public Health	CA	17	29			2	48	2.0%	83.2%
Hospitality and Tourism Management	AS			8	38	1	47	2.0%	85.2%
Telecommunications	AAS	1			45		46	2.0%	87.2%
Construction Electricity	CA				44		44	1.9%	89.1%
Nursing Assistant	CA	20		1		11	32	1.4%	90.4%
Cabinet Making/Furniture Making	CA				27		27	1.2%	91.6%
Public Health	AS	1		22	1		24	1.0%	92.6%
Career Education: Motor Vehicle Mechanic	CA				24		24	1.0%	93.6%
Elementary Education	BA			22			22	0.9%	94.6%
Trial Counselor	CA			19		1	20	0.9%	95.4%
Carpentry	CA				20		20	0.9%	96.3%
Building Technology	AAS			1	17		18	0.8%	97.1%
Refrigerator and Air Conditioning	CA				15		15	0.6%	97.7%
General Business	TYC			15			15	0.6%	98.3%
Unclassified	UC			1	4	6	11	0.5%	98.8%
Public Health	TYC			8			8	0.3%	99.1%
Health Assistant Training Program	CA		1			5	6	0.3%	99.4%
Agriculture	AS		2	3			5	0.2%	99.6%
Teacher Education - Elementary	AS	3	1				4	0.2%	99.8%
Building Maintenance and Repair	CA				4		4	0.2%	100.0%
Business Administration	TYC			1			1	0.0%	100.0%
students		262	223	967	704	188	2344	100.0%	

Table 8. Fall 2014 graduates by major and campus

majorDescription	degree	Chuuk	Kosrae	National	Pohnpei	Yap	Graduates
Ag. & Nat. Res. Management	AS			2			2
Agriculture and Food Technology	CA		7	1	9		17
Bookkeeping	CA	2			6		8
Business Administration	AS			25			25
Cabinet Making/Furniture Making	CA				2		2
Career Education	CA				3		3
Computer Information Systems	AS			19			19
Electronic Engineering Technology	CA				2	3	5
Electronics Technology	AAS		4		8		12
General Business	TYC			11			11
Health Assistant Training Program	CA					3	3
Health Career Opportunities Program	AA			10	1		11
Hospitality and Tourism Management	AS				2		2
Liberal Arts	AA		1	15			16
Marine Science	AS			2			2
Micronesian Studies	AA			11			11
Nursing (PN)	AS			1			1
Nursing-RN	AS			7			7
Public Health	AS			2			2
Refrigerator and Air Conditioning	CA				1		1
Secretarial Science	CA	1					1
Teacher Education - Elementary	AS	1					1
Teacher Preparation	AA	10	3	16		5	34
Teacher Preparation - Elementary	TYC			6			6
Telecommunications	AAS				12		12
Trial Counselor	CA			6			6
Graduaes 1/29/2015		14	15	134	46	11	220

## Spring 2015 Semester Initial Enrollment Report

The following information summarizes spring semester 2015 student enrollment data<sup>2</sup> for the College of Micronesia – FSM. Multi-year comparison data provides an overview of enrollment trends for spring semester. For additional information please contact the Institutional Research and Planning Office at Email: [reschplanning@comfsm.fm](mailto:reschplanning@comfsm.fm) Phone: (691) 320-2480 ext. 119 or via the College Website: <http://www.comfsm.fm/irpo/>. This report will be expanded at the end of the semester to include student achievement data.

<sup>2</sup> Enrollment Data and charts are based on extracts from the college's Student Information System (SIS) January 2015 (after add/drop).

# Enrollment

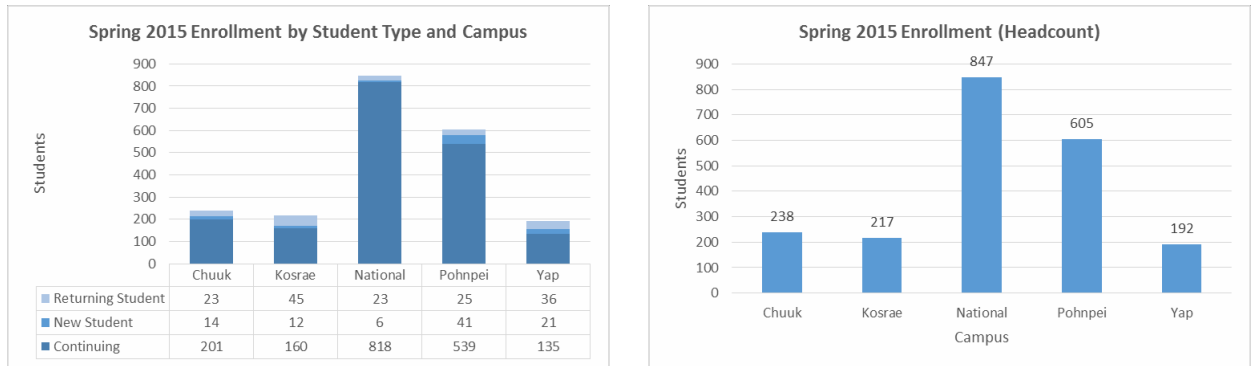


Figure 1. Spring 2015 enrollment by student type and headcount

Two thousand ninety-nine (2099) students attended the college in spring 2015 representing a slight increase from spring 2014. Eighty-eight (88.3%) percent were continuing students, 4.2% new students and 9.2% returning students. The National and Chuuk campuses continued to see a decline in enrollment while Kosrae, Pohnpei, and Yap campuses increased enrollment over spring 2014.

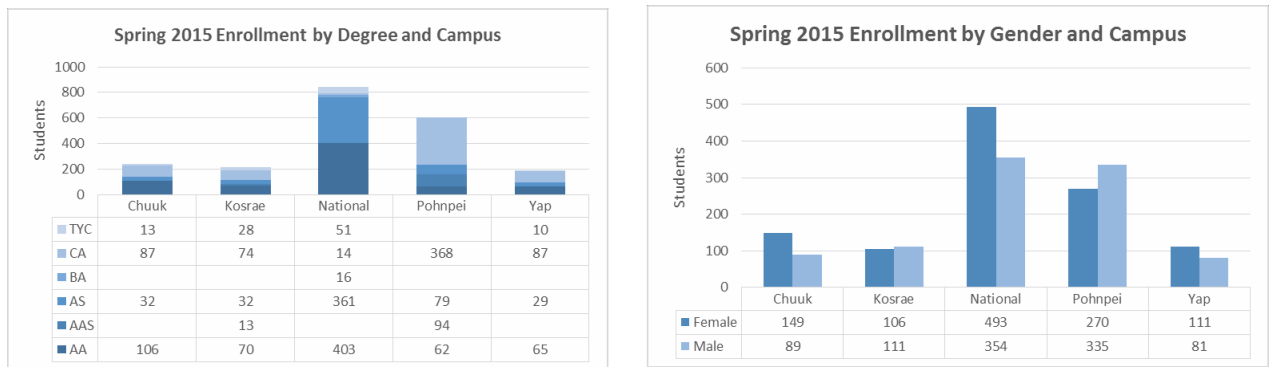


Figure 2. Spring 2015 enrollment by degree type and gender

Associate of arts degree students represented 33.6% of all students, certificate students 30.0%, and associate of applied science degree students 25.4%. Associate of applied science degree students represented 5.1% of students, third year certificate students 4.9%, and bachelor degree students were less than 1% of the overall student population. Overall, 54% were female and 46% of students were male. Gender did vary by campus. There were more females at Chuuk, National, and Yap campuses while males predominated at Kosrae and Pohnpei campuses.



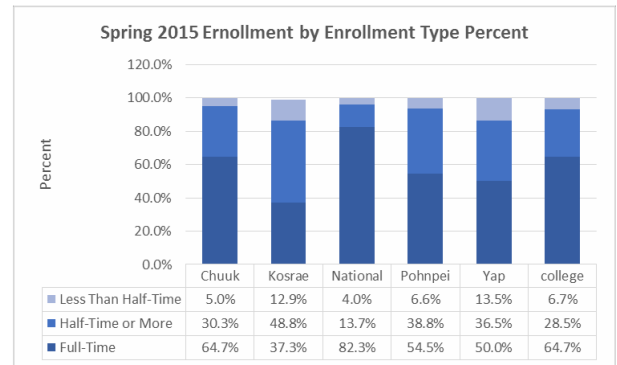
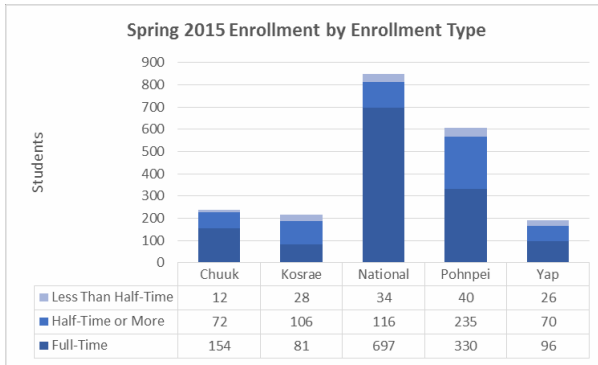


Figure 3. Spring 2015 enrollment by full-time, half-time and less than half-time

Eight-two (82.3%) percent of National Campus students were full time (enrolled for 12 or more credits) while the college average was at 64.7%. Kosrae Campus was the lowest at 37.3% full time students.

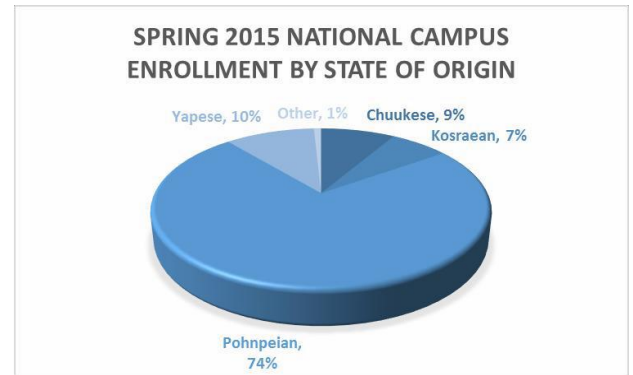
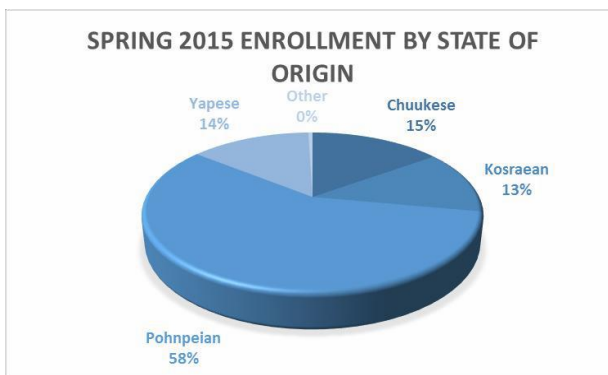


Figure 4. Spring 2015 enrollment by state of origin for college and National campus

Pohnpeians represented 58% of the overall college student population, Chuukese 15%, Yapese 14%, and Kosraean 13%. At the National campus 74% of students were Pohnpeians, Yapese 10%, Chuukese 9%, and Kosraean's 7%. Chuukese students are significantly under represented at the college based on FSM population ratios.

Enrollment by major/degree and campus is provided in Table 6 at the end of this report. The colleges largest programs are Teacher Preparation (AA), Liberal Arts (AA), Business Administration (AS), and Agriculture and Food Technology (CA).

Information on programs and sections are provided in Table 7 at the end of this report. Programs are divided by the courses they "own". In this sense, General Education is the college's largest program with 112 of 445 sections being offered.

## Credits

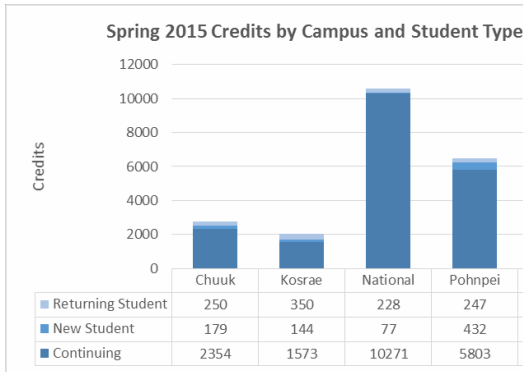


Figure 5. Spring 2015 enrollment by student type

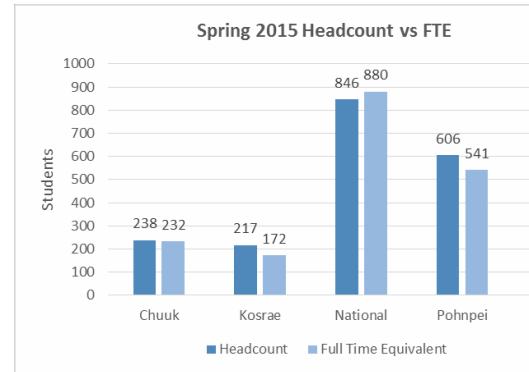


Figure 6. Spring 2015 enrollment by headcount vs. FTE

Total credits for spring 2015 is 23,869. Dividing total credits by 12 (full time enrollment) provides a FTE of 1989 students. The table below provides detail of credits by student type and campus.

Table 1. Spring 2015 credits by student type and campus

student Type	Chuuk	Kosrae	National	Pohnpei	Yap	credits
Continuing	2354	1573	10271	5803	1455	21456
New Student	179	144	77	432	217	1049
Returning Student	250	350	228	247	289	1364
Total Credits	2783	2067	10576	6482	1961	23869
%CreditsCampus	11.7%	8.7%	44.3%	27.2%	8.2%	100.0%

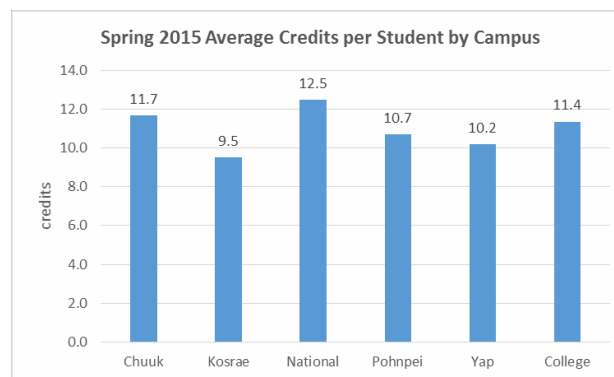


Figure 7. Spring 2015 average credits per student and campus

Average credits vary from a high of 12.5 credits per student at the National Campus to a low of 9.5 credits per student at Kosrae Campus. The college average credits per student is 11.4.

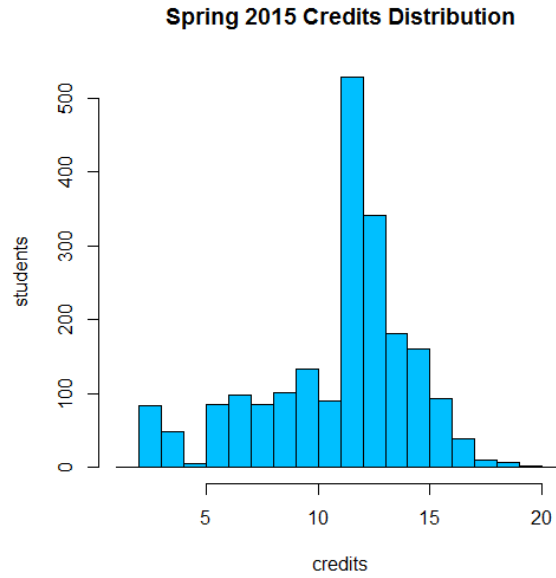


Figure 8. Spring 2015 histogram for credits distribution

The histogram above provides a graphical presentation of credits per student distribution. While the mean number of credits per student is 11.4 the median is 12 credits per student.

## Sections

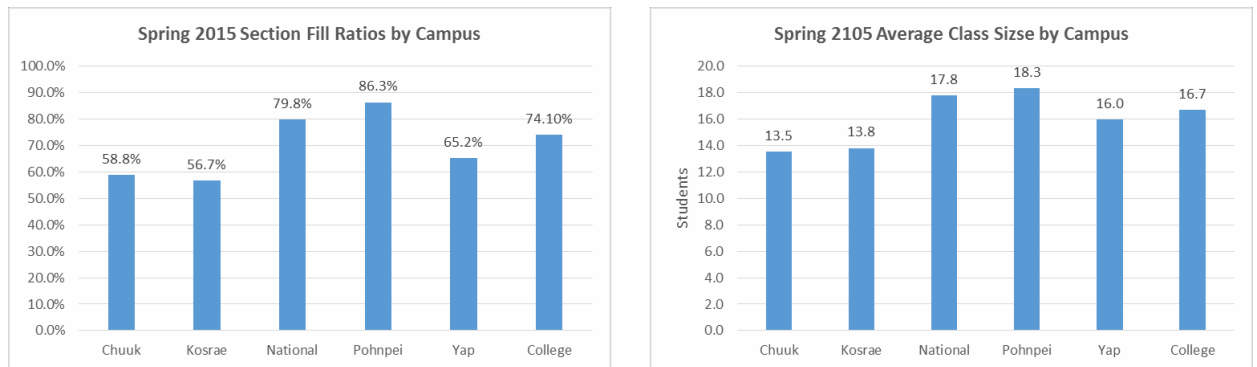


Figure 9. Spring 2015 section fill ratios and average class size by campus

The overall section fill ratio (actual enrollment divided by maximum possible enrollment) for the college is 74.1%. The range is a low of 56.7% at Kosrae Campus to a high of 86.3% at Pohnpei Campus. Average class size is at 16.7 for the college and ranges from 13.5 students per class at Chuuk Campus to 18.3 students per class at Pohnpei Campus.

Table 2. Spring 2015 number of courses taught by instructor

<i>Courses</i>	<i>Instructors</i>
1	20
2	15
3	23
4	46
5	15
6	7
7	2
11*	1

\* At the time of compilation 11 courses were listed as staff

Forty-six (46) instructors are teaching 4 courses while 23 instructors are teaching 5 or more courses. A normal course load is generally considered as 4 courses. However, course load is also dependent upon both contact hours and preparation hours.

## Age

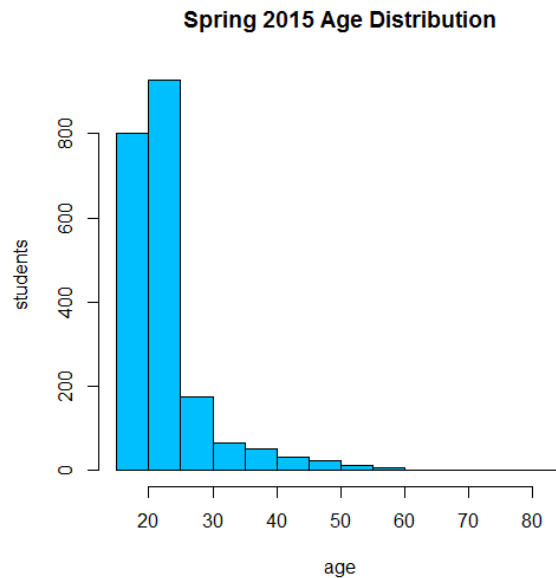


Figure 10. Spring 2015 histogram of age distribution

The college's spring 2015 student population continues to be young. The minimum age is 16, median age 21, mean age of 23.3, and maximum age of 84.

## Persistence Rates

Persistence rates (new students in fall 2014 who returned to school in spring 2015) are quite high. The fall 2014 cohort of new full time students persistence rate was 91.1% and the fall 2014 cohort of new students (all) was at 88.2%. Details of persistence rates are provided in Tables 8 and 9 at the end of this report.

Table 3. Spring 2015 persistence rates

Description	Fall 2014	Spring 2015	PersistenceRate
New Students All	558	492	88.2%
New Students Full Time	418	381	91.1%

## FSM Fisheries and Maritime Institute (FSM FMI)

FSM FMI has a total enrollment of 42 students for spring 2015. Enrollment is down from the 53 students enrolled in spring 2014.

Table 4. Spring 2015 enrollment FMI by major and state of origin

Enrollment by Major and Year						
Programs	Spring 2015					
<b>Programs 1st Year Students</b>						
Fishing	6					
Navigation	7					
Marine Engineering	8					
<b>Total 1st Year Students</b>	<b>21</b>					
<b>Programs 2nd Year Students</b>						
Fishing	6					
Navigation	12					
Marine Engineering	3					
<b>Total 2nd Year Students</b>	<b>21</b>					
<b>Total FMI Students</b>	<b>42</b>					
<b>Enrollment by State of Origin</b>		<b>Chuukese</b>	<b>Kosraean</b>	<b>Pohnpeian</b>	<b>Yapese</b>	<b>Total</b>
1st Year Fall 2014	2	0	0	19	<b>21</b>	
2nd Year Fall 2014	5	4	3	9	<b>21</b>	
<b>Total Fall 2014</b>	<b>7</b>	<b>4</b>	<b>3</b>	<b>28</b>	<b>42</b>	

## Residence Hall

Eighty students are residing in the college’s residence halls in spring 2015 compared to 109 residents in spring 2014. Biggest reductions are seen in Yapese and Kosraean with reductions of 35% for Yapese and 30% for Kosraean.

Table 5. Spring 2015 resident hall occupancy

Sex	Chuuk	Kosrae	Yap	Pohnpei	others	Total
Male	17	6	15	0	0	38
Female	13	13	16	0	0	42
Total	30	19	31	0	0	80

## Spring Semester Trends

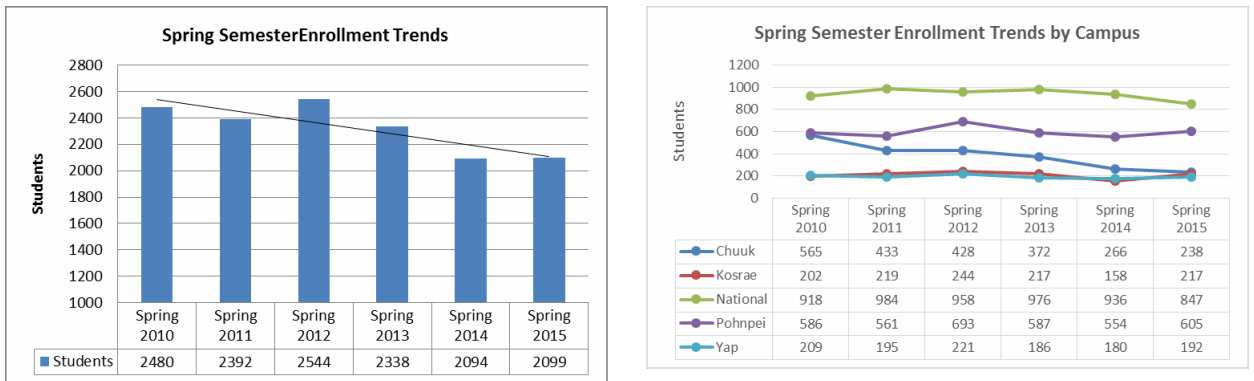


Figure 11. Spring semester trends enrollment by college and campuses

Spring 2015 enrollment of 2099 is 5 students over the spring 2014 enrollment. However, the National Campus had 89 fewer students and Chuuk Campus 28 fewer. These reductions were offset by increases at Kosrae, Pohnpei, and Yap campuses.

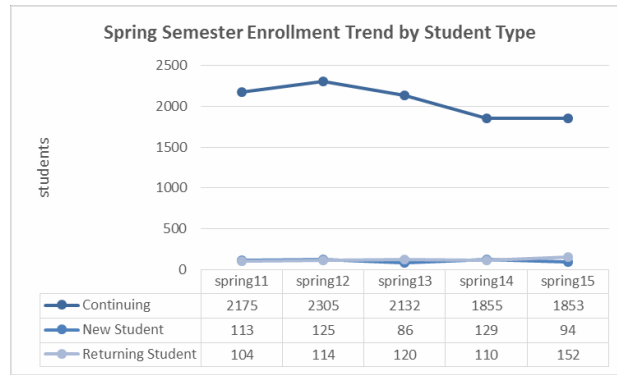


Figure 12. Spring semester trends enrollment by student type

Spring semester enrollment trends by student type are more complex. While continuing students remained virtually the same from spring 2014 to spring 2015, there was a reduction of new students and an increase of returning students.

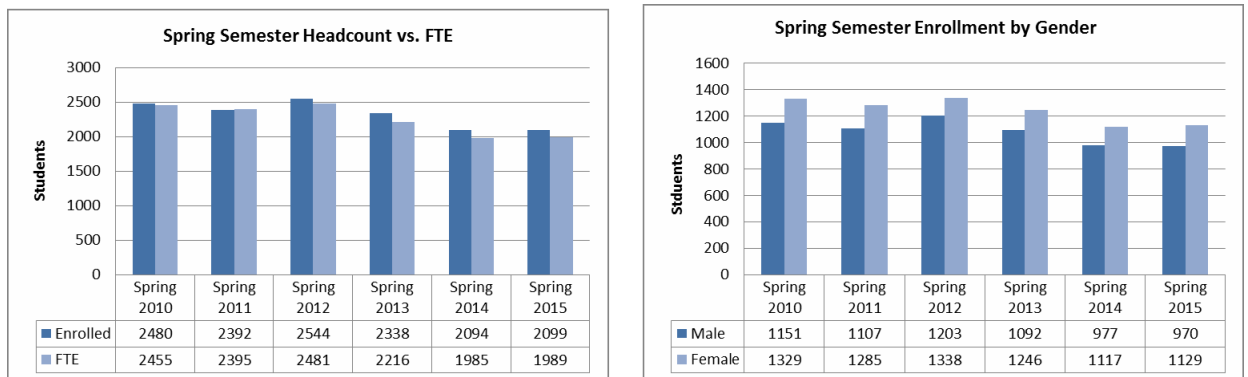


Figure 13. Spring semester trends enrollment by headcount vs. FTE and gender

Enrollment trends by head count shows a leveling off of the downturn in enrollment in spring 2015 while the FTE rates are consistent. Enrollment by gender is generally 54% female and 46% males with only slight variation from year to year. Note here is variation by campus in gender ratios.

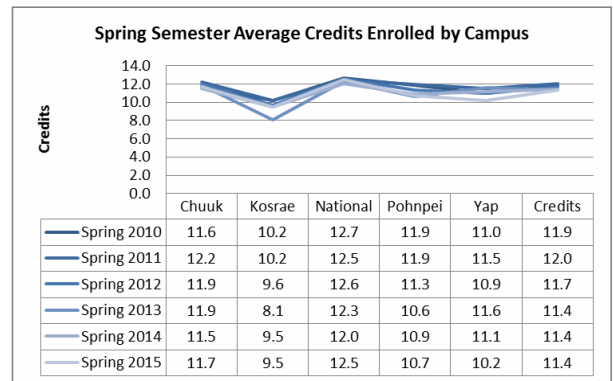
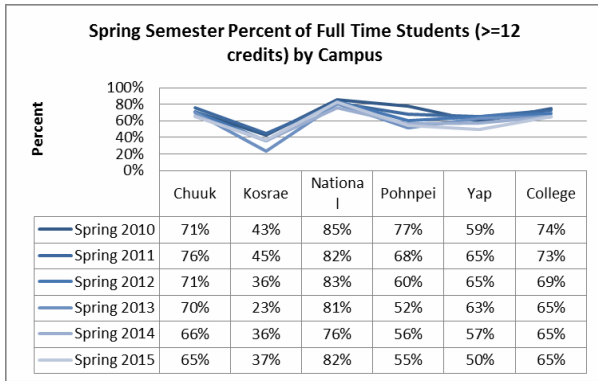


Figure 14. Spring semester trends full-time students and average credits per campus

The percent of full time students has been consistent over the past three spring semesters at 65%. As can be seen, there is significant variation by campus with the National Campus having the highest ratio and Kosrae Campus the lowest ratio. Average credits per student have also been stable at 11.4 for the college over the past three spring semesters with considerable variation across campuses.

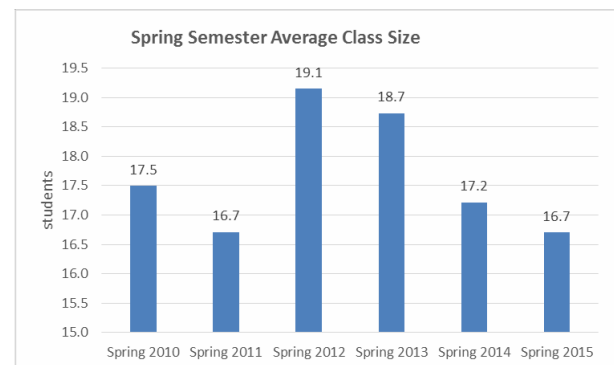
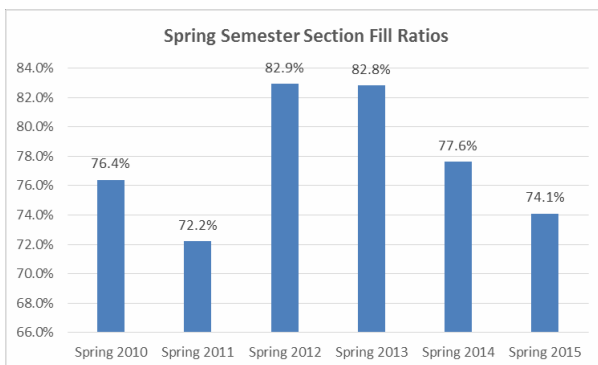


Figure 15. Spring semester trends section fill ratios and average class size

Both section fill ratios (actual enrollment divided by maximum enrollment) and average class size continue to decline since spring 2012.



Table 6. Spring 2015 enrollment by major and campus

major	degree	Chuuk	Kosrae	National	Pohnpei	Yap	Students
Health Career Opportunities Program	AA	1	6	82	7	18	114
Liberal Arts	AA	5	23	132	33	16	209
Micronesian Studies	AA	1	3	78	14	1	97
Teacher Preparation	AA	99	38	111	8	30	286
Building Technology	AAS				21		21
Electronics Technology	AAS		13		40		53
Telecommunications	AAS				33		33
Accounting	AS	3					3
Ag. & Nat. Res. Management	AS		2	36	7	2	47
Agriculture	AS		1	2		2	5
Business Administration	AS	15	8	124	15	11	173
Computer Information Systems	AS	1	7	95	12	9	124
Hospitality and Tourism Management	AS		1	3	37	2	43
Marine Science	AS		3	46	3	1	53
Nursing	AS	5	7	38	3		53
Public Health	AS	4	1	17	2	2	26
Teacher Education - Elementary	AS	4	2				6
Elementary Education	BA			16			16
Agriculture and Food Technology	CA		26		123	21	170
Basic Public Health	CA	18	22				40
Bookkeeping	CA	40			97	14	151
Building Maintenance and Repair	CA				3		3
Cabinet Making/Furniture Making	CA				21		21
Career Education: Motor Vehicle Mechanic	CA				16		16
Carpentry	CA				19		19
Construction Electricity	CA				43		43
Electronic Engineering Technology	CA		23		4	25	52
Health Assistant Training Program	CA		1			4	5
Nursing Assistant	CA	17	2			18	37
Public Health	CA	1					1
Refrigerator and Air Conditioning	CA				15		15
Secretarial Science	CA	11			26	5	42
Trial Counselor	CA			14	1		15
Accounting	TYC			6			6
General Business	TYC			11			11
Public Health	TYC			15			15
Teacher Preparation - Elementary	TYC	13	28	19		10	70
Undassified	UC			2			2
Undeclared	UD				2	1	3
Students		238	217	847	605	192	2099

Table 7. Spring 2015 section fill ratios and average class size by program

program	sections	enrollMax	enrollmen	sectionFill	AvgClassSize
Accounting (3rd Year)	4	83	51	61.4%	12.8
Achieving College Excellence (ACE)	16	322	163	50.6%	10.2
Agriculture and Food Technology (CA)	15	376	270	71.8%	18.0
Agriculture and Natural Resources (AS)	6	140	97	69.3%	16.2
BA	4	70	30	42.9%	7.5
Bookkeeping (CA)	28	672	450	67.0%	16.1
Building Technology (AAS)	3	31	19	61.3%	6.3
Business Administration (AS)	18	436	366	83.9%	20.3
Cabinet Making (CA)	4	60	57	95.0%	14.3
Carpentry (CA)	4	48	45	93.8%	11.3
Computer Information Systems (CIS)	13	296	237	80.1%	18.2
Construction Electricity (CA)	7	110	104	94.5%	14.9
Electronic Engineering Technology (CA)	10	188	132	70.2%	13.2
Electronic Technology (AAS)	5	102	86	84.3%	17.2
General Business (3rd year)	3	60	33	55.0%	11.0
General Education	112	2646	2192	82.8%	19.6
Hospitality and Tourism Management (AS)	6	115	74	64.3%	12.3
instruction pre-requisite course	33	870	611	70.2%	18.5
LA/HCOP (AA)	20	435	390	89.7%	19.5
Liberal Arts (AA)	21	545	423	77.6%	20.1
Marine Science (AS)	7	118	86	72.9%	12.3
Micronesia Studies (AA)	15	328	273	83.2%	18.2
Motor Vehicle Mechanics (CA)	2	30	23	76.7%	11.5
Nursing (AS)	3	70	25	35.7%	8.3
Nursing Assistant (CA)	4	98	61	62.2%	15.3
Pre-Teacher Preparation (AA)	26	526	414	78.7%	15.9
Public Health (3rd Year)	7	160	69	43.1%	9.9
Public Health (AS)	6	150	72	48.0%	12.0
Public Health (CA)	2	35	16	45.7%	8.0
Refrigeration and Air Condition (CA)	3	32	28	87.5%	9.3
Secretarial Science (CA)	1	25	8	32.0%	8.0
Teacher Preparation – Elementary (3rd Year)	20	465	246	52.9%	12.3
Telecommunications (AAS)	2	35	20	57.1%	10.0
Trial Counselors (CA)	3	60	30	50.0%	10.0
Unassigned	12	301	235	78.1%	19.6
Summary	445	10038	7436	74.1%	16.7

Table 8. Spring 2015 persistence rates full time students

majorDescription	degree	New Fall 2014 FT	Persisted Spring 2015	students	Chuuk	Kosrae	National	Pohnpei	Yap
Accounting	AS	0	1	-	-	-	-	-	-
Ag. & Nat. Res. Management	AS	4	5	125.0%	-	-	100.0%	-	100.0%
Agriculture and Food Technology	CA	54	51	94.4%	-	100.0%	-	92.3%	100.0%
Basic Public Health	CA	18	12	66.7%	66.7%	80.0%	-	-	0.0%
Bookkeeping	CA	48	40	83.3%	80.0%	-	-	84.4%	100.0%
Building Technology	AAS	1	1	100.0%	-	-	-	100.0%	-
Business Administration	AS	21	22	104.8%	100.0%	100.0%	115.4%	100.0%	50.0%
Cabinet Making/Furniture Making	CA	8	8	100.0%	-	-	-	100.0%	-
Career Education: Motor Vehicle Mechanic	CA	4	4	100.0%	-	-	-	100.0%	-
Carpentry	CA	9	8	88.9%	-	-	-	88.9%	-
Computer Information Systems	AS	23	27	117.4%	100.0%	100.0%	129.4%	100.0%	50.0%
Construction Electricity	CA	21	20	95.2%	-	-	-	95.2%	-
Electronic Engineering Technology	CA	14	12	85.7%	-	75.0%	-	-	90.0%
Electronics Technology	AAS	3	4	133.3%	-	-	-	133.3%	-
Health Career Opportunities Program	AA	13	16	123.1%	-	-	100.0%	-	300.0%
Hospitality and Tourism Management	AS	8	9	112.5%	-	-	60.0%	166.7%	-
Liberal Arts	AA	51	39	76.5%	-	-	82.9%	54.5%	60.0%
Marine Science	AS	21	18	85.7%	-	-	94.7%	0.0%	-
Micronesian Studies	AA	15	14	93.3%	-	-	69.2%	400.0%	100.0%
Nursing	AS	9	10	111.1%	150.0%	100.0%	83.3%	-	-
Nursing Assistant	CA	24	18	75.0%	73.3%	-	-	-	77.8%
Public Health	AS	1	2	200.0%	-	-	100.0%	-	-
Refrigerator and Air Conditioning	CA	4	4	100.0%	-	-	-	100.0%	-
Secretarial Science	CA	18	11	61.1%	80.0%	-	-	58.3%	0.0%
Teacher Preparation	AA	23	23	100.0%	140.0%	100.0%	92.9%	66.7%	-
Telecommunications	AAS	3	2	66.7%	-	-	-	66.7%	-
		418	381	91.1%	90.4%	92.9%	94.2%	90.6%	83.3%

Table 9. Spring 2015 persistence rates all students

majorDescription	degree	New Fall ALL	Persisted Spring 15	students	Chuuk	Kosrae	National	Pohnpei	Yap
Accounting	AS	0	1	-	-	-	-	-	-
Ag. & Nat. Res. Management	AS	7	6	85.7%	-	-	100.0%	66.7%	100.0%
Agriculture and Food Technology	CA	90	85	94.4%	-	100.0%	-	91.9%	116.7%
Basic Public Health	CA	22	15	68.2%	71.4%	76.9%	-	-	0.0%
Bookkeeping	CA	63	57	90.5%	82.4%	-	-	93.2%	100.0%
Building Technology	AAS	2	2	100.0%	-	-	-	100.0%	-
Business Administration	AS	24	24	100.0%	100.0%	100.0%	123.1%	33.3%	50.0%
Cabinet Making/Furniture Making	CA	9	10	111.1%	-	-	-	111.1%	-
Career Education: Motor Vehicle Mechanic	CA	9	7	77.8%	-	-	-	77.8%	-
Carpentry	CA	9	9	100.0%	-	-	-	100.0%	-
Computer Information Systems	AS	29	31	106.9%	100.0%	100.0%	135.3%	50.0%	75.0%
Construction Electricity	CA	22	21	95.5%	-	-	-	95.5%	-
Electronic Engineering Technology	CA	19	16	84.2%	-	71.4%	-	-	91.7%
Electronics Technology	AAS	3	4	133.3%	-	-	-	133.3%	-
Health Career Opportunities Program	AA	22	22	100.0%	-	0.0%	107.1%	100.0%	100.0%
Hospitality and Tourism Management	AS	10	11	110.0%	-	-	60.0%	140.0%	-
Liberal Arts	AA	64	49	76.6%	-	200.0%	82.1%	63.2%	60.0%
Marine Science	AS	26	21	80.8%	-	100.0%	94.7%	33.3%	-
Micronesian Studies	AA	17	16	94.1%	-	-	76.9%	166.7%	100.0%
Nursing	AS	10	11	110.0%	150.0%	100.0%	83.3%	-	-
Nursing Assistant	CA	25	18	72.0%	68.8%	-	-	-	77.8%
Public Health	AS	2	3	150.0%	-	-	100.0%	100.0%	-
Refrigerator and Air Conditioning	CA	8	7	87.5%	-	-	-	87.5%	-
Secretarial Science	CA	25	17	68.0%	80.0%	-	-	68.4%	0.0%
Teacher Preparation	AA	26	25	96.2%	116.7%	100.0%	92.9%	75.0%	100.0%
Telecommunications	AAS	7	4	57.1%	0.0%	-	-	66.7%	-
Unclassified	UC	8	0	0.0%	-	-	-	0.0%	0.0%
NewAll_Fall2014		558	492	88.2%	86.2%	87.5%	96.5%	86.9%	75.4%