



COLLEGE OF MICRONESIA - FSM

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Office of the President

July 22, 2015

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

RE: President's Report FY 2015 3rd Quarter Performance Report

Since the submission of the April 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 college faculty, staff and administration have been working on writing accreditation Standard draft reports for the past few months. Consultants have met with accreditation Standard teams to help provide guidance and technical support with the accreditation self-evaluation report. The accreditation Standard teams submitted drafts on July 15, 2015, to Frankie Harriss, VPIEQA/ALO.

A team comprised of the chairs of the Standard writing teams attended the *Regional Workshop on Student Learning Outcomes and Assessment*, and on *Preparing for Self-Evaluation of Educational Quality & Institutional Effectiveness* on July 14-15, 2015, by ACCJC in Hawaii. Community colleges across the Pacific region attended. Presentations were made by the Guam Community College, Kapi'olani Community College, the ACCJC President and Vice President. COM-FSM and Palau Community College had the opportunity to have a one-on-one session with Dr. Barbara Beno, President of ACCJC, Jack Pond and Susan Clifford, Vice Presidents of ACCJC regarding the accreditation Standard language and preparation of the self-evaluation report.

David Adams will be at National Campus from August 3-7, 2015, to assist with accreditation standard teams with their self-evaluation report.

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 on March 14-17, 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 has been on hold due to accreditation work.

The following forum was held:

On June 25, 2015, the college's Micronesian Studies Program hosted the FSM Congress At-Large seat forum for the Pohnpei candidates. The forum was held at the FSM-China Friendship Sports Center, Practice Gym at 12pm-2pm. The event was well attended. The forum was open and free to the public.

The following events were held:

On June 10, 2015, Chairman Edward, Regent Mida, president and cabinet met with Esther Kia'aina, Assistant Secretary for Insular Affairs in the US Department of Interior. The comprehensive facilities master plan and the college's request to the FSM national government for funding were discussed. The Assistant Secretary pledged her support, understanding there are competing demands for resources and issues of equity to be considered

The National Campus observed Substance Abuse Prevention (SAP) month through a 2-week summer basketball tournament and an essay drawing contest. The program concluded on June 26, 2015.

On June 29, 2015, the Pacific Partnership Brass Band performed at the National Campus. Other activities were held which included trainings on Basic Life Support Skills and Basic Trauma Management.

On July 1, 2015, *Globe to Globe Hamlet* performed Hamlet at the FSM-China Friendship Sports Center. The *Globe to Globe Hamlet* performed in over 100 countries across the Americas, Europe and Africa to more than 89,000 people, with over half of the whole tour now complete. The performance was open and free to the public.

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 annual financial audit of the college was completed with a good standing, which was expressed with an “unmodified opinion”, by the auditor. VPAS met with Deloitte Touche Tohmatsu Limited in July regarding the college’s annual financial audit. In addition, preparation is underway by the vice presidents for the planning and development of the 2017 budget.

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.

Under the Resident Instruction in the Insular Areas (RIIA) program the following actions have been taken:

1. 15 students were provided scholarships of \$250 per course to pursue summer courses.
2. One student attended a 3-week Experiential Learning internship at the American Samoa Community College May 29, 2015, to June 19, 2015, to learn of activities in food and agriculture and potential study areas for her future. As a result, she was credited with her internship course.
3. Three scholarships of \$1500 each were issued to students studying Agriculture or Food related sciences at University of Guam for the summer session.
4. The program PI attended the required national meeting for the RIIA and Distance Education

(DE) grants, in Washington DC.

Funding for these actions was provided through USDA National Institute for Agriculture and Foods (NIFA).

Dr. Murukesan and Dr. Verma conducted training in Climate Smart Agriculture in three sites: FSM, Marshall Islands and Palau. They discussed actions farmers can take to respond to climate change. These programs were funded by USDA, through the SARE program.

VPCRE represented the college at the US Insular Areas climate change conference in Guam on June 4-5, 2015.

Dr. Murukesan, CRE researcher from Yap Campus, represented COM-FSM at the 28th Pacific Islands Environmental Conference in Pago Pago, American Samoa on June 16, 2015, to June 18, 2015.

Dr. Virendra M. Verma, CRE researcher from Kosrae Campus, represented COM-FSM at the June 15, 2015, In Vitro Biology Meeting in Tucson, Arizona.

Western Region Sustainable Agriculture, Research and Education (WSARE) coordinator, Jackson Phillip, attended the regional coordinators meeting in Colorado from July 7-10, 2015, on behalf of the program in Micronesia.

On July 14, 2015, the college received notification from the Office of Insular Affairs that its proposal for the Technical Assistance Program Grant was awarded. The college is awarded \$103,160 US dollars. With the fund, the college proposes to participate with an institution that could help address *student persistence, student retention, and student success* for two years beginning August 2015 to July 2017.

Early class registration was from July 20-24, 2015. Freshman orientation is from August 3-7, 2015. August 11-13, 2015, is the regular class registration.

August 4-5, 2015, Governance Summit is rescheduled to January 2016. The college will use August 4-5, 2015, for additional work on accreditation draft reports.

With our renewed efforts with the signing of the new MOU to launch the career and technical education program along with the partnership through a MOU with UOG to bring in the Small Business Development Program to support our Pohnpei small business training 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 students 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

On July 14, 2015, the faculty successfully piloted the online submission of grades.

Beginning of 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. Process will begin August 2015.

A meeting of VPIA Karen Simion, VPSS Joey Oducado, Chief of Staff Universe Yamase, and faculty member Dana Lee Ling on June 16, 2015, focused on the first year and transfer experience continued to develop the plan for the Foundations of Excellence effort during this upcoming academic year. A launch of the fall Foundation working groups is set for 2:00 P.M. on Monday, August 3, 2015, at MITC. The launch event invites all faculty, staff, and students to join.

Vice President of Institutional Effectiveness and Quality Assurance (VPIEQA) with the support of the Information Technology staff introduced the [Copley Square Program](#) during fall 2014. An incentive of \$500 would be given to 5 faculty members who would use the Copley program. “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.

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 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 move 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 through 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 Executive Committee endorsed the 2016 budget after two weeks of review and presentations 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 college has engaged 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 originally agreed to serve. Recently, a sixth member was elected 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 the following positions be filled:

The college hired the Executive Director for the Center for Entrepreneurship. The center will be in operation fall 2015.

In order to implement an advancement function, the college hired an Executive Director for Advancement and External Affairs who begins in August 2015.

The comptroller and the general accountant positions have been filled at the Business Office. Both individuals began summer 2015.

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

16. Promote appreciation of cultural diversity;

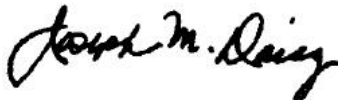
Ongoing. In everything we are doing and will plan to do at the college; including but not limited to college wide events such as commencement; campus beautification, cultural day, and

identification of buildings, the appreciation and celebration of cultural diversity is considered. For example, at the commencement exercises, students in traditional attire 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,

A handwritten signature in black ink that reads "Joseph M. Daisy". The signature is written in a cursive style with a large, stylized initial "J".

Joseph M. Daisy, EdD
President and Chief Executive Officer

College of Micronesia – FSM
Administrative Services
FY 2015 Third Quarter Performance Report¹
April to June 2015

Mission Statement

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.

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*

This report covers the Human Resources Office, Maintenance & Security, Business Office and the Office of Vice President for Administrative Services for the period ending July 2015.

Focus on student success

Office	Accomplishments	IEMP #	ACCJC Standard
Office of the VPAS	<ol style="list-style-type: none"> 1. The department submitted its non academic program review as scheduled to identify status of programs and services within its units. From the reviews, action plans will be formulated for improvements of services within each area of oversight. 2. FSM Congress received the request from the FSM President’s Office regarding funding for tuition for students in the SDSU Masters and Bachelors Programs cohorts. The two programs were being placed on hold until students got caught up with payments for their tuition. 		

¹ College of Micronesia – FSM website: <http://www.comfsm.fm/> for additional information contact rschplanning@comfsm.fm

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

Office	Accomplishments	IEMP #	ACCJC Standard																																				
Office of the VPAS	<p>1. The college 2014 Annual Financial Audit was submitted electronically to the college administration on June 26, 2015. The college received a good audit outcome with an expressed opinion of unmodified as expressed by the report from Delloite & Touche LLP.</p>																																						
Business Office	<p><u>Endowment Fund</u></p> <ul style="list-style-type: none"> • The market value of endowment fund has increased by \$192k unrealized gain or 4.20%, from \$4.376 Million as of September 30, 2014 to \$4.568 Million as of May 31, 2015. • The breakdown of the market value of \$4.399 Million per money manager are as follows: <table style="margin-left: 40px; border-collapse: collapse;"> <thead> <tr> <th></th> <th style="text-align: right;"><u>Market Value</u></th> <th style="text-align: right;"><u>Allocation</u></th> </tr> </thead> <tbody> <tr> <td>– Aristotle (LC Value)</td> <td style="text-align: right;">-\$ 1.142M</td> <td style="text-align: right;">25.00%</td> </tr> <tr> <td>– Renaissance (LC</td> <td style="text-align: right;">- 670k</td> <td style="text-align: right;">14.67%</td> </tr> <tr> <td>– Atlantic (S/M Cap</td> <td style="text-align: right;">- 251k</td> <td style="text-align: right;">5.49%</td> </tr> <tr> <td>– SEIX (Fixed Income)</td> <td style="text-align: right;">- 751k</td> <td style="text-align: right;">16.44%</td> </tr> <tr> <td>– Templeton</td> <td style="text-align: right;">- 281k</td> <td style="text-align: right;">6.15%</td> </tr> <tr> <td>– Brandes (Mature</td> <td style="text-align: right;">- 900k</td> <td style="text-align: right;">19.70%</td> </tr> <tr> <td>– Lazard (Emerging</td> <td style="text-align: right;">- 390k</td> <td style="text-align: right;">8.54%</td> </tr> <tr> <td>– iShares ETF (Nat.</td> <td style="text-align: right;"><u>- 183k</u></td> <td style="text-align: right;"><u>4.01%</u></td> </tr> <tr> <td></td> <td style="text-align: right;"><u>\$4.568M</u></td> <td style="text-align: right;"><u>100.0%</u></td> </tr> </tbody> </table> <p>The above asset allocations are in accordance with the investment policy. (See Attached "20150531 Endowment Investment Report" for details)</p> <p><u>Fund Balance Cash Reserve</u></p> <ul style="list-style-type: none"> • The Value of the investment transferred from the Cash reserves decreased by \$900 or - 0.03% from \$2,334,799 as of March transfer to \$2,333,867 as of May 31, 2015. • The breakdown of the Cash invested and the Cash reserve are as follows: <table style="margin-left: 40px; border-collapse: collapse;"> <thead> <tr> <th></th> <th style="text-align: right;"><u>Amount</u></th> <th style="text-align: right;"><u>Allocation</u></th> </tr> </thead> <tbody> <tr> <td>– Cash</td> <td style="text-align: right;">\$ 581,003.00</td> <td style="text-align: right;">20%</td> </tr> </tbody> </table> 		<u>Market Value</u>	<u>Allocation</u>	– Aristotle (LC Value)	-\$ 1.142M	25.00%	– Renaissance (LC	- 670k	14.67%	– Atlantic (S/M Cap	- 251k	5.49%	– SEIX (Fixed Income)	- 751k	16.44%	– Templeton	- 281k	6.15%	– Brandes (Mature	- 900k	19.70%	– Lazard (Emerging	- 390k	8.54%	– iShares ETF (Nat.	<u>- 183k</u>	<u>4.01%</u>		<u>\$4.568M</u>	<u>100.0%</u>		<u>Amount</u>	<u>Allocation</u>	– Cash	\$ 581,003.00	20%		
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	<ul style="list-style-type: none"> – SEIX 1,452,332.00 50% – Renaissance 290,515.00 10% – Boston Partners 294,101.00 10% – Brandes <u>296,919.00 10%</u> <p style="text-align: right;"><u>\$2,914,870.00 100%</u></p> <p>(See attached “20150531 FB Reserves” for details)</p> <p><u>Revenue & Expense</u></p> <p>Projected Results of operation of FY2015 is shown below:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="2" style="text-align: left;">Projected Results of Operations</td> </tr> <tr> <td colspan="2" style="text-align: left;">Revenue</td> </tr> <tr> <td style="padding-left: 20px;">Tuition and Fees</td> <td style="text-align: right;">7,900,571.00</td> </tr> <tr> <td style="padding-left: 20px;">FSM General fund</td> <td style="text-align: right;">2,100,000.00</td> </tr> <tr> <td style="padding-left: 20px;">ESG</td> <td style="text-align: right;">1,700,000.00</td> </tr> <tr> <td style="padding-left: 20px;">Recovery form IC</td> <td style="text-align: right;">100,000.00</td> </tr> <tr> <td></td> <td style="text-align: right; border-top: 1px solid black;">11,800,571.00</td> </tr> <tr> <td colspan="2" style="text-align: left;">Expenditures</td> </tr> <tr> <td style="padding-left: 20px;">Encumbrance & Exp as of June 30, 2015</td> <td style="text-align: right;">8,357,142.99</td> </tr> <tr> <td style="padding-left: 20px;">Unused Budget as of June 30, 2015</td> <td style="text-align: right;">2,905,522.05</td> </tr> <tr> <td style="padding-left: 20px;">Allowance for Doubtful Accounts</td> <td style="text-align: right;">588,762.00</td> </tr> <tr> <td></td> <td style="text-align: right; border-top: 1px solid black;">11,851,427.04</td> </tr> <tr> <td>Projected Budget Shortfall</td> <td style="text-align: right; border-top: 1px solid black; border-bottom: 3px double black;">(50,856.04)</td> </tr> </table> <p>The analysis shows a shortfall of -\$51k after considering the estimated allowance for doubtful accounts.</p> <p>A Memo from President to freeze reprogramming, conserve on budget expenditures and restrict travel except for essential college business and required accreditation purposes was issued to counter the projected shortfall.</p> <p><u>Other Financial Reports:</u></p> <p><u>Primary Reserve Ratio</u></p> <p>Below is an analysis for the Primary Reserve Ratio for the past 6 years.</p>	Projected Results of Operations		Revenue		Tuition and Fees	7,900,571.00	FSM General fund	2,100,000.00	ESG	1,700,000.00	Recovery form IC	100,000.00		11,800,571.00	Expenditures		Encumbrance & Exp as of June 30, 2015	8,357,142.99	Unused Budget as of June 30, 2015	2,905,522.05	Allowance for Doubtful Accounts	588,762.00		11,851,427.04	Projected Budget Shortfall	(50,856.04)		
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	Fiscal Year 2013 2012 2011 2010 2009	Fund Balance 9,674,813.15 9,649,520.51 9,186,660.08 9,787,511.76 9,255,572.55 7,228,827.46	% inc/- dec 5% -6% 6% 28% 30%	Annual Exp 20,544,356 21,624,351 22,580,161 22,566,591 23,128,155 22,158,484	Ratio 47% 45% 41% 43% 40% 33%																																																	
	<p>The ACCJC threshold is 5% and the table show that the college have a higher rate.</p> <p>The ratios indicate the ability of the College to support current level of operations from expendable resources, without considering revenues generated from operations. Although the threshold is 5% the benchmark of 40% or better is considered an advisable reserve to give an institution the flexibility to manage the enterprise.</p> <p><u>Net Operating Revenue Ratio</u></p> <p>Below is the operating revenue ratio for the past six years. A positive ratio indicates that the institution experienced an operating surplus for the year.</p> <table border="1" data-bbox="389 987 1227 1281"> <thead> <tr> <th>Fiscal Year</th> <th>Net Operating Rev</th> <th>Operating Income</th> <th>Ratio</th> </tr> </thead> <tbody> <tr> <td>2014</td> <td>21,025,490</td> <td>-143,866</td> <td>-1%</td> </tr> <tr> <td>2013</td> <td>21,952,866</td> <td>328,515</td> <td>1%.</td> </tr> <tr> <td>2012</td> <td>22,438,380</td> <td>-141,781</td> <td>-1%</td> </tr> <tr> <td>2011</td> <td>22,854,493</td> <td>76,386</td> <td>0%</td> </tr> <tr> <td>2010</td> <td>24,855,533</td> <td>1,727,378</td> <td>7%</td> </tr> <tr> <td>2009</td> <td>23,222,426</td> <td>1,063,942</td> <td>5%</td> </tr> </tbody> </table> <p>Generally, the larger the surplus, the stronger the institution's financial performance as result of the current year's activity. ACCJC threshold is 0 to 4%. Nacubo recommended benchmark is a goal of 2-4%.</p> <p><u>% Change in Unrestricted Cash Balance</u></p> <p>Below is the table of unrestricted cash balance for the past six fiscal years.</p> <table border="1" data-bbox="389 1680 1227 1890"> <thead> <tr> <th>Fiscal Year</th> <th>Cash Balance</th> <th>Change</th> <th>Ratio</th> </tr> </thead> <tbody> <tr> <td>2014</td> <td>5,538,735</td> <td>-1,034,014</td> <td>-16%</td> </tr> <tr> <td>2013</td> <td>6,572,749</td> <td>187,182</td> <td>3%</td> </tr> <tr> <td>2012</td> <td>6,385,567</td> <td>-782,122</td> <td>-11%</td> </tr> <tr> <td>2011</td> <td>7,167,689</td> <td>-480,879</td> <td>-6%</td> </tr> </tbody> </table>						Fiscal Year	Net Operating Rev	Operating Income	Ratio	2014	21,025,490	-143,866	-1%	2013	21,952,866	328,515	1%.	2012	22,438,380	-141,781	-1%	2011	22,854,493	76,386	0%	2010	24,855,533	1,727,378	7%	2009	23,222,426	1,063,942	5%	Fiscal Year	Cash Balance	Change	Ratio	2014	5,538,735	-1,034,014	-16%	2013	6,572,749	187,182	3%	2012	6,385,567	-782,122	-11%	2011	7,167,689	-480,879	-6%
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Office	Accomplishments				IEMP #	ACCJC Standard
	2010	7,648,568	707,131	10%		
	2009	6,941,437	2,366,745	52%		
	<p>ACCJC threshold is negative 5 percent or higher. If the ratio is higher than -5%, that would subject an institution for monitoring. A negative change means more cash was used during the year thereby decreasing cash balance.</p>					

Invest in and build a strong capacity in human capital

Office	Accomplishments	IEMP #	ACCJC Standard
Human Resources Office	<p>1. Recruitment</p> <ul style="list-style-type: none"> • Six (6) full time personnel were hired during the reporting period filling these positions. <ul style="list-style-type: none"> ○ Accountant IV – National Campus ○ Director of Gear Up – Pohnepi Campus ○ 3 English Instructors- National Campus ○ Executive Director for Center for Entrepreneurship – National Campus <p><u>Professional Development Program</u></p> <p>July 13 to 17, 2015 Short Term Training</p> <p>A team of 13 management and professional staff traveled to Honolulu to attend these at Kapi’ olani Community College.</p> <ol style="list-style-type: none"> 1. ACCJC/WASC Self Evaluation of Educational Quality and Institutional Effectiveness Workshop 2. Institutional Internal Quality Assurance and Student Learning Outcomes Assessment: A Regional Workshop sponsored by ACCJC <p>Online Degree Programs</p> <ol style="list-style-type: none"> 2. Two staff under Information Technology Unit were funded; one to continue and another to begin bachelor’s degree in the field of assignment. 3. Two campus deans continue with BA and Master’s degree online. 4. One instructor continues with master’s degree online. <p>Retirement Award</p>		

Office	Accomplishments	IEMP #	ACCJC Standard
	<p>Dr. Richard Womack has worked at the college for twenty-nine (29) years and is retiring July 31, 2015. He will be issued the certificate and cash in lieu of a gold watch.</p> <p>a. <u>Employee Retirement</u>: All retiring employees, with a minimum of twenty (20) years of service, will be recognized with an all-college luncheon or dinner, given an introduction by the supervisor or the COM-FSM President, and presented with a certificate and a gold watch. Those retiring with less than twenty years will be presented with a certificate. Awards issued by the Office of the President.</p> <p>Eugene Edmund Administrative Specialist for National Office attended the Sport Facilities and Administration training in China last month June, sponsored by the month China Aid training program.</p> <p>Two apprentice trainees namely Tylor Adino and Naynard David assigned to National Campus for on the job training have completed their term after four years with the college.</p>		

Evoke an image of quality

Office	Accomplishments	IEMP #	ACCJC Standard
Security Office	<ol style="list-style-type: none"> 1. The Office of Security conducted fire drill at the male and female residence halls and determined need for training of residence staff in operation of fire alarm system. The Chief of Security will be coordinating the training with the residence staff. 2. Fire drills were conducted at the National Campus Learning Resources Center building and Administration building following the completion of the fire alarm system rehabilitation. 3. Security service consultant Tim Fenlon and Chief of Security Warren Ching conducted security officer training at Chuuk Campus. Training of officers at other campuses will follow. 4. Of the 41 US DOE Clery Act compliance requirements the COM-FSM is currently complying compliance with 27 items, partially complying with 10 and 4 items of none compliance. Security service consultant Tim Fenlon generated the report in August 2014. These items are being reviewed and are being worked on. 5. Fire drills were conducted following the completion of the fire alarm system rehabilitation for the LRC and the administration building. 		

Office	Accomplishments	IEMP #	ACCJC Standard
	<p>6. The Security Van has been replaced by the Postal & Cargo delivery Van and the recently purchased van is too small for security operations.</p>		
Maintenance Office	<ol style="list-style-type: none"> 1. The blue flat bed and the security van have been surveyed from the college national vehicle fleet. Four more vehicles and a boat will be surveyed soon. 2. A new 4" main waterline gate valve have been installed to replace a broken main line valve. 3. Cleaning and serving of AC units at the Classrooms and faculty offices completed during the spring semester break. 4. Painting and floor waxing of residence hall rooms are on going. 5. Departing apprentice trainees whom have completed their work training hours will cause shortage of manpower for the AC and Electrical section of the Maintenance Office. These trainees have not only provided free labor to the college in exchange of on the job training but also provide extra manpower to that have allowed the unit to accommodate their work load. <ol style="list-style-type: none"> 1. Analysis of power consumption at the National Campus is being reviewed for further conservation actions. 		

College of Micronesia – FSM
Enrollment Management & Student Services
FY 2015 Third Quarter Performance Report¹
April to June 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	IEMP #	ACCJC Standard
	<p>Summer 2015 Enrollment: New Students are at the highest level</p> <ul style="list-style-type: none"> • For summer 2015, new students are at their highest level for the last five summer period. The college registered 278 new students during summer 2015 representing an increase of 93 (or 50.27%) new students over summer 2014. • As part of the college's recruitment and enrollment action plan, college fairs were launched at all campuses during March and April 2015, inviting high school seniors and other students who had been placed into the college's programs via the COMET, high school principals and counselors, and parents. Additionally, \$10 admission fee waivers were given to students who filed their application for either summer 2015 or fall 2015. The college also extended early register for summer 2015 to incoming new students, and offered summer 2015 classes (e.g., ESL and developmental math, ACE courses, and some 100-level writing and reading classes) with start- dates later in June to accomodate seniors whose graduation dates were after June 1, 2015. • The college registered a total headcount of 1,081 representing a slight increase (8%) in students over summer 2014. However, compared to summers 2011 and 2012, a decline in enrollment by 11% and 15%, respectively. The high enrollment in summer 2011 (2,109 headcounts) was affected by the year round Pell grant awards being available to fund summer session costs. 		

¹ College of Micronesia – FSM website: <http://www.comfsm.fm/> for additional information contact rschplanning@comfsm.fm

Office	Accomplishments	IEMP #	ACCJC Standard
	<p>End-of-Summer 2015: 91% good academic standing</p> <ul style="list-style-type: none"> • Of the 1,081 students who registered during summer 2015, 91% (or 1,001 headcounts) completed the session in good academic standing, while 7% (or 80 headcounts), not in good academic standing. The college defines good academic standing as having a cumulative grade point average of 2.0 or above. <p>Acting VP EM/SS participated in the Title IX Compliance Institute</p> <ul style="list-style-type: none"> • The college’s acting VP for Enrollment Management and Student Services participated in the Title IX Compliance Institute hosted by the National Center for Student Life, July 9-12, 2015, in Las Vegas. • Title IX of the Education Amendments of 1972 prohibits discrimination based on sex in education programs and activities in federally funded schools at all levels. It protects students, employees, applicants for admissions and employment, and other persons from all forms of sex discrimination, including discrimination based on gender identity or failure to conform to stereotypical notions of masculinity or femininity. All students (as well as other persons) at recipient institutions are protected by Title IX — regardless of their sex, sexual orientation, gender identity, part- or full-time status, disability, race, or national origin — in all aspects of a recipient’s educational programs and activities. • U.S. congress enacted Title IX with two principal objectives in mind: (a) to avoid the use of federal resources to support discriminatory practices in education programs, and (b) to provide individual citizens effective protection against those practices. As such, all public and private elementary and secondary schools, school districts, colleges, and universities receiving any federal funds must comply with Title IX. <p>ANNAPISI Scholarship: 24 COM-FSM student applied</p> <ul style="list-style-type: none"> • On May 28, 2015, the college entered into a memorandum of understanding with the Asian and Pacific Islander American Scholarship Fund (APIASF) to provide financial support to eligible low- income Asian and Pacific Islander students (AAPI), and to document the impact of that grant aid (AANAPISI scholarship) on recipients’ academic 		

Office	Accomplishments	IEMP #	ACCJC Standard
	<p>outcomes to the extent possible as compared to non-recipients. By AAPI, be of Asian and/or Pacific Islander ethnicity as defined by U.S. census.</p> <ul style="list-style-type: none"> • The application for the AANAPISI scholarship opened last July 15, 2015. The deadline for applicants to apply for this scholarship will be on October 15, 2015, 6:00 PM, Pacific Time. The college has designated the acting VP for Enrollment Management and Student Services as the point-of-contact for the COM-FSM and APIASF MOU, AANAPISI Scholarship Program. As of report, 24 COM-FSM students had applied for the ANNAPISI scholarship. Of the 24 applicants, two had completed the application process. • As part of the MOU with APIASF, the college will be recruiting 10 readers who will be reviewing APIASF/ANNAPISI scholarship applications from all of the 18 partner institutions. • The scholarship offers between \$2,500 to \$5,000 to selected recipients, and one of the eligibility requirements provides that the recipient must be enrolled as a full-time student in a degree-seeking program at COM-FSM during the 2016 Spring Semester. <p>College graduated 181 students last Spring 2015</p> <ul style="list-style-type: none"> • The college graduated 181 students last spring 2015 semester. Additionally, nine students were graduated under the baccalaureate program in elementary education offered in partnership with the University of Guam. • Of the 181, 120 and 17 graduated from the National Campus and CTEC- Pohnpei, respectively. 15 from Chuuk Campus, 19 from Kosrae Campus, and 10 from Yap Campus. 		

Evoke an image of quality

Office	Accomplishments	IEMP #	ACCJC Standard
	<p>Summer 2015 Enrollment: New Students are at the highest level</p> <ul style="list-style-type: none"> • For summer 2015, new students are at their highest level for the last five summer period. The college registered 278 new students during summer 2015 representing an increase of 93 (or 50.27%) new students over summer 2014. <p>Online submission of grades</p> <ul style="list-style-type: none"> • The Office of Admissions, Records and Retention (OARR) pilot implemented during summer 2015 online submission of final grades by instructors via their myShark. • This is part of OARR’s continued efforts to further improve services by embracing new technologies consequently job functions become less clerical in nature. <p>College issued 240 academic transcripts</p> <ul style="list-style-type: none"> • The college’s Office of Admissions, Records and Retention (OARR) reported that it processed and issued 240 academic transcripts in support of students’ applications for scholarship, employment, admissions to other higher education institutions, and others. <p>\$338,245.24 Pell grant awarded to 325 students during Summer 2015</p> <ul style="list-style-type: none"> • The college’s Financial Aid Office reported awarding \$338,254.24 Pell grant to 325 students during summer 2015. The 325 summer 2015 Pell recipients represented 30% of the college’s 1,081 headcounts registered during summer 2015. • FAO further reported that last spring 2015, \$4,565,378.00 Pell grant were awarded to 1,866 students representing 89% of the college’s spring 2015 enrollment. Last fall 2014, 2,122 students (or 91% of the semester’s enrollment) received Pell grant amounting to \$5,302,363.00. <p>164 students received \$124,847.00 financial assistance</p> <ul style="list-style-type: none"> • Last spring 2015, FAO reported that 164 students received \$124,847.00 financial assistance from the FSM National, State, and CFSM subsidies. 		

Office	Accomplishments	IEMP #	ACCJC Standard
	<ul style="list-style-type: none"> • FAO further reported that last fall 2014, 131 students received \$106,580.20 financial assistance from the CFSM subsidies, national and state including non-government scholarships. As of June 30, 2015, 590 students participated in the SEG Work Study Program and were awarded \$108,608.75, and seven US VA students received \$6,937.50 under the US VA work study program <p>Department of Student Services completed program review</p> <ul style="list-style-type: none"> • All units under the college's department of student services have completed two cycles of their unit annual assessments, and program reviews as means of evaluating quality of student support programs and services crucial to informing improvement and resource allocation. 		

College of Micronesia – FSM
Instructional Affairs
FY 2015 Third Quarter Performance Report¹
April to June 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	IEM P #	ACCJC Standard
CTE, National Instructional,	<p>Student Success:</p> <ul style="list-style-type: none"> • The Career and Technical Education servicing center was very successful this past year. The students serviced an average of eleven (11) customers each semester and summer. Appendix C is a full listing of the services provided.)(SD#2; IEMP AP2.2.1; Standard IIA.13) • Yusin Shipping Company hired two motor vehicle mechanic graduates. Kelvin Torres and Kariti Batikare Jr. were hired as marine engine mechanic trainees. They will spend three months training on the ship and one year training in Korea. (SD #1; IEMP – AP1.1.6; Standard IIA.1) • ESL and ACE were begun 10 days later to allow new students access to these classes this summer. Successful students will join college level courses in fall 2015. • Languages and Literature division organized a Liberal Arts “Informational Workshop” to provide students information on 		

¹ College of Micronesia – FSM website: <http://www.comfsm.fm/> for additional information contact rschplanning@comfsm.fm

Office	Accomplishments	IEM P #	ACCJC Standard									
	<p>what they can do now to prepare for transfer to other institutions. (SD #1; IEMP – AP1.1.6; Standard IIA.1)</p> <ul style="list-style-type: none"> • Music students gave final performances on July 10. • Micronesian Studies students and faculty coordinated a forum to provide a platform for Pohnpei at-large candidates to present before the college community. • Representatives from Daishin Fishery Co., LTD from Tokyo, Japan interviewed 6 FSM-FMI graduates. Of the 6 interviewed, the fishing company will employ 4. The graduates are: Jonathan Giltamag, Advanced Certificate of Achievement in Fishing Technology, Spring 2013; Rolison Hasiugluw, Advanced Certificate of Achievement in Navigation (Class 5 Master); Sylvester Ngalen, Advanced Certificate of Achievement in Marine Engineering (Class 5); and Shaun Tauæg, Certificate of Achievement in Navigation (Class 6 Master). Both Rolinson Hasiugluw and Shaun Tauæg also took fishing technology courses. (SD #1; IEMP – AP1.1.6; Standard IIA.1) 											
TRIO Programs	<ul style="list-style-type: none"> • TRIO Program Data (SD #1; IEMP – AP1.1.7A; Standard IIA) <table border="1" data-bbox="423 930 1239 1152"> <thead> <tr> <th data-bbox="423 930 711 1041">PROGRAM</th> <th data-bbox="711 930 972 1041">% of Seniors Passing COMET</th> <th data-bbox="972 930 1239 1041"># of Seniors attending Summer 2015</th> </tr> </thead> <tbody> <tr> <td data-bbox="423 1041 711 1115">Educational Talent Search Program</td> <td data-bbox="711 1041 972 1115">90%</td> <td data-bbox="972 1041 1239 1115">35</td> </tr> <tr> <td data-bbox="423 1115 711 1152">Upward Bound</td> <td data-bbox="711 1115 972 1152">100%</td> <td data-bbox="972 1115 1239 1152">21</td> </tr> </tbody> </table>	PROGRAM	% of Seniors Passing COMET	# of Seniors attending Summer 2015	Educational Talent Search Program	90%	35	Upward Bound	100%	21		
PROGRAM	% of Seniors Passing COMET	# of Seniors attending Summer 2015										
Educational Talent Search Program	90%	35										
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VPIA	<p>Table II. LIST OF TRANSFER OPTIONS & # OF STUDENTS WHO HAVE TRANSFERRED.</p> <p>No information on ease of transfer was indicated in the reports. There is no data on how well these students are doing at the four-year university except that noted by FNU and the students who go there for science/health related programs of study.</p> <table border="1" data-bbox="326 1545 1239 1904"> <thead> <tr> <th data-bbox="326 1545 605 1656">MAJOR</th> <th data-bbox="605 1545 797 1656">TRANSFER OPTIONS</th> <th data-bbox="797 1545 1239 1656"># of STUDENTS TRANSFERRED/PREPARED For TRANSFER</th> </tr> </thead> <tbody> <tr> <td data-bbox="326 1656 605 1799">Ag. Natural Res. Management</td> <td data-bbox="605 1656 797 1799">University of Guam University of Hawaii, Hilo</td> <td data-bbox="797 1656 1239 1799">6</td> </tr> <tr> <td data-bbox="326 1799 605 1904">Business Administration</td> <td data-bbox="605 1799 797 1904">Third Year Certificate at COM-FSM</td> <td data-bbox="797 1799 1239 1904">Consulting with UOG</td> </tr> </tbody> </table>	MAJOR	TRANSFER OPTIONS	# of STUDENTS TRANSFERRED/PREPARED For TRANSFER	Ag. Natural Res. Management	University of Guam University of Hawaii, Hilo	6	Business Administration	Third Year Certificate at COM-FSM	Consulting with UOG		
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Ag. Natural Res. Management	University of Guam University of Hawaii, Hilo	6										
Business Administration	Third Year Certificate at COM-FSM	Consulting with UOG										

Office	Accomplishments			IEM P #	ACCJC Standard
		University of Guam			
	Computer Information Systems 12 options	University of Guam University of the South Pacific University of Hawaii, Manoa	9		
	Education – pre- teacher prep	Third Year Certificate Partnership BA – UOG University of Guam			
	LA/Health Career Opportunity Program	University of Guam University of South Pacific University of Hawaii COM-FSM Nursing/PH Fiji National University	FNU says students lack solid science foundation. (Grant opportunity with PIHOA to strengthen HCOP program)		
	Hospitality and Tourism 5 options	University of Guam			
	Liberal Arts				
	Marine Science 7 options	University of Hawaii, Hilo University of Hawaii, Manoa University of Guam University of South Pacific Zhejiang Ocean University- China			
	Micronesian Studies 3 options	University of Guam	21 of 28 surveyed		

Office	Accomplishments			IEMP #	ACCJC Standard
		University of Hawaii, Hilo University of South Pacific COM-FSM Trial Counselor			
	Nursing 3 areas	University of Guam Fiji National University University of Hawaii, Manoa			
	Public Health 4 areas	University of Guam Fiji National University University of Hawaii, Manoa	8		
	Building Technology				
	Electronics Technology				
	Telecommunications				

Evoke an image of quality

Office	Accomplishments	IEMP #	ACCJC Standard
VPIA	<p>Program Prioritization Update:(SD #1; IEMP – AP1.1.2; Standard IIA.1)</p> <ul style="list-style-type: none"> • Employment and transfer data collected from all programs • Transfer courses identified. • Certificate of Achievement in Bookkeeping, Secretarial Science, and Agriculture and Food Technology are under revision to become pathways to degree programs. • Remaining work includes: <ul style="list-style-type: none"> ○ external stakeholder input on associate degree program changes 		

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	<p style="text-align: center;">○ revision in admission policy to allow pathway from certificate to degree</p> <p><i>*Details are attached in appendix A.</i></p> <p>Proposal to Change College Entrance Test: (SD #1; IEMP – AP1.1.7; Standard IIA.4)</p> <p>The college will propose to change from COMET to Accuplacer.</p> <p>The college currently uses an entrance test called COMET. COMET is composed of an essay with prompts written by the Languages and Literature Division; a math component developed by the Natural Science and Math Division; and the Nelson-Denny Reading test. Questions continue to be raised concerning the validity of this test. Recent changes in U.S. Department of Higher Education raise more concerns. The U.S. Dept. of Higher Ed. has partially reinstated the ability-to-benefit regulations for federal financial aid. As a result universities and colleges are increasingly accountable for determining a student’s ability to benefit from the college experience. The U.S. Dept. of Higher Ed. has identified a number of acceptable testing instruments to determine the ability to benefit. One such test is Accuplacer. Accuplacer can be administered electronically or on paper. The paper test is composed of 3 English Reading tests and 3 math tests. The tests are not timed.</p> <p>Interim VPIA ran a pilot test in fall 2014 using Accuplacer. Details of this study are in Appendix B. The college would have to determine exact scores for placement based on learning outcomes for each course to make the move to Accuplacer. Accuplacer is based on a set of skill levels and these skills need to match the learning outcomes of courses taught at the various levels. The results of the pilot test showed that the students tested with COMET placed similarly with Accuplacer. There may be a need to test a larger population with Accuplacer before full implementation.</p> <p>Academic Success Data(SD #1; IEMP – AP1.3; Standard IIA.6)</p>		
LRC, Marine Science Division, Chuuk Campus, Pohnpei Campus, LangLit Division,	<p>Improving Academic Quality:</p> <ul style="list-style-type: none"> ● Jennifer Hainrick and Karleen Manual presented at the Annual Pacific Island Association of Libraries and Archives conference July 27 – July 30, 2015. (SD #5; IEMP – AP3.4; Standard IIA.2) ● Peltin Pelep presented at the Native American and Pacific Island Research Experience conference July 13 –July 16, 2015. (SD #5; IEMP – AP3.4; Standard IIA.2) 		

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	<ul style="list-style-type: none"> • Kind Kanto participated in the 2015 Indegenous Fellows Institute and developed a course outline on Climate Change. (SD #5; IEMP – AP3.4; Standard IIA.2) • Pohnpei Campus will host four new World Teach instructors for the 2015-2016 academic year. (SD #5; IEMP – AP3; Standard IIA.2) • Languages and Literature division hired three new faculty beginning fall 2015 semester. (SD #5; IEMP – AP3; Standard IIA.2) • Program change plans – see beginning of report for Program Prioritization Implementation Update. • Refrigeration and Air Conditioning program modification. (see Board Action item)(SD#2; IEMP AP2.2.5; Standard IIA.13) • National Campus and Trio programs piloted Achieve 3000 this summer. Achieve 3000 is an online reading program aimed at increasing a student’s reading comprehension and vocabulary. • Dr. Barbara B. Smith, retired professor of University of Hawaii at Manoa donated a collection of Micronesian music. Dr. Smith traveled through Yap, Ulithi, Chuuk and Pohnpei in 1963 making recordings of music and chants. This collection is preserved in digital format and now belongs to the College of Micronesia-FSM. The music is available from the Pacific Collection in the Learning Resource Center. 		
VPIA	<p style="text-align: center;">Summary of Program Data Updates</p> <p>Program faculty members were asked to provide updated information for each program. The information requested was:</p> <ul style="list-style-type: none"> • List of potential employment options for students • Number of students currently employed in major area • List of transfer options/how well students are prepared for transfer to a 4 year university • Dialogue with at least one area university for relevance of program and transfer ease • Consult advisory group (professionals in the major area) for necessary skills/knowledge a student must have • Proposed changes to program with timeline for completion and who is responsible. <p>Information was requested for certificate, associate and third-year majors. This report will focus on the associate level majors because this is the area that needs the most attention.</p>		

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	<p>The certificate programs reports indicate that changes need to be made immediately. The certificate programs were designed to be terminal certificates and to enhance skills of those people already in the workforce. The focus of the certificate programs must shift to pathways for preparing students who are not prepared for college level courses.</p> <p>Following you will find a table for each of the types of information requested for the associate majors.</p> <p>TABLE I. Potential Employment Options by Major/# Employed</p> <p>Most jobs are at the entry level or students have transferred to 4-year institutions and received advanced degrees for employment. All associate degree programs indicated that transfer to a 4-year institution is the primary goal of the program. The primary goal of the applied associate degrees is employment.</p> <table border="1" data-bbox="300 976 1177 1898"> <thead> <tr> <th data-bbox="300 976 587 1157">MAJOR</th> <th data-bbox="587 976 933 1157">EMPLOYMENT OPTIONS</th> <th data-bbox="933 976 1177 1157"># of STUDENTS EMPLOYED in MAJOR FIELD</th> </tr> </thead> <tbody> <tr> <td data-bbox="300 1157 587 1444"> Ag. Natural Res. Management 10 options </td> <td data-bbox="587 1157 933 1444"> Land Grant, state ag. div., nat. ag. Nature Conservancy, PCS, USDA Nat. Res. Mngt., USDA Farmers Home Admin., EPA, PIFC, private stores (some require adv. Degrees) </td> <td data-bbox="933 1157 1177 1444"> 11 </td> </tr> <tr> <td data-bbox="300 1444 587 1898"> Business Administration 18 options </td> <td data-bbox="587 1444 933 1898"> Bank teller, cashier, bookkeeper, accounting clerk, receptionist, secretary, admin. Assist. loan clerk, store clerk, front desk clerk, customer relations clerk, accounting staff, office staff, clerk typist/encoder, warehouse or inventory clerk, salesperson, sales agent, entrepreneur </td> <td data-bbox="933 1444 1177 1898"> 22 of 31 surveyed *includes 3rd year students </td> </tr> </tbody> </table>	MAJOR	EMPLOYMENT OPTIONS	# of STUDENTS EMPLOYED in MAJOR FIELD	Ag. Natural Res. Management 10 options	Land Grant, state ag. div., nat. ag. Nature Conservancy, PCS, USDA Nat. Res. Mngt., USDA Farmers Home Admin., EPA, PIFC, private stores (some require adv. Degrees)	11	Business Administration 18 options	Bank teller, cashier, bookkeeper, accounting clerk, receptionist, secretary, admin. Assist. loan clerk, store clerk, front desk clerk, customer relations clerk, accounting staff, office staff, clerk typist/encoder, warehouse or inventory clerk, salesperson, sales agent, entrepreneur	22 of 31 surveyed *includes 3 rd year students		
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Computer Information Systems 12 options	Junior programmer, web page developer, desktop support staff, desktop publishing/graphic designer, junior/assistant network administrator, data encoder, bank teller, computer sales staff,, computer technician, junior/assistant database administrator, computer secretary, entrepreneur	10 of 41 surveyed *12 more, but not in CIS related jobs			
Education – pre-teacher prep	Any public school in FSM, private elementary and high schools	*estimated 90% of graduates are employed			
LA/Health Career Opportunity Program	Hospital staff and service work, federal and state public health agencies, private clinics (Program is primarily transfer to health career programs. Those employed have achieved adv. degrees)	At least 20 since the beginning of the program. All after achieving higher degrees (doctor, pharmacist, dentist, x-ray tech, nurse)			
Hospitality and Tourism 5 options	Local hotels, restaurants, and other food service businesses, tour and dive shops, United Airlines, local travel agencies, event planning firms	11 of 52 graduates are employed			
Liberal Arts	Transfer program				
Marine Science 7 options	Observers on Board Program, CSP, Office of Fisheries and Aquaculture, MERIP, NORMA, private sector in fisheries, land grant	17 *some after achieving higher degrees			
Micronesian Studies 3 options	Court offices, legal/law offices, social work	5 *most transfer			
Nursing 3 areas	Dept. of Health Services, Private clinics/hospitals, community health center	7			
Public Health 4 areas	Division of Public health, community health centers, Depart. of Health, NGO	9			

Office	Accomplishments			IEMP #	ACCJC Standard
	Building Technology	Many companies who need maintenance workers – electricians, plumbers, (COM-FSM, PSH, FSM Surveillance, PUC, Public Health	8		
	Electronics Technology	Telecom, V6AH, Scooby’s Store, PPA, COM-FSM,	4		
	Telecommunications	FSMTC, Micro PC, COM-FSM, PPA, PHA, DOE	11		
VPIA	<p>Dialogue, Relevancy of Program and Advisory Councils Program faculty members have dialogued mainly with the University of Guam, University of Hawaii at Hilo and Manoa, and Fiji National University since these are the most common universities where most of the COM-FSM students transfer. The data on transfers and success after transfer is not reliable at this time. The Nursing, Public Health, and Trade and Tech. programs have advisory councils established at this time. The education faculty dialogue regularly with FSM Department of Education. Marine Science faculty have feedback from the following agencies: MERIP, CSP, and OFA. The agriculture program is a participant in the Caribbean/Pacific Consortium which promotes careers in agriculture and related fields.</p> <p>NEXT STEPS:</p> <ul style="list-style-type: none"> • Since the primary purpose of the associate programs is transfer, the focus needs to shift from preparing students to enter the workforce to preparing students for transfer to a four-year institution. Transfer courses have been identified. • Instructional Affairs to plan advisory council meeting to seek input on program changes from external stakeholders. • Delete all courses that don’t transfer or meet general education requirements • Share data on number of quality programs college can support with emphasis on student access and success • Reduce number of programs to a number that the college can offer with quality and sustainability. 				

College of Micronesia – FSM
Institutional Effectiveness & Quality Assurance
FY 2015 Third Quarter Performance Report¹
April to June 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*

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

Office	Accomplishments	IEMP #	ACCJC Standard
VPIEQA	<p>The Institutional Research and Planning Office of the IEQA is providing assistance to the VPAS by facilitating development of the performance budget planning for the FY 2017 budget period. Key aspects of the facilitation is to use a structured approach that focuses on review of college enrollment and achievement data, evaluation and assessment data, review and prioritization of plans including the college strategic plan, mini work plan on student success and the college's Integrated Education Master Plan (IEMP). SMARTER (specific, measurable, achievable, realistic, time bound, extended and reviewed) goals are to be established at the Institutional Level to guide department and office budget development and SMARTER goal setting. Meetings were held on June 19, July 9 and July 27. The process will also include dialogue on the budget development and decision making during the Management Team's training session on Pohnpei prior to the next BOR meeting in August.</p>		

¹ College of Micronesia – FSM website: <http://www.comfsm.fm/> for additional information contact rschplanning@comfsm.fm

Evoke an image of quality

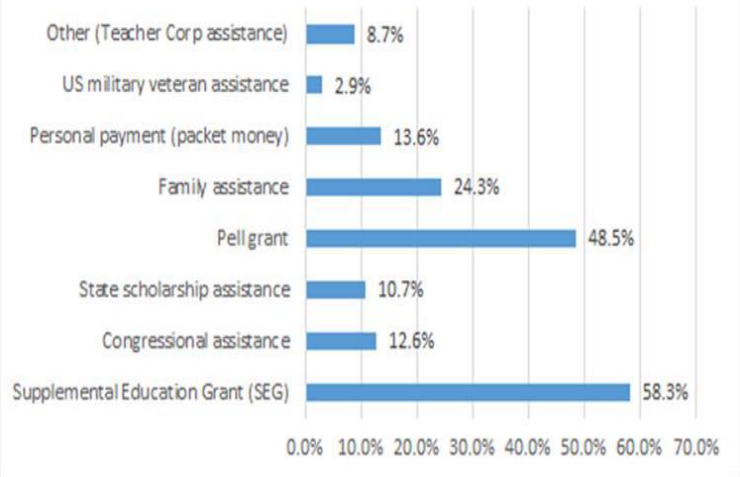
Office	Accomplishments	IEM P #	ACCJC Standar d
VPIEQ A	<p>Self study timeline going forward, Final draft from team leaders will be due last week of October/first week of November, our target for the final draft remains September 15th. The ALO would then finalize report for the BOR meeting in December 2015. Transmission of final signed report to ACCJC and distribution to Visiting Team will be in January 2016 then the team visit will be in March 2016.</p> <p>College representatives attended an Accrediting Commission for Community and Junior Colleges (ACCJC) Self Evaluation Workshop, and the ACCJC Regional Workshop on Student Learning Outcomes (SLOs) and Assessment at Kapi'olani Community College on July 15, 2015. The purpose of the workshop was to develop, assess, and use SLOs to improve instruction and support services.</p> <p>The training also included access to ACCJC resources for self-evaluation, requirements for evidence in the institutional self evaluation report, eligibility requirements, compliance with USDE regulations and commission policies, resources for self evaluation, and specific standard formats of the self evaluation report.</p> <p>Teams and lead writers met with Consultant Jim Mulik 4-8 May 2015. Teams and lead writers met with Consultant David Adams 1-8 June 2015, and 3-10 August 2015. Recommendation summaries from Consultant Jim Mulik's visit include the following:</p> <p>During visits with each standard writing team, it was stressed that the ACCJC is looking to ensure that the college is addressing to specific things in the self-evaluation report:</p> <ol style="list-style-type: none"> (1) Is the college meeting its mission? (2) Is the college setting up students for success? <p>In addition the meeting the mission and setting students up for success, Jim and the writing teams discussed the movement away from "equally" treating all students and the move toward "equitably" treating all students. The differences between equality and equity were discussed, and places in the ACCJC's standards where equity is stated were reviewed.</p>		
ITO	<p>Network/Systems</p> <p>IT Office continues in our efforts of maintenance and expansion of systems to accommodate and support mission critical technology functions. All Campuses continue usage of their internet services via ADSL, Single Mode Fiber optics and/or T1 technologies depending on location. Satellite uplinks via PACNET are still in use. A new connectivity contract with</p>		

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	<p>FSMTC is now active. Bandwidth has been expanded for all networks for improved services at National, Pohnpei, Yap and Chuuk campuses due to recent changes in infrastructure allowing for such expansions. Direct internet connectivity in Pohnpei increased 7x, Yap increased 4x, Chuuk increased 4x. Kosrae campus rates for direct internet connectivity will remain the same as fsmtc infrastructure does not allow for further expansion at this time. However Kosrae campus links for services directly located at National campus have been doubled. The situation for Kosrae campus will continue to be monitored for potential network improvements as they become available.</p> <div data-bbox="284 661 1161 1050"> <table border="1" data-bbox="292 672 730 1039"> <caption>Number of Devices Hooked up to College Network</caption> <thead> <tr> <th>Campus</th> <th>3rd_Qtr-14</th> <th>3rd_Qtr-15</th> </tr> </thead> <tbody> <tr> <td>National</td> <td>2193</td> <td>2575</td> </tr> <tr> <td>Chuuk</td> <td>1266</td> <td>1755</td> </tr> <tr> <td>Kosrae</td> <td>675</td> <td>980</td> </tr> <tr> <td>Pohnpei</td> <td>1892</td> <td>2473</td> </tr> <tr> <td>Yap</td> <td>684</td> <td>864</td> </tr> </tbody> </table> <table border="1" data-bbox="747 672 1153 1039"> <caption>Percent Increase in Number of Devices from 3rd Qtr 14 to 3rd Qtr 15</caption> <thead> <tr> <th>Campus</th> <th>Percent Increase</th> </tr> </thead> <tbody> <tr> <td>National</td> <td>17.4%</td> </tr> <tr> <td>Chuuk</td> <td>38.6%</td> </tr> <tr> <td>Kosrae</td> <td>45.2%</td> </tr> <tr> <td>Pohnpei</td> <td>30.7%</td> </tr> <tr> <td>Yap</td> <td>26.4%</td> </tr> </tbody> </table> </div> <p>Computer Labs</p> <p>Purchase of student support technology in computer labs and in support of networks for those labs continues on schedule. Chuuk and Kosrae campuses will soon be receiving new equipment in student computer labs. New equipment is in place and operational at Kosrae campus, new equipment will be operational at Chuuk campus before the beginning of Fall semester.</p> <p>Student Information System (SIS)</p> <p>SIS functionality is good. IT continues to work with Office of Admissions Records and Retention (OARR) and IRPO for further reporting modifications and capabilities. Functionality and long term plans for the SIS have been discussed and will continue to be in upcoming meetings with users and consultants.</p>	Campus	3rd_Qtr-14	3rd_Qtr-15	National	2193	2575	Chuuk	1266	1755	Kosrae	675	980	Pohnpei	1892	2473	Yap	684	864	Campus	Percent Increase	National	17.4%	Chuuk	38.6%	Kosrae	45.2%	Pohnpei	30.7%	Yap	26.4%		
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IRPO	<p>Self-Evaluation</p> <ul style="list-style-type: none"> IRPO continues the development of its standard I.B.. Since David Adams visit in June 2015 a draft report was sent to Adams for review. After acknowledgement of the draft report from Adams, a skype session took place on Friday, July 10, 2015. The purpose of the skype session was to seek recommendations on the write up process and revising IRPO standard at the same time. IRPO is expected to finish report by mid July 2015. <p>Program review</p> <ul style="list-style-type: none"> IRPO completed and submitted its program review on June 16, 2015. <p>Data Requests</p> <ul style="list-style-type: none"> IRPO continues to assist in providing data requests internally and externally. <ul style="list-style-type: none"> IRPO fulfilled (6) data requests since May 2015: <table border="1" data-bbox="284 646 1247 1444"> <thead> <tr> <th data-bbox="284 646 620 722">Data requested by:</th> <th data-bbox="620 646 961 722">Description/Data</th> <th data-bbox="961 646 1247 722">Date completed and sent</th> </tr> </thead> <tbody> <tr> <td data-bbox="284 722 620 793">COM-FSM Human Resources Office</td> <td data-bbox="620 722 961 793">Major Enrollment Trends Fall</td> <td data-bbox="961 722 1247 793">May 5, 2015</td> </tr> <tr> <td data-bbox="284 793 620 877">COM-FSM Human Resources Office</td> <td data-bbox="620 793 961 877">Major Enrollment Trend Summer</td> <td data-bbox="961 793 1247 877">May 5, 2015</td> </tr> <tr> <td data-bbox="284 877 620 997">COM-FSM Financial Aid Office</td> <td data-bbox="620 877 961 997">PELL and SEG awarded data (from AY2010-2011 to AY2014-2015)</td> <td data-bbox="961 877 1247 997">July 6, 2015</td> </tr> <tr> <td data-bbox="284 997 620 1081">COM-FSM Rafael Pulmano</td> <td data-bbox="620 997 961 1081">Program data</td> <td data-bbox="961 997 1247 1081">July 7, 2015</td> </tr> <tr> <td data-bbox="284 1081 620 1201">COM-FSM Human Resources Office</td> <td data-bbox="620 1081 961 1201">FSM population distributions by state</td> <td data-bbox="961 1081 1247 1201">July 9, 2015</td> </tr> <tr> <td data-bbox="284 1201 620 1320">FSM Government Office of the</td> <td data-bbox="620 1201 961 1320">Graduate listing (from AY 2005- 2006 to AY 2014-2015)</td> <td data-bbox="961 1201 1247 1320">July 9, 2015</td> </tr> <tr> <td data-bbox="284 1320 620 1444">Yap campus(Cecilia Dibay)</td> <td data-bbox="620 1320 961 1444">Yapese Graduates listing Spring 2015</td> <td data-bbox="961 1320 1247 1444">July 15, 2015</td> </tr> </tbody> </table> <p>Higher Education Publication (hep)</p> <ul style="list-style-type: none"> IRPO acknowledged and completed the 2016 Higher Education Directory (hep) on June 23, 2015 to meet the June 26, 2015 deadline. Previous data entries were submitted by mail. This years data entry was successful and completed online. <p>Surveys</p> <ul style="list-style-type: none"> Initial summer survey conducted at the National campus. Surveys were sent out to all enrolled students at the National campus., 104/361 (29%) of the students responded. Click on the link below to view full survey results. A summary of highlight National campus summer 2015 registration follows below. <ul style="list-style-type: none"> 2015 Summer Student Registration Survey results 	Data requested by:	Description/Data	Date completed and sent	COM-FSM Human Resources Office	Major Enrollment Trends Fall	May 5, 2015	COM-FSM Human Resources Office	Major Enrollment Trend Summer	May 5, 2015	COM-FSM Financial Aid Office	PELL and SEG awarded data (from AY2010-2011 to AY2014-2015)	July 6, 2015	COM-FSM Rafael Pulmano	Program data	July 7, 2015	COM-FSM Human Resources Office	FSM population distributions by state	July 9, 2015	FSM Government Office of the	Graduate listing (from AY 2005- 2006 to AY 2014-2015)	July 9, 2015	Yap campus(Cecilia Dibay)	Yapese Graduates listing Spring 2015	July 15, 2015		
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	<div style="display: flex; justify-content: space-around;"> <div data-bbox="310 233 761 642"> <table border="1"> <caption>Student Classification</caption> <thead> <tr> <th>Classification</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Freshmen</td> <td>5.5%</td> </tr> <tr> <td>Sophomore</td> <td>67.9%</td> </tr> <tr> <td>3rd Year Student</td> <td>16.5%</td> </tr> <tr> <td>4th Year Student</td> <td>10.1%</td> </tr> </tbody> </table> </div> <div data-bbox="794 233 1222 642"> <table border="1"> <caption>Gender</caption> <thead> <tr> <th>Gender</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Male</td> <td>37.6%</td> </tr> <tr> <td>Female</td> <td>62.4%</td> </tr> </tbody> </table> </div> </div> <p data-bbox="310 642 683 688">Graph 1: Summer 2015 survey participants by classification and gender.</p> <p data-bbox="293 730 1206 898">A total of 109 out of 381 enrolled for summer session participated in the initial summer 2015 survey administration at the national campus. Student classification shows that sophomore participants are at 67.9% of all survey participants, 3rd year students 16.5%, 4th year students 10.1%, and freshmen at the lowest 5.5%. Overall, females represented 62.4%, and males at 37.6%.</p> <div style="display: flex; justify-content: space-around;"> <div data-bbox="293 932 781 1314"> <table border="1"> <caption>Student Type</caption> <thead> <tr> <th>Student Type</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>New</td> <td>1.9%</td> </tr> <tr> <td>Continuing</td> <td>87.0%</td> </tr> <tr> <td>Transfer</td> <td>4.6%</td> </tr> <tr> <td>Returning</td> <td>6.5%</td> </tr> </tbody> </table> </div> <div data-bbox="786 932 1263 1314"> <table border="1"> <caption>State of Origin</caption> <thead> <tr> <th>State of Origin</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Chuuk</td> <td>10.0%</td> </tr> <tr> <td>Kosrae</td> <td>5.5%</td> </tr> <tr> <td>Pohnpei</td> <td>67.3%</td> </tr> <tr> <td>Yap</td> <td>17.3%</td> </tr> </tbody> </table> </div> </div> <p data-bbox="305 1356 1167 1493">Graph 2 shows that the continuing students represented 87.0% of the overall survey participants, returning students 6.5%, transfer students 4.6%, and new students at 1.9%. 67.3% were Pohnpeians, 17.3% were Yapese, 10.0% were Chuukese, and Kosraeans at 5.5%.</p>	Classification	Percentage	Freshmen	5.5%	Sophomore	67.9%	3rd Year Student	16.5%	4th Year Student	10.1%	Gender	Percentage	Male	37.6%	Female	62.4%	Student Type	Percentage	New	1.9%	Continuing	87.0%	Transfer	4.6%	Returning	6.5%	State of Origin	Percentage	Chuuk	10.0%	Kosrae	5.5%	Pohnpei	67.3%	Yap	17.3%		
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Office	Accomplishments	IEM P #	ACCJC Standard																		
	<p style="text-align: center;">Available Financial Aid in Summer 2015</p>  <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Source of Funding</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Supplemental Education Grant (SEG)</td> <td>58.3%</td> </tr> <tr> <td>Pell grant</td> <td>48.5%</td> </tr> <tr> <td>Family assistance</td> <td>24.3%</td> </tr> <tr> <td>Personal payment (packet money)</td> <td>13.6%</td> </tr> <tr> <td>Congressional assistance</td> <td>12.6%</td> </tr> <tr> <td>State scholarship assistance</td> <td>10.7%</td> </tr> <tr> <td>Other (Teacher Corp assistance)</td> <td>8.7%</td> </tr> <tr> <td>US military veteran assistance</td> <td>2.9%</td> </tr> </tbody> </table> <p>Graph 3: Summer 2015 available financial aid (student may have more than one source of funding)</p> <p>Graph 3 provides information on a new indicator to capture how students are paying for summer session. 58.3% (60 students) are eligible for supplemental education grant (SEG), 48.5% (50 students) for PELL grant, 24.3% (25 students) for family assistance, 13.6% (14 students) for personal payment, 12.6% (13 students) for congressional assistance, 10.7% (11 students) for state scholarship assistance, 8.7% (9 students) for Teach Corp funding, and finally 2.9% (3 students) received financial support from the U.S. military veteran assistance. The majority of students had two or more sources of funding.</p> <p>Additional survey assistance</p> <ul style="list-style-type: none"> ● IPRO continues to assist other offices in the development of surveys on surveymonkey. <ul style="list-style-type: none"> ○ Peer Counseling Office - Kick Butts Day Survey - May 1, 2015 <p>National Community College Benchmark Project (NCCBP)</p> <ul style="list-style-type: none"> ● IRPO completed basic entry into the NCCBP on Friday, June 12, 2015 to meet the June 15, 2015 deadline. The process for NCCBP is that July is the month for the review of the data and requests for clarification will be provided to IRPO. On Friday, July 10, 2015 the NCCBP representative Michelle Taylor responded after submission of the COM-FSM NCCBP data entry raising a concern. According to the NCCBP rep, they identified values to the data elements listed below that are unusually large or small relative to mean values in the data set and requires verification from IRPO. IRPO acknowledged NCCBP's concern and verified that all data entries are accurate on Tuesday, July 14, 2015. ● Outlier Report – areas where COM-FSM is either very high or very low compared to other colleges included in the NCCBP data collection. The full NCCBP report will be available fall 2015. 	Source of Funding	Percentage	Supplemental Education Grant (SEG)	58.3%	Pell grant	48.5%	Family assistance	24.3%	Personal payment (packet money)	13.6%	Congressional assistance	12.6%	State scholarship assistance	10.7%	Other (Teacher Corp assistance)	8.7%	US military veteran assistance	2.9%		
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Office	Accomplishments				IEM P #	ACCJC Standard
	Benchmark	Source	Value	Comparison to Other NCCBP Community		
	Service Area Unemployment Rate	2010 Census Report	16%	High		
	% of Full Time Students	Full-Time Credit Headcount	67% full- time 33% Part-	High % full-time student		
	% Pell Grant Recipients	FA data	89%	High		
	Developmental Credit Hours	SIS data	25%	High		
	% Native Hawaiian, Pacific Islanders	IPEDS	100%	High		
	CCSSE Active & Collaborative Learning Benchmark Means	CCSSE 2014	64	High		
	CCSSE Student Effort	CCSSE 2014	63	High		
	CCSSE Support for Learners Benchmark Mean	CCSSE 2014	69	High		
	% of Students that Received a Passing Grade of those that Completed English Comp II	Total ABCP Grades (159) Total ABCPD and F Grades (263) SIS data	60%	Low		
	% of Students that Received a Passing Grade of those that Completed Speech	Total ABCP Grades (61) Total ABCPD and F Grades (88) SIS data	69%	Low		
	% of Students that Received an A or B Grade that Enrolled in Credit Courses	A (1,653) B (2,169) Number of C Grades (2,190) D (843) F (1,000) P (184) W (693) SIS data	44%	Low		

Office	Accomplishments				IEM P #	ACCJC Standard
	% Credit Hours Taught by Full- time Faculty	Total Student Credit Hours Taught (23,088)	84% Full- time Faculty	High % in Full-time Faculty		
	% Sections Taught by Full-time Faculty	Total Student Credit Hours Taught (4,200)	16% Part- time Faculty			
	% Sections Taught by Full-time Faculty	Total Credit Sections Taught (377)	83%	High		

College of Micronesia – FSM
Cooperative Research and Extension
FY 2015 Third Quarter Performance Report¹
April to June 2015

Mission Statement

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.

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*

CRE/CES Monthly/Quarterly Report
2015

Emphasize academic offerings in service to national needs

Office	Accomplishments	IEMP #	ACCJC Standard
Kosrae CES	<p><i>Nutrition Program:</i> 46 homemakers have completed 12 lessons course including healthy recipes using local produce, one of the KSA Senators attended the community workshops. He was very supportive and encouraging ladies to take advantage of the CRE program.</p> <p>35 students engaged in school enrichment program completed nutrition course learned healthy recipes, recommended practices in food safety, healthy eating habits, importance of local foods and wise food choices.</p> <p><i>Sustainable Agriculture:</i> Ext. Agent trained 27 gardeners how to start and manage gardens. Total 27 gardens established with 770 vegetable seedlings were provided. 18 other homemakers received management training.</p>		

¹ College of Micronesia – FSM website: <http://www.comfsm.fm/> for additional information contact rschplanning@comfsm.fm

Office	Accomplishments	IEMP #	ACCJC Standard
	<p><i>Food Processing:</i> One homemaker continues to sell homemade food products at a local food stand. During the reporting period she has earned a total of \$1,165.00.</p> <p>Two community workshops were completed and attended by 25 women. Participants learned food processing and preservation techniques, recommended practices and other new recipes.</p> <p><i>Sewing Program:</i> 18 women learned sewing skills such as burn, zippering 18 clients learned how to cut and sew pillow cases, skirts and fitted sheets. 8 women learned techniques of button holing, hemming and buttoning using sewing machine. 20 High School students attended and completed sewing training.</p> <p><i>Youth Training Program:</i> YES (Youth Entrepreneurship Start Up) One client had been participated in YES program has been very successful in sewing dresses and selling her products locally and abroad. From April to June 2015 she earned a total of \$150.00 of various sewn items.</p> <p>Twenty students have engaged and completed counseling training course organized by Youth Ext. Agent with assistance from local partners.</p>		
Kosrae Agric. Experiment Station	In vitro and in vivo screenings are continued to study salt tolerance level in collected and tissue culture maintained germplasm of sweet potato.	CRE/AES 6.1.1	II
Kosrae Agric. Experiment Station	Germplasm of pineapple and black pepper being collected, planted and maintained in the greenhouse to establish cultures. Protocols are being developed and/or refined for pineapple and black pepper culture establishment and maintenance by manipulation of various plant growth regulators, media composition and culture conditions	CRE/AES 6.1.2	II
Pohnpei CES	<p>GOLBAL FOOD SECURITY AND HUNGER</p> <p>Demonstrations on black pepper production practices and management to improve cultivation, productions, harvest and handling of berries during processing were carried out with farmers in the communities.</p> <p>Extension agents accompanied the Office of Economic Affairs staff to inspect pest and disease crops in three areas growing black pepper.</p>	CES6.2.1 CES6.2.2 CES6.2.5 AES6.4.2	II

Office	Accomplishments	IEMP #	ACCJC Standard
	<p>Agents visited seven black pepper farmers to assist with fertilizer application; and hygienic farming practices to minimize pest infestation.</p> <p>Agents participated in a three-day pest and diseases field work to learn identification procedures.</p> <p>CRE Coordinator attended 6 seminars on swine production and management in Des Moines, Iowa. While there, Coordinator took the Pork Quality Assurance certification examination and was certified.</p> <p>CES PNI Summer intern students participated in activities carried out on the URBAN VEGETABLE PROJECT including reparations after Typhoon Dolphin. Additionally, two of the AFT, PNI Campus students were retained for short- term employment sponsored by COM Land Grant Office under the supervision of CES PNI Extension Agents for the summer.</p> <p>Agent conducted trainings on Home Gardening to the communities of Ipwal, Sekere, Pohras, Deh and Roie in Sokehs, Pwudo, Kitti; Sapwalap and women group of Pohnpei Women Advisory Council (PWAC) and demonstrated how to apply commercial fertilizer to tomatoes, sweet pepper and Chinese cabbage in Kolonia Town nursery.</p> <p>Agents collaborated with the team to survey the impact of typhoon Dolphin on the eastern Islands Mwoakilloa and Pingelap. Fifty-three piggeries were visited, not including 4 piggeries in Dehphek Island;</p> <p>Agents attended training on the effect of Climate Change on farm practices conducted by Drs. Muru and Verma.</p>		
	<p>AQUACULTURE The four intern students from COM-FSM Marine Science were involved with the COM aqua project at Nett Point.</p> <p>The spawning, which was supposed to be conducted in May, now shifted to June due to problem of typhoon in Pohnpei. All of the sea cucumber disappeared from the bottom cages but fortunately the floating cages were undamaged and animals were still alive in the cages. The sea cucumber spawning was successful with approximately 3.1 million fertilized eggs stocked in 8 tanks.</p>	AES6.2.3	II
	<p>CLIMATE CHANGE The climate change activities include meeting with a group of farmers and continuation of scheduled plan of work with government offices</p>	CES6.2.5	II

Office	Accomplishments	IEMP #	ACCJC Standard
	and NGOs.		
	<p>CHILDHOOD OBESITY 16 clients participated and completed the EFNEP lessons on food safety, food purchase, meal planning, balance meal and food groups, benefits of fruits and vegetables, how to read food label or nutrition facts, and the benefits of physical activities or exercise. Agents conducted a presentation on good lifestyle, benefits of fruits and vegetables to 23 agriculture students on the 2015 Career Day.</p> <p>Agents worked with JICA senior volunteers showed how to process taro and breadfruit flour, displayed breadfruit and taro flour pizza and cake at Madolenihmw constitution day. Attended Food Policy Standard and Risk Assessment training. Twenty (20) clients participated in the event.</p>	CES6.6.1	II
	<p>FOOD SAFETY 16 clients from Roie community in Sokehs completed the food safety portion of the EFNEP training. Deh, Ipwal and Lepei communities in Sokehs also completed the EFNEP training program. 23 agriculture students on the 2015 Career Day were also trained.</p>	CES6.6.1	II
Chuuk CRE-AES	Literature Reviews for two proposed hatch projects- 1. Farmers' Perception, Experiences and Uses of Edible Aroids and 2. Growth and Yield Responses of Cassava at Different pruning Frequencies.	6.1.4, 6.1.4 a, 6.2.2, 6.2.3	II
Chuuk CRE-CES	Global Food Security and Hunger Planned Program Provided planting materials of cholesterol spinach, sweet pandanus, sugarcane, sweet potato, long beans and okra to three people with existing family gardens in Weno	6.1.4, 6.1.4a	II
Chuuk CRE-CES	Climate Change Planned Program Participated in SPREP (Secretariat of the Pacific Regional Environment Programme) and Chuuk Consultative meeting to validate priorities and strategies for a proposed project called "Enhancing Resilience of Vulnerable Atoll Communities in the FSM to Climate Change Risks.	4.1.9	II
PNI CRE/AES	<u>NIFA Cassava Research Project</u> : (1) Nine local cassava varieties were collected and planted in the Multiplication Area, and the Non-replicated Plots Area; (2) Small drainage channels were dug to improve water flow, and weeds and a coconut tree were removed from the newly planted cassava; (3) Pele, Chaya, and sweet potatoes were planted to surround the newly planted areas; (4) A fence was put up around the research area;	AES 6.3.2	II
PNI CRE/AES	<u>Second Hatch research proposal (on soil degradation)</u> : A draft was completed and sent out to "internal collaborators" for comments. Now revising proposal before sending out for official assessments.	AES 6.3.2	II
PNI CRE/AES	<u>Research training for high-school students</u> : Providing guidance and support for two students in the COM-FSM STEP-UP Program in their	AES 6.2.3	II

	training-research, exploring issues relating to food/diet and health.		
PNI CRE/AES	<u>Assistance with Dr. Verma's Project:</u> Carried out maintenance at COM-FSM National Campus black pepper research area: (1) cleared weeds; (2) coordinated the installing of storage facilities.	AES 6.3.2	II
PNI CRE/AES	<u>Breadfruit study:</u> Collaborated with Konrad to explore effective ways of maintaining quality of breadfruit cuttings as part of Typhoon Maysak Response for Chuuk & Yap.	AES 6.3.2	II
PNI CRE/AES	<u>Research Assistant Job Description:</u> Drafted job descriptions for the four levels of Research Assistant position	AES 6.3.2	II
PNI CRE/CES	<u>Field extension visits:</u> (1) With Extension Agent, & Collaborators, contributed as Resource Person at Pohsoain Farmers' Workshop and follow-Up visit to: (a) Advice on coffee plantation, (b) to set up a vegetable demonstration block.	CES 6.2.5	II
PNI CRE/CES	<u>Advisory services to collaborating government and international agencies:</u> (1) Participated in a multi-agency meetings to discuss a Typhoon Maysak Response for Chuuk & Yap; and Pohnpei farmers affected by Typhoon Dolphin. (2) to assess the pros and cons of allowing in a foreign company wanting to invest in aqua farming in Pohnpei; (3) to discuss Korea/IFAD for funding for the Island Food Community Pohnpei; (4) FSM R&D on census preparations; (5) SPREP proposal to help the outer-islanders adapt to the impacts of climate change.	CES 6.2.4	II
VP-CRE office	Under the Resident Instruction in the Insular Areas (RIIA) program the following actions have been taken: <ol style="list-style-type: none"> 1. 15 students were provided scholarships of \$250 per course to pursue summer courses 2. One student, Elizabeth Augustine, attended a 3-week Experiential Learning internship at the American Samoa Community College to learn of activities in food and agriculture and potential study areas for her future. As a result she was credited with her internship course. 3. Three scholarships of \$1500 each were issued to students studying Agriculture or Food related sciences at University of Guam for the summer session. 4. The program PI attended the required national meeting for the RIIA and Distance Education (DE) grants, in Washington DC Funding for these actions was provided through USDA National Institute for Agriculture and Foods (NIFA)		
VP-CRE office	Western Region Sustainable Agriculture, Research and Education (WSARE) coordinator Jackson Phillip attended the regional coordinators meeting in Colorado July 7-10, 2015 on behalf of the program in Micronesia. Dr.s Murukesan and Verma conducted training in Climate Smart Agriculture in three sites in Micronesia Marshall Islands, Chuuk and Palau. They discussed actions farmers can take to respond to climate change. Funding for these programs was provided by USDA through the SARE program		