

# MESEISET

Volume 3, Number 14

June 9, 2014



## Summer Session 2014

### What is College Success?

Do you students want to succeed in college? There is a simple formula for college success, according to COM-FSM President Joseph Daisy. Several months ago he visited Chuuk Campus and advised students to succeed. He presented the following formula:

**Study Hard + Work Hard + Be Prepared + Finish Your Degree = College Success**

It is an easy four-step formula, but, if you choose to fool around, you will likely not succeed. First, you must develop and demonstrate study skills. Many students claim to know how to study, but they fail to study. Second, you must be mature, committed, and persevering. Your primary focus is directed toward diligence, not toward wasting time nor toward waiting for your refund checks. Third, preparation requires knowing for each course its SLOs, class requirements including tests, projects, and assignments, and, of course, getting them all done. Fourth, you must set your goal to graduate, and let nothing persuade you otherwise. There are going to be distractions on campus and off. Do not let them lead you astray. Φ

## NEWLY REVISED COM-FSM MISSION STATEMENT

Attention, everyone! COM-FSM has a newly revised mission statement, as approved by ACCJC. Posted on our COM-FSM website on May 20, 2014, the mission statement is now, as follows: ***“COM-FSM is a learner-centered institution of higher education that is committed to the success of the FSM by providing academic, career and technical educational programs characterized by continuous improvement and best practices.”***

The old mission statement was: *“Historically diverse, uniquely Micronesian and globally connected, COM-FSM is a continuously improving and student-centered institute of higher education. The college is committed to assisting in the development of the FSM by providing academic, career and technical educational opportunities for student learning.”*

The new deviates a little from the old, and it would behoove all of us to memorize the new (until it undergoes another change, if any, as recommended by our Palikir administration). Φ

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### **MESEISET DISCLAIMER POLICY**

Any expression of opinion or viewpoint of the writer(s) of an article in this Meseiset publication is solely the responsibility of the writer(s), not of the COM-FSM system.

## A FAST SELF-TEST FOR EVERYONE ON CAMPUS

Students, faculty, staff, and administrators — how well do you know our COM-FSM? Take the following self-test and find out how much (or little) you know about our COM-FSM. The test is worth a total of 12 points, one point for each correct answer.

- (1) **COM-FSM VISION STATEMENT** (1 point each, or total 2 points): We at COM-FSM have an over-all vision statement, as stated below. However, there are two blanks. Fill in each blank with the one and only one correct word:

COM-FSM will assist the citizens of the FSM to be well-educated, prosperous, globally-connected, \_\_\_\_\_, healthy, and able to live in \_\_\_\_\_ with the environment and the world community.

- (2) **OUR COLLEGE'S VALUES** (1 point each, or total 2 points): COM-FSM has seven values, five of which are listed below. What are the two missing values?

- Learner-centeredness
- Professional behavior
- I \_\_\_\_\_
- Honesty and ethical behavior
- Commitment and hard work
- T \_\_\_\_\_
- Accountability

- (3) **INSTITUTIONAL LEARNING OUTCOMES** (1 point each, or total 6 points): COM-FSM has nine Institutional Learning Outcomes for students, as listed below. However, four words are missing in the list. What are the six missing words?

- Promote learning and teaching for student success and satisfaction
- Provide institutional support to foster student success and satisfaction
- Create an adequate, healthy and F \_\_\_\_\_ learning and working environment
- Foster effective C \_\_\_\_\_
- Invest in sufficient, qualified, and effective H \_\_\_\_\_ resources
- Have sufficient and well-managed fiscal resources that allow for financial independence
- Build a P \_\_\_\_\_ and service network for student success, and workforce and economic development
- Promote the uniqueness of our community, cultivate respect for individual differences, and champion D \_\_\_\_\_
- Provide for continuous I \_\_\_\_\_ of programs, services and college environment

- (4) **ACCJC** (1 point each, or total 2 points): WASC, or the Western Association of Schools and Colleges, is COM-FSM's accreditation agency, and ACCJC supervises our accreditation. What does ACCJC stand for?

Accrediting \_\_\_\_\_ for \_\_\_\_\_ and Junior Colleges

Now, check your answers on page 10. Here are your letter grades, based on the points correct: A = 11-12, B = 10, C = 9, D = 8, F = 7 or less. Your score = \_\_\_\_\_.

So, now answer the very first question: HOW WELL DO YOU KNOW OUR COM-FSM? ☺

## MY PERSONAL PHILOSOPHY, by Jordan Chol

**TOPIC** = HARD WORK

Parents and teachers tell us to work hard. In other words, we have been learning that hard work is a step to gaining or achieving economic success. You know the words of our parents and teachers – study hard, work hard, prepare yourself to graduate from school, and find a job. So, we believe that hard work is good and helpful. I do not question whether that is true or not. However, I do question, “*What happens if some of us fail to graduate or fail to find a job?*”



Does it mean that we have failed to work hard? A feeling inside of me tells me that hard work is much more than an economic need. As far as I am concerned, hard work is a spiritual need, something that comes from theology. For me, hard work can always achieve success – economic success and/or spiritual success. The two Internet pictures above do not specify that hard work leads to economic success. As far as I am concerned, hard work leads to one or both – economic and/or spiritual success.

**METAPHYSICS** (Ontology)

- Anthropology
- Theology

Let me begin with a little bit of religious history. Martin Luther was a German theologian and Catholic priest. He was the one who set the stage for the rise of the Protestant religion. However, it was John Calvin, a French theologian and Protestant minister, who first said that hard work is a Christian virtue. In other words, we need to work hard, not to achieve economic success, but to show our faith and love in God.



*Luther (1483-1546)*



*Calvin (1509-1564)*

I believe what both men said. It should be the Nature of Man to work hard, but it is also the Nature of God to want human beings to work hard. This kind of hard work is therefore a theological need.

*(continued on page 4)*

## **MY PERSONAL PHILOSOPHY** (continued from page 3)

### **EPISTEMOLOGY** (Sources of Knowledge)

- Empiricism
- Logic and Reasoning
- Intuition
- Undisputed Authority

The Holy Bible encourages hard work. For instance, in Genesis 2:15, *“The Lord God took the man and put him in the garden of Eden to work it and keep it.”* In other words, Adam’s hard work was for both spiritual gain and economic gain.

Then, 2 Thessalonians 3:10-12 states: *“If anyone is not willing to work, let him not eat. For we hear that some among you walk in idleness, not busy at work, but busybodies. Now such persons we command and encourage in the Lord Jesus Christ to do their work quietly and to earn their own living.”* Oh, yes, we hear often enough from some leaders, “I’m so busy.” Yet, we see them doing nothing productive, just pretending as busybodies to look busy and getting nothing done. Let me present three cases of pretending to do hard work, all at Chuuk Campus:

- The first is an instructor who works hard for himself and not for his students. He uses the office computer to run a private business. Most people on campus know what he does, and he does not care what they know or think about him.
- The second is a non-teaching staff member who always claims, “I’m so busy. I work so hard.” Yet, she produces nothing. She pretends to be a busybody, but she demonstrates almost no leadership. She may be working hard, but no one sees the products of hard work.
- The third is an administrator who works very little, takes credit for what really hard-working people do, and pretends to work hard. In fact, there have been times when people suspect that he actually encourages bad effort. So, his words about working hard turn out to be words of hypocrisy.

These three employees are supposed to serve as role models for college students. Nonetheless, many college students are the very ones who criticize the three. Unfortunately, the three just talk the talk, not walk the walk, and students may well learn the opposite of true hard work.

### **AXIOLOGY**

Hard work is a process. Graduating with a college degree or getting a good-paying job is no proof of hard work. To be sure, people with college degree or high pay can tell others to work hard, but they themselves may lack the spiritual success. I hope that the three role models from Chuuk Campus fail as role models. After all, they may have economic success, but missing inside of them is something spiritual. We need true role models, and we are lucky because there are such administrators, faculty, and staff like that. There is much spiritual success in their hard work, and they teach students that hard work is a process – something that we must keep doing every day and being honest about their own work.

### **Value Systems**

- (1) economic and spiritual
- (2) pretending and being real

## **STUDENT WRITINGS: Walking With Your Eyes Closed**

(EN 201, Introduction to Literature: Instructor Deva Senarathgoda)

*It seems to be a dark cave;  
Nothing else to see, except a dot of light.  
Closing my eyes cannot save me;  
Falling and crashing ahead of me,  
Walking with my eyes closed  
Makes me fall.*

*Open your eyes to explore the cave,  
See what is amazing.  
Walking with your eyes closed  
Cannot make you explore and feel amazed.  
Open your eyes wide.*

by Beaulah Kumo

Walking alone with my eyes closed,  
My heart skips each beat.  
As I step down the road,  
I stop for a moment.  
I'm begging you, darling,  
Take my hands and don't let go!  
Lead me to the way,  
Because I'm walking all alone with no faith,  
And with my eyes closed.

by Stella Kesemochen

*As the thunder roars,  
A bolt of lightning shoots out.  
Fear grips you even more.  
You close your eyes and move out.  
Trees are falling around you,  
And so are debris and hail too.*

*Another bolt cracks in front of you.  
Walking with your eyes closed,  
You pray that no harm will reach you.  
You break into a run toward home.  
Suddenly you open your eyes —  
It's only a dream. So you sigh.*

by Filemino Kilicho

I am walking — like in a cave.  
My eyes are blinded;  
I cannot see anything  
Because I'm walking with my eyes closed.  
The sound is like an echo;  
It sounds like a droplet of water.  
I can hear the sound — like a flying bird;  
I can feel something close to me.

by Suffer Ewen

*Walking with your eyes closed  
Is like walking in a dark place.  
You cannot see what's in front of you.  
It's like you don't know anything at all.  
You cannot walk.  
You don't have someone to help you.  
It's like you always feel bad.  
You aren't happy in your heart.  
It's not easy to rest.*

by AnnaMaria Refalopei

*Nothing but darkness is what I see —  
Croak goes the frog.  
Whiz goes the wind.  
Chirp, chirp goes the bird.  
Hoo-hoo goes the owl.  
The calm and the beauty of nature  
Light my path.*

by Coleen Dungawin

Darkness is what I see  
For my eyes are closed.  
Using my hands to reach landings,  
Putting them out in front of me,  
Being careful not to fall —  
I have no idea what might happen,  
For my eyes are closed.

by Crystal Inchin

**STUDENT WRITINGS**  
**on THE OCEAN**

(EN 201, Introduction to Literature)  
(Instructor Deva Senarathgoda)

The ocean is a familiar place for me.  
My home is right beside the shore;  
Father used to take us out on the reef;  
We came back in the evening but wanted more.

Next day we went back out;  
Father showed us the best spot to fish.  
There we caught grouper, parrotfish, wrasse  
And minnows caught with a fine mesh.

by Filemino Kilicho

*Looking out in the ocean  
Makes my blood run faster.  
When I wade in the ocean  
I feel warm and cold.  
Watching big rough waves  
Makes me realize  
The bad person I used to be before.  
The ocean — you mean a lot to me.*

by Dalinda Jack

*Bump, bump, the motorboat on the ocean,  
The wind blowing on my face.  
Riding a motorboat is like riding a horse,  
Everywhere is free, but it's a bumpy ride.  
The sun smiling down, showing its fiery light,  
Riding a boat is my right, my freedom.*

by John Berdon

I sail in the ocean  
Where I cannot find anyone else.  
It's kind of hard.  
The waves come around me,  
The winds swirl around me.  
I look deep into the blue and see tears.  
I am longing for you to show up.  
I sail in the ocean  
Where I cannot find anyone else.  
It's kind of hard.

by Stella Kesemochan

*It was an open water, blue and white,  
Coming closer to the shore,  
Roaring and breaking on coral.  
It was a place for diving —  
Deep, deep down underwater —  
Deep down home of animals:  
Fish, all species —  
Marine scientists too  
Spend time diving  
Deep, deep down underwater.*

by Beulah Kumo

When you look down in the ocean  
You see different kinds of things —  
Beautiful waves.  
When you sit at the shore and look into the ocean  
Little fish are running around.  
It is a good time to swim in the ocean.  
During a rainy day  
It is very beautiful in the ocean.

by J-Ritz Jack

*My name is ocean, blue, everywhere,  
Gentle and sometimes rough,  
Shallow when I'm near,  
Deep when I'm far,  
A salty home for fish.*

by Enseleen Sirom

Squash, squash, squash!  
The ocean eats away,  
Loudly, becoming violent.  
Reefs are in sorrow,  
With broken marrow.  
Squash, squash, squash!

by Crystal Inchin

*I'm lost in the ocean of sadness.  
Without you I'm here alone.  
I'm loneliness  
Because you have left me here all alone.  
So, don't leave me  
Because I'm sadness when I'm here all alone.*

by Rose Amando

## 10x10 WORD SEARCH (from SS 170, World History)

P	Y	R	A	M	I	D	T	S	P
I	C	R	E	Y	D	E	E	R	G
L	G	I	L	G	A	M	E	S	H
L	E	E	H	W	I	B	R	P	S
S	W	R	I	T	I	N	G	I	P
E	I	T	I	T	I	C	A	C	A
N	O	R	A	C	H	L	E	E	R
E	A	L	E	M	M	A	O	S	T
M	Y	N	O	N	Y	S	C	E	A
M	E	L	A	N	E	S	I	A	N

A total of 23 words, each with 5 letters or more, may be found in this word search. Find and circle all 23 words:

GILGAMESH  
GREEDY  
GREET  
ITALY  
ITHACA  
LEMMA  
MARITIME  
MELANESIAN  
MENES  
NEOLITHIC  
NICENE  
PILLS  
PYRAMID  
REGINA  
SIREN  
SPARTAN  
SPICES  
SYNONYM  
TIBER  
TIMES  
TITICACA  
WHEEL  
WRITING

### SCRAMBLED VILLAGE NAMES

You have complained that Meseiset's scrambled words and names are much too difficult. Okay, here is a list of scrambled island names — only names of villages on Weno Island.

- (1) AKPSU =
- (2) CEHIIMTU =
- (3) AAKNNTU =
- (4) ACHIPW =
- (5) EINPPU =
- (6) AFIS =
- (7) EFINS =
- (8) AENOU =

This game was super-easy, right? Now, check your answers on page 10.

### NUMBER SERIES

Students have also been complaining that the number series in Meseiset are too hard. Come on, students! They are easy, but you may think that they are hard because you are not thinking. Here are a few really easy ones:

- (1) 3, 6, 9, 12, \_\_\_\_  
[Think "multiples of three".]
- (2) 13, 9, 5, 1, \_\_\_\_  
[Think "minus 4".]
- (3) 4, 9, 16, 25, \_\_\_\_  
[Think "squares" and go upward.]
- (4) 121, 100, 81, 64, \_\_\_\_  
[Think "squares" and go downward.]

This game was super-easy, right? Now, check your answers on page 10.

# EAT THE RAINBOW: Part 1

## by CRE's Lolita Ragus

[Editor's Note: We begin, in this issue, a three-part presentation on a health problem called *OBESITY*. We thank Dr. Ragus for developing this presentation.]

(1) Chuuk is facing the burden of rising rates of Non-Communicable Diseases (NCDs). According to a United Nations World Health Organization (WHO) survey (2007), here are some health facts about Chuukese people, 25-64 years old, with percentages of NCD prevalence:

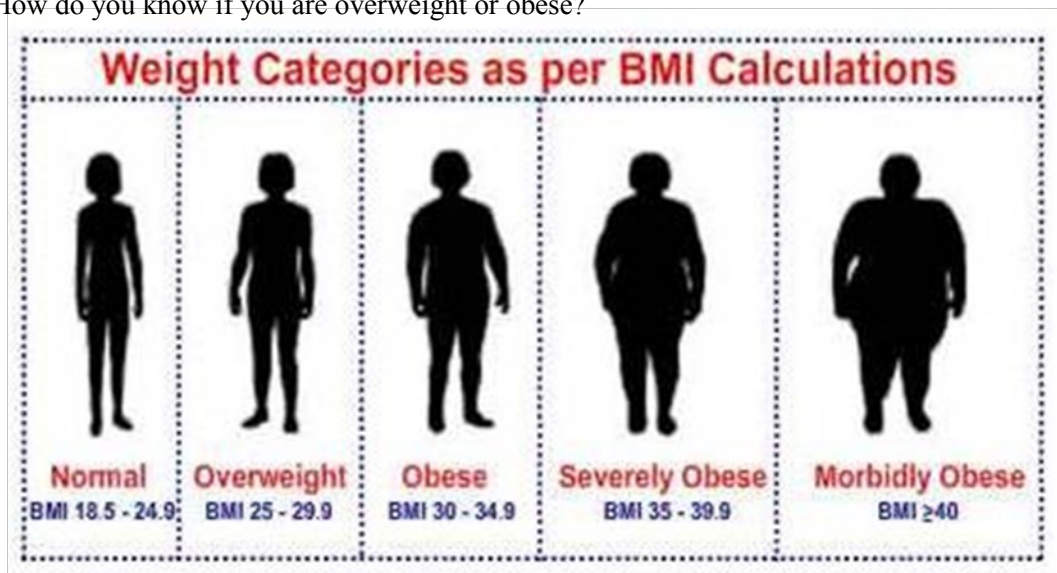
- Diabetes = 35%
- High blood pressure = 15.2%
- High cholesterol = 19.2%
- Taking less than 5 servings of fruits and vegetables per day = 90%
- Low physical activity = 63.1%
- Overweight = 76.5%
- **Obesity = 47.3% (close to half of our Chuukese people, 25-64 years old, are OBESE!)**

(2) The two most common causes of obesity are (i) **overeating** and (ii) **physical inactivity**.



Ultimately, body weight is the result of genetics, metabolism, environment, behavior, and culture.

(3) How do you know if you are overweight or obese?



**Overweight** and **obesity** are defined as **ABNORMAL** or **EXCESSIVE** fat accumulation that may impair health.

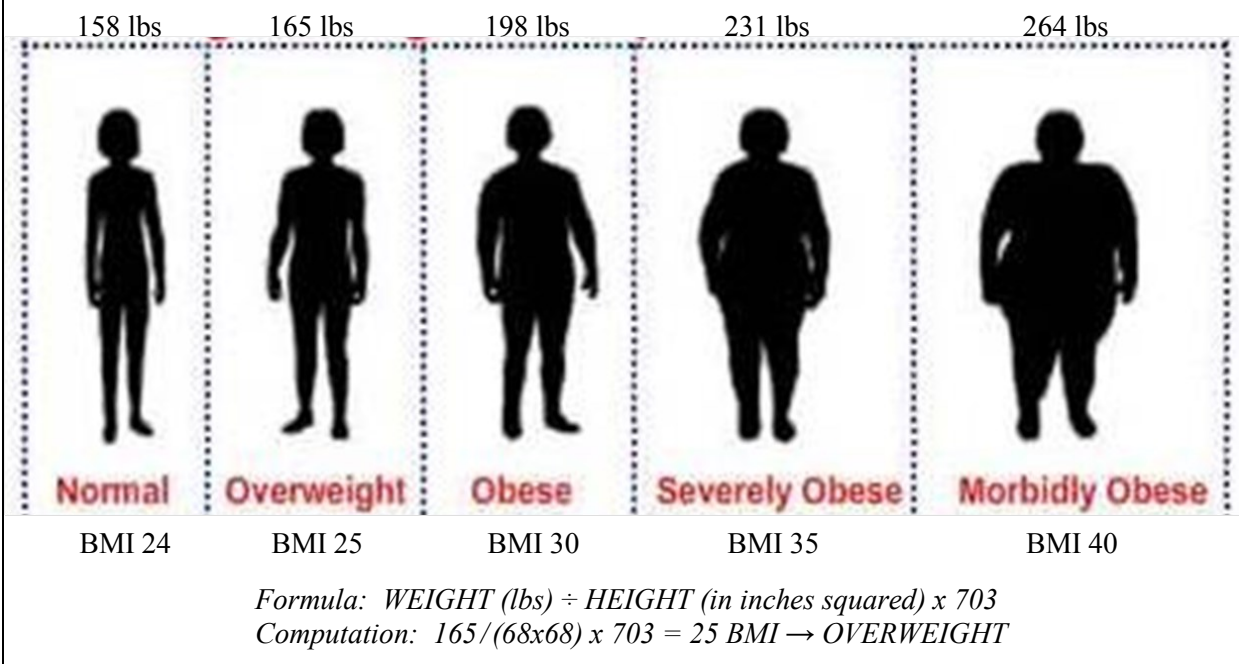
How do we measure “weight categories”? It is called **Body Mass Index (BMI)** — the weight divided by the square of the height. BMI is a commonly used index to classify overweight and obesity in adults.

(continued on page 9)

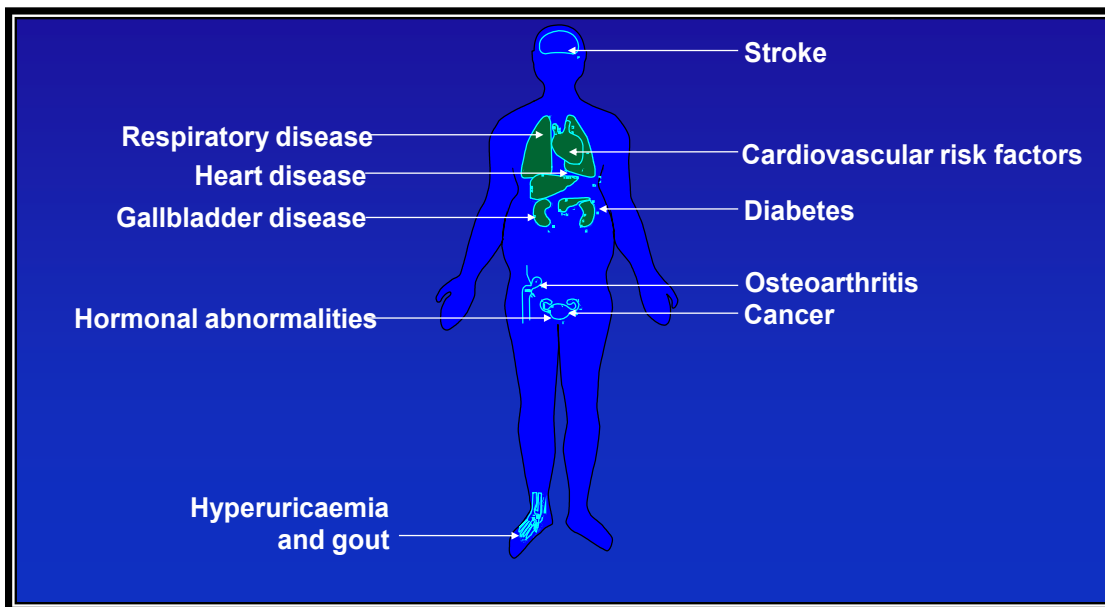


**EAT THE RAINBOW** — (continued from page 8)

(4) Here is an example to compute your own BMI. For instance, you are 5’8” tall (or 68 inches).



(5) What are the consequences of obesity? Overweight and obesity increase the risk of diet-related NCDs and other chronic diseases:



The choice is yours:

**LIVE A HEALTHIER, HAPPIER, AND LONGER LIFE**

or

**DIE SICK, SAD, AND SHORT.**

(Part 2 will continue in the next issue of *Meseiset.*)

**STUDENT WRITINGS**  
**POTPOURRI**

(EN 201, Introduction to Literature)  
(Instructor Deva Senarathgoda)

**BEAUTY OF MUSIC**

by John Berdon

*Music is like a ray of sunshine —  
It brightens up my darkest days.  
Chirp, chirp birds in the morning,  
Bringing music to my ears.  
Music brings peace  
Like the voice of the Lord.*

**A LAZY STROLL**

by Filemino Kilicho

*I passed the old hut overgrown with vines.  
As a golden finger of the morning sun  
Touched the tree tops,  
I heard the chirping of birds  
And crickets combined;  
I knew it was going to be a sunny day —  
Oh, so hot!  
Walking on, I came upon a well.  
The sun was high; it was almost like hell.  
The water in the well looked  
Like a swimming pool;  
It looked inviting and cool.*



**A FAST SELF-TEST FOR EVERYONE**

(page 2)

- ACCOUNTABLE (1) HARMONY  
INNOVATION (2) TEAMWORK  
FUNCTIONAL (3) COMMUNICATION  
HUMAN PARTNERING DIVERSITY  
IMPROVEMENT (4) COMMUNITY

**DO NOT SPIT ON CAMPUS!**

*Kosapw atofongaw!*

**STOP SPITTING!**

*Ausapw atofongaw!*

**DO NOT SPREAD TB!**

*Sisapw atofongaw!*

**SCRAMBLED VILLAGE NAMES**

(page 7)

- SAPUK, (2) MECHITW, (3) NANTAKU,  
(4) WICHAP, (5) EPINUP, (6) FAIS, (7) SEFIN,  
(8) NEAUO

**NUMBER SERIES**

(page 7)

- (1) 15, (2) -3, (3) 6<sup>2</sup> = = 36, and (4) 7<sup>2</sup> = = 49.

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(Volume 3, Number 14)

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