

Summary

**Introduction**

The year described in this annual report was an extremely busy and ultimately very productive year for the College of Micronesia-FSM. During the period of this report, two events took place that will improve the functioning of the college for many years to come. The Board of Regents named a new president and the college was thoroughly involved in the reaffirmation of the accreditation by the Western Association of Schools and Colleges/Accrediting Commission for Community and Junior Colleges.

**Reaffirmation of Accreditation**

Accreditation is a status that is voluntarily and is granted by a non-governmental commission. The College of Micronesia-FSM is accredited by the Western Association of Schools and Colleges/Accrediting Commission for Community and Junior Colleges. It is a United States Department of Education requirement that all institutions that wish to receive US Pell grant funding for their eligible students must be accredited by one of the six regional commissions.

Accreditation means that the institution has been found to meet or exceed the stated criteria of educational quality, which are called the standards. Accreditation has two fundamental purposes, 1) assure the quality of the institution and 2) assist the institution to improve. The College of Micronesia-FSM is accredited by a commission that accredits associate degree granting institutions in California, Hawaii, the Territories of Guam and American Samoa, the Commonwealth of the Northern Marianas, the Republic of Palau, the Federated States of Micronesia, and the Republic of the Marshall Islands.

**Accreditation Standards**

Accreditation of an institution by the accrediting commission certifies to the general public, and to the US government, that the institution has an appropriate purpose (Standard I), and has the resources needed to accomplish its purpose (Standard II), that it can demonstrate that it is accomplishing its purposes (Standard III), and that it gives the commission reason to believe it will continue to accomplish its purposes (Standard IV). This process is meant to reaffirm that the

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primary purpose of the institution is to foster learning in the students. Colleges follow a six year cycle, although the review process is designed to be continuous.

**Internal Review**

During the period of this report the college was involved in a creating a self study, which brought many issues into sharp focus. The process of reaffirmation of accreditation includes a through review and evaluation of the college activities. During the same year, the college submitted additional reports to the commission on progress in specific areas of expansion. A new program offering communications training was added and a four year education degree program was proposed. The college was found not to be ready to offer a four year degree program, however, the communications technology courses were approved and are now being offered. The materials submitted to the commission are available upon request.

The structured self study process was lead by teams of faculty and administrators working together to review every aspect of the college. The college was thoroughly reviewed and evaluated, using the accreditation standards as the guide. This 4xx page document was submitted to the commission in December 2003. The commission appointed an accreditation team to carefully read the document and visit the school. Following the April 2003 visit, the accreditation team held an exit interview and subsequently prepared a report summarizing the information from the report and verifying the processes reported by the college.

**Warning Status**

Finally the accreditation commission reviews the reports and deliberates on the reaffirmation of the college. The choices open to the accreditation commission include reaffirmation or one of several sanctions. The sanctions are used to encourage the school to improve areas that are weak or underdeveloped or are not meeting the standards. During the year of this report, the College of Micronesia-FSM received a warning status, with instructions to address the flow of information and the situation at the Chuuk campus. This sanction was an opportunity to improve the identified problem area.

### **Six Recommendations**

This relatively mild but very serious sanction was accompanied by six recommendations. The college was also required to document the progress in meeting the recommendations in two progress reports. After submission of the progress reports, the college hosted an additional visit from the commission. The recommendations covered a range of issues but were primarily focuses in the area of communication within and between the six campuses of the college, clarity of reporting and authority, using information to support decision making, integrating planning, the assessment of student learning and the equity of the student experience across the campuses.

The college immediately began efforts to incorporate responses to the recommendations into all aspects of operations. Staff and faculty from all campuses were consulted and joined teams that fashioned responses to the WASC recommendations. A college wide initiative to clarify and redefine the organizational reporting structure, often called the organizational chart was begun. In a short period of time, the college redefined roles so that a clear line of authority that would support student learning was created. These efforts began to improve communication and the delivery of student learning outcomes. Efforts to utilize information to support decision making were initiated at every level of the college, information flow increased, and state campuses were included in all aspects of the governance. In addition, the college worked hard at improving communication within campuses, between campuses and with the leadership of the FSM and other governmental agencies. These efforts have proven successful, and surveys show that information is flowing more accurately, more quickly, the President is receiving information in a timely manner and most members of the college community are better informed.

### **Improving Chuuk campus**

In addition to other concerns, the recommendations called for an immediate improvement of the situation at Chuuk campus. These efforts had been underway, but were intensified. Additional efforts to meet the recommendations included attempts to identify a permanent site for the Chuuk campus and to improve the facilities currently being utilized. A permanent site would allow the college to make the nearly continuous improvements necessary to properly manage a US accredited post secondary educational institution. Efforts to communicate the need for a

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permanent site with state government leaders, FSM national leadership and the US agencies have been met with cooperation and improvements were undertaken.

### **Substantive Change Reports**

In addition to the reaffirmation, a substantive change report requesting permission to begin a vocational degree program using new technologies was submitted and approved by the commission. Before instituting any new programs, the college must apply to the commission by preparing a report demonstrating how the new program will continue to meet the accreditation standards. This new program was approved and instituted and has been a welcome addition to the vocational programs.

### **Future Activities**

Although not covered during the period of this report, at this writing the college has had the warning status lifted and had the accreditation reaffirmed. This represents a strong endorsement of the leadership of the college by the faculty and staff, and especially by the senior administration and the Board of Regents. Efforts to improve continue and the college will prepare an additional progress report and host another accreditation team visit in March and April 2006.

### **A New President**

A change of leadership is a momentous occasion for a post secondary educational institution. The leader of any school personally sets the tone, assists the Board in setting the direction, and facilitates the consensual governance that characterizes the College of Micronesia-FSM and most educational institutions.

In March 2004, Mr. Spensin James was named by the Board of Regents to be Acting/Interim President and was named as President effective on January 27, 2005. Mr. James earned his bachelors of science degree in chemistry at Rocky Mountain College in Montana, his masters degree in biology from the University of Guam and has earned 32 credits toward his doctorate degree in education leadership from the University of San Diego. For over 27 years Mr. James has worked for the college as a math/science instructor, division chair, and vice president of

## COM-FSM Annual Report to the FSM Congress for FY04 Introduction

instructional affairs. He continues to work with the Board, state and national leadership, governmental agencies and the accreditation commission to assure the continued success of the college.

### **Structure of the Annual Report**

In keeping with the focus of the accreditation standards, this annual report to the Congress is organized around the college mission and goals. Activities are reported as a whole, for the College of Micronesia-FSM has been reminded by the accreditation commission that the college is one accredited institution with six campuses and must report as such. The data on COM-FSM students contained in this report can be found at the website of the Integrated Postsecondary Education Data System [IPEDS], at <http://nces.ed.gov/ipeds/cool/>.



*COM-FSM administrators discuss organizational structure with Dr. Mason*

## **College of Micronesia-FSM**

### **COM-FSM: Mission**

Historically diverse, uniquely Micronesian, and globally connected, the College of Micronesia – FSM is the national institution of higher education of the Federated States of Micronesia. Originally established to develop teacher education, its current mission is to provide educational opportunity—academic, vocational and technical—for all people. Aimed at nourishing individual growth, critical thinking skills, a breadth of vision and the habit of reflection in an educational environment enriched by cultural traditions.

### **COM-FSM 2001 -2006 Strategic Plan Goals**

Consistent with the Mission, the goals of the college are to:

- 1) Instill and maintain pride in the unique heritage of linguistic and cultural diversity in Micronesia;
- 2) Promote national economic self-sufficiency/self-reliance;
- 3) Develop an individual's capacity for reflection, vision, critical thinking and analytic problem solving in relation to local, national and global issues;
- 4) Provide a safe, healthy, and attractive environment which promotes a sense of achievement and belonging for students, faculty, and staff;
- 5) Obtain an adequate, stable form of financial support for COM-FSM;
- 6) Demonstrate fiscal, management, and programmatic accountability;
- 7) Provide relevant, up-to-date, quality, academic, technical, and vocational degree and certificate programs, continuing education activities, and services enhanced by state-of-the-art technology to facilitate satisfying careers or transfer to schools in any geographic setting;
- 8) Attract, employ, and retain highly competent faculty and staff who pursue professional development and contribute to a positive institutional culture which encourages honesty, appropriate moral values, and respect for human and cultural diversity;
- 9) Establish partnerships with educational institutions, national and state governments, businesses, and other community agencies to identify and address common goals;
- 10) Conduct necessary and appropriate research.

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Mission Statement

**Mission Statement**

**COM-FSM: Mission**

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Nearly all of the activities of the college during the period of this report support the mission of the school. The Board of Regents has overall responsibility for the college, and discharges this responsibility by hiring the President and reviewing the activities and the budget in quarterly meetings. The current membership of the Board of Regents is:

Mr. Podis Pedrus, Chairman	Pohnpei State Delegate
Mr. Joseph Habuchimi, Vice Chairman	Yap State Delegate
Mr. John Sound, Secretary	Chuuk State Delegate
Mr. Henry Roberts	Kosrae State Delegate
Mr. Andrew Yatilman	National Government Delegate

**College of Micronesia- FSM Board of Regents**

The five member Board of Regents is established to provide the general management and full control of the six campuses of the College of Micronesia-FSM. The Board also acts in an advisory capacity to the regional COM Board of Regents on Land Grant issues. The members are appointed by the President and endorsed by the FSM Congress, as established in Public Law 7-79 and amended by Public Law 8-144 of the FSM. The Board is governed by congressionally mandated by-laws and during the period of this report met approximately quarterly in regular and special sessions. The Board also held annual meetings in December each year as is stipulated by law.

The Board has broad powers, which include oversight of the financial soundness of the College, review of the performance of the President, oversight of appropriate policies and procedures to ensure the well-being of the faculty, students and staff, setting of the tuition and fees necessary to maintain sound operation, and serving as the court of appeal for faculty, staff and students.

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**Fiscal Management**

The Board of Regents is responsible for the fiscal soundness of the College and therefore oversees the fiscal administration of the College of Micronesia-FSM. The board delegates day-to-day responsibility to the President, who is assisted by the Comptroller, the business office staff, the Finance Committee, and the Presidents Cabinet. Very actively involved in policy and budget management decisions, the Board reviews the operations budget, the capital expense budget, budget for FSM FMI, as well as managing their own budget. All major decisions regarding fiscal management including establishing the guidelines for budget creation, changing financial services advisors or accounts, lines of credit, student accounts and collectibles, new funding opportunities, insurance, and other short and long term fiscal needs of the College are regularly brought before the Board for review and discussion.



*Chuuk students show up for college recruitment in Fall '04*



COM-FSM Annual Report to the FSM Congress for FY04  
Goal # 1

**Strategic Goal #1**

Instill and maintain pride in the unique heritage of linguistic and cultural diversity in Micronesia;

Activities that supported this strategic goal:

Micronesian studies courses are offered at the National campus. An Associate of Arts degree, in Micronesian studies is offered and many students avail themselves of this option. Below is a list of the number of students declared in each major, including Micronesian Studies, at the National campus during FY04.

Enrollment Fall 2003 through Fall 2004

<b>Major</b>	<b>Fall 03</b>	<b>Spr 04</b>	<b>Sum 04</b>	<b>Fall 04</b>
Accounting	82	71	45	53
Accounting 3 <sup>rd</sup> Yr	7	9	0	12
Agriculture	7	8	4	15
Business Admin	109	103	51	110
Bus. Admin 3 <sup>rd</sup> Yr	5	11	9	10
Computer Info Sys	156	135	61	156
Early Childhood	14	12	3	12
Education	0	15	34	14
LA/Education	123	109	50	80
Education 3 <sup>rd</sup> Yr	45	47	16	71
Liberal Arts	220	181	66	212
LA/Health Career	65	62	22	36
LA/Media Studies	8	7	3	12
Marine Science	41	34	10	36
Hotel & Rest Manag*	0	0	0	1
<b>Micronesian Studies</b>	<b>31</b>	<b>28</b>	<b>17</b>	<b>42</b>
4thYear Coop BA	22	2	1	0
Teacher Prep	0	1	3	34
Audit	4	0	0	0
Others	8	7	7	8
<b>TOTAL</b>	<b>947</b>	<b>852</b>	<b>402</b>	<b>914</b>

\*Typically offered only at Pohnpei Campus

B) On April 1, 2004, each campus observed Founding Day by holding activities for students and staff, which included track and field, games, and sports. At the National campus, students from each state participate in Founding Day activities that emphasize pride in the cultural diversity

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Goal # 1

found in the FSM. Cultural Day is also observed in Pohnpei and Yap and is observed by both the National and Pohnpei Sites.

C) The College has faculty members from nearly a dozen countries, but the number of Micronesian faculty is steadily rising, and is currently over one-third of the total faculty members. The college offers a staff development program which has been highly praised by the accreditation visit team. The program offers advanced degree opportunities for Micronesian faculty members, who are encouraged to enroll in on-line and off shore programs of advanced study. Faculty and staff are also encouraged to take advantage of training programs that increase skills in technology and teaching excellence.



*College of Micronesia-FSM Spring 2004 graduates at the FSM-China Friendship Sports Center*

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Goal # 2

**Strategic Goal #2**

Promote national economic self-sufficiency/self-reliance.

Activities that support this strategic goal:

The College of Micronesia-FSM offers vocational courses to provide workforce training. The following tables show the number of students pursuing courses in each major, at each campus, during FY04.

**Kosrae Campus**      Enrollment Fall 2003 through Summer 04

<b>Major</b>	<b>Fall 03</b>	<b>Spr 04</b>	<b>Sum 04</b>
Accounting	1	0	2
Agriculture	20	26	3
Business Admin	0	1	1
Computer Info	1	1	2
Intensive English	31	41	0
Education	122	106	88
General Studies	30	16	5
Liberal Arts	5	5	5
Marine Science	0	1	0
Trial Counselors	0	0	6
Carpentry	15	16	2
Electronic Tech	13	12	6
LA/HCOP	0	0	3
LA/Education	0	0	3
LA/Media Studies	0	1	1
Nursing	0	0	1
Special Education	0	2	0
Undeclared	0	0	11
<b>TOTAL</b>	<b>238</b>	<b>228</b>	<b>139</b>

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Goal # 2

**Chuuk Campus**      Enrollment Fall 2003 through Summer 04

<b>Major</b>	<b>Fall 03</b>	<b>Spr 04</b>	<b>Sum 04</b>
Accounting	8	7	0
Bookkeeping	142	88	11
Business Admin	20	23	2
C I S	11	23	4
Education	299	295	101
Pre-School	2	6	13
GeneralStudies	304	229	76
Liberal Arts	7	6	6
Pre-Nursing	4	0	1
Marine Science	1	0	0
Trail Counselor	13	6	0
Carpentry	12	11	1
Vocational	0	0	0
Undeclared	0	0	0
<b>TOTAL</b>	<b>823</b>	<b>679</b>	<b>215</b>

**Pohnpei Campus**      Enrollment Fall 2003 through Summer 04

<b>Major</b>	<b>Fall 2003</b>	<b>Spr 2004</b>	<b>Sum 2004</b>
Accounting	9	7	1
Agriculture	7	8	1
Bookkeeping	0	0	0
Business Admin.	18	17	3
CIS	26	32	9
Early Child. Edu.	0	0	0
Education	11	26	91
General Studies	44	37	13
Marine Science	10	2	2
H & RM	36	23	4
Law Enforcement	0	5	0
Liberal Arts	57	63	27
Intensive English	70	68	0
Secreterial Science	0	0	0
LA/ED	0	0	0
LA/ HCOP	2	0	9
Vocational	6	97	57
Trial Counselors	106	2	0
Health Assistant	4	10	8
Audit	5	2	2
No major yet	21	13	8
<b>Total</b>	<b>432</b>	<b>412</b>	<b>235</b>

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Goal # 2

**Yap Campus** Enrollment Fall 2003 through Summer 04

Major	Fall 2003	Spr 2004	Sum 2004
Accounting	9	10	1
Agriculture	0	1	0
Bookkeeping	0	0	0
Building Technology	1	1	0
Business Admin.	6	8	4
Carpentry	5	13	6
CIS	22	23	3
Construction Elect.	10	6	2
Early Child. Edu.	0	0	0
Electronic Tech.	14	10	6
Elem Education	12	26	37
General Studies	24	27	8
Intensive English	17	0	0
Liberal Arts	13	9	4
LA/HCOP	0	4	6
Marine Science	3	2	0
Micro Studies	3	3	0
Self- Enrichment	0	1	0
No major yet.	0	1	5
<b>Total</b>	<b>139</b>	<b>145</b>	<b>82</b>

**B) Fourth-Year Program Development.**

It has been one of the long-term goals of COM-FSM to offer a four-year degree in education. During FY 2003, the College of Micronesia-FSM developed a proposal to implement a four-year competency based teacher education program at the College. This program was submitted for review to the accreditation commission along with the self study. The proposal was not approved, and will be reconsidered and resubmitted after the accreditation sanction has been lifted. During that time, long term strategic planning will determine the feasibility of expanding the college to offer a four year degree program in education.



*Education major students conducting field work at Palikir School.*

**Strategic Goal #3**

Develop an individual's capacity for reflection, vision, critical thinking and analytic problem solving in relation to local, national and global issues.

Activities that support this strategic goal:

The third goal for the college is met through academic activities in both the degree coursework and in vocational training. Curriculum that specifically develops critical reasoning and analytic skills include the math and science curriculum, especially lab classes. Business courses have many opportunities for analytic problem solving. Language and literature and political science coursework provides ample opportunity to encourage reflection, develop vision and encourage critical thinking. Among the technical educational opportunities the hotel and restaurant management program, telecommunications, and media training all develop problem solving skills and critical thinking abilities in their students

Student activities are offered formally to assist students, and staff and faculty in becoming engaged in reflection and developing visionary thinking. A lecture series for the college community was sponsored by the student body association during FY04. Guest speakers addressed internationally significant health, political and economic issues and engaged in lively and open discussions with students, staff and faculty. Student services activities support the goal of developing reflection in individuals by encouraging participation in social, cultural and sports events that require cooperation and understanding of community goals. These opportunities are a fundamental part of the college experience, as students utilize their skills in real life circumstances.

This goal is also met through formal and informal opportunities to develop and express opinions, to participate in lively exchanges with peers, staff, faculty and mentors. Classes are small, students are involved and personal attention for each student is more possible. This is in comparison with many teaching institutions in North America that conduct large lecture classes for undergraduate students, often taught by graduate students.

**Strategic Goal #4**

Provide a safe, healthy, and attractive environment which promotes a sense of achievement and belonging for students, faculty, and staff;

Activities that support this strategic goal:

A) The following accomplishments and major activities for FY04 supported the environment at all six campuses. At national campus the faculty office building was completed and occupied; the dormitories were remodeled; security was heightened in the administrative building and an elevator shaft was constructed for the learning resource center. The design for improvements to the Chuuk campus current site was completed, and major work was accomplished in preparation for renovations for the Chuuk Star Hotel to be converted into a campus.

B) During the spring and fall of 2004, staff and students at the National Campus organized a Health Fair with booths and/or presentations on the following topics: Dental Health, Suicide Prevention, Alcohol Abuse, Tobacco/Smoking Prevention, Family Planning, and STD/HIV/AIDS, Vision Screening, Diabetes and Hypertension Screening, Nutrition, and Health Environment.

C) Counseling is an important part of student services and each campus has a counselor. At the State campuses the counselors provide a full range of services, financial, academic and personal counseling. The Student Services department at Chuuk campus has hired a second counselor as part of its effort to be consistent in all its services throughout the system. The counseling office continued to hold a job fair at National campus in May 2004 and a career day in September, 2003.



*VPSSA with students at remodeled student union center*

## **Strategic Goal #5**

Obtain an adequate, stable form of financial support for COM-FSM;

### Activities that support this strategic goal:

A) In October 2003, President Urusemal invited the administration of the College of Micronesia-FSM to address the issue of long-term support for the College. Following is an executive summary of the issues discussed in the paper submitted to the FSM President in May 2004.

#### Planning Process

Beginning immediately, the College is gathering data, seeking community input, exploring all available funding options and seeking advice from our leadership in order to prepare a long-term strategic plan. The College has been instructed to seek State as well as National funding for facilities and to attempt to reduce costs by maximizing efficiencies. The College has an ongoing goal of meeting the requirements of the Accrediting Commission, which recently reminded the College that it must provide equal, quality instruction and services at all sites.

#### Difficult Questions

The College seeks the advice of our leaders in answering the many difficult and interesting questions surrounding the funding of post secondary education. Some of the most interesting are:

##### Accessibility

- If educational opportunity for all is too expensive and cannot be provided, how should admission to the College of Micronesia-FSM be determined?
- Should the College decide what courses students are allowed to take, or should students be free to choose?

##### Workforce needs

- What courses of study will be most helpful to the nation?
- Can the College of Micronesia-FSM offer programs that are expensive to run but serve manpower needs?

##### Ultimate Questions

- Will it be possible to find enough funding to maintain services and therefore maintain an accredited college?
- What will happen to post secondary education opportunities if the FSM does not have an accredited college?



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Goal # 5

Projections

Projecting five percent increases in operating costs, we provide three scenarios, continued high enrollment at seven percent, enrollment growth limited to three percent, and limiting enrollment to current levels. Here are the five-year projections of enrollment and costs:

Projections in 5 years	# COM students	Projected expense budget	Projection FY 2005 government contribution	Projected operating funds from tuition, w/increases (without increases)	Projected shortfall, w/increase (without increase)
Current	2,579	\$10,196,144	\$3,856,067		
High (+7%) enrollment	3,412	\$14,324,848	\$3,856,067	<b>\$9,724,200</b> (\$8,700,600)	<b>\$744,581</b> (\$1,768,181)
Med (+3%) enrollment	2,903	\$12,844,205	\$3,856,067	<b>\$8,273,550</b> (\$7,402,650)	<b>\$714,588</b> (\$1,585,488)
Capped enrollment	2,579	\$11,803,311	\$3,856,067	<b>\$7,350,150</b> (\$6,340,077)	<b>\$597,094</b> (\$1,607,167)

**Financial Information:**

The College undertakes a yearly budget process as an integral part of financial planning that is linked with the strategic plan. The budget process includes the formulation and approval of budget guidelines, and preparation of line item budgets by campus directors and department heads in consultation with their respective staff. This process includes review and endorsement by the college finance committee and President’s cabinet and approval by the Board of Regents. The budget that is approved by the Board of Regents is submitted and justified to the Executive and Legislative branches of FSM National Government for the portion of FSM appropriation.

For fiscal year 2004, the system-wide operating expenditures budget of the college were \$9,735,677 with projected revenues of \$6,222,677 from tuition, fees and auxiliary enterprises, and \$3,513,000 from the FSM appropriation (\$3,000,000 from the education sector grant and \$513,000 from the FSM general fund). Attached are the details of the College’s operating budget.

In addition, FSM National Government provided funding for FSM-FMI in the amount of \$708,391, Scholarship allowance to FSM students of \$475,000, a Board of Regents administrative budget of \$84,460 and a capital improvement project budget of \$350,000. The allotment advice for the \$350,000 Infrastructure Development Plan has not yet been received.

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Goal # 5

The College continues to administer three U.S. Federal Student Aid Programs (Pell Grant, FSEOG and Work Study), U.S. government sponsored educational programs that are funded by the U.S. Department of Education, and vocational and maintenance programs by the U.S. Department of Interior. Attached is a worksheet summarizing the Federal grants received by the College for FY 2004.

**College of Micronesia - FSM Listing of Federal Grants FY 04**

Grant Name	Grantor	Annual Amount	Campus
Federal Pell Grant Program	U.S. - DOE	\$ 7,921,358	National
Federal Work Study	U.S. - DOE	174,331	National
Supplemental Educ. Opp. Grant (SEOG)	U.S. - DOE	11,000	National
TRIO: Upward Bound - Pohnpei	U.S. - DOE	234,624	Pohnpei
TRIO: Upward Bound - Chuuk	U.S. - DOE	279,496	Chuuk
TRIO: Upward Bound - Kosrae	U.S. - DOE	279,496	Kosrae
TRIO: Upward Bound - Yap	U.S. - DOE	232,815	Yap
TRIO: Student Support Services	U.S. - DOE	228,825	National
TRIO: Talent Search	U.S. - DOE	254,408	Pohnpei
Bilingual Education: Professional Dev. - Pohnpei	U.S. - DOE	242,830	National
Bilingual Education: Professional Dev. - Chuuk	U.S. - DOE	244,126	Chuuk
Gaining Early Awareness & Readiness	U.S. - DOE	326,987	Kosrae
English Language Acquisition	U.S. - DOE	269,686	Kosrae
Chuuk Campus Vocational	U.S. - DOI	25,000	Chuuk
Pohnpei Campus Vocational	U.S. - DOI	100,000	Pohnpei
		<b>\$10,824,982</b>	



*Side view of classroom buildings and newly constructed faculty building*

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Goal # 6

**Strategic Goal #6** Demonstrate fiscal, management and programmatic accountability.

Federated States of Micronesia - FSM Compact Sector Grant FY: Oct 01, 2003 to Sept 30, 2004

FY 2004 Compact Annual Report: Education Sector- COM-FSM

Revenue Budget versus Actual Revenue

Source of Funds	Revenue Budget	Actual Revenue
FSM Appropriation (Education Sector)	\$ 3,000,000	\$ 3,000,000
FSM Appropriation (FSM General Fund)	513,000	513,000
COM-FSM Tuition, fees and service charges	6,222,677	6,338,410
Total	\$ 9,735,677	\$ 9,851,410

Total Expenditure Budget versus Actual Expenditure

Category	Budget	Actual
Personnel	\$ 5,646,738	\$ 5,897,169
Travel	168,423	288,928
Contractual Services	1,604,624	967,068
Other Current Expenditures	2,018,549	2,181,402
Fixed Assets	297,343	325,881
Total	\$ 9,735,677	\$ 9,660,448

Education Sector Grant - \$3,000,000

Category	Budget	Actual
Personnel	\$ 3,000,000	\$ 1,831,334
Travel		89,725
Contractual Services		300,318
Other Current Expenditures		677,423
Fixed Assets		101,200
Total		\$ 3,000,000

Discussion:

1. The College has a budget reprogramming policy that allows campuses and offices of the College to reprogram 25% of their operating budget from one budget category to another budget category. Discrepancies of the budget and actual expenditures for each category are due to reprogramming.
2. The Compact - Education Sector Grant of \$3,000,000 provides funding for 31.05% of the College's total expenditure. Thus, 31.05% of each expenditure category is allocated to Education Sector Grant.

COM-FSM Annual Report to the FSM Congress for FY04  
Goal # 7

**Strategic Goal # 7**

Provide relevant, up-to-date, quality, academic, technical, and vocational degree and certificate programs, continuing education activities, and services enhanced by state-of-the-art technology to facilitate satisfying careers or transfer to schools in any geographic setting.

Activities that support this strategic goal:

A) The delivery of quality postsecondary education and training programs in line with the economic and social objectives of the FSM is the heart of the mission of the College. The College currently offers the following degrees and certificates listed below by location.

Certificates of Achievement:

Agriculture and Food Technology	Kosrae & Yap campuses
General Studies	Kosrae, Pohnpei, Chuuk, Yap campuses
Trial Counselors	Kosrae, Pohnpei, Yap campuses
Carpentry	Chuuk & Yap campuses
Electronic Engineering Technology	Kosrae, Pohnpei, Yap campuses
Bookkeeping	Chuuk campus
Community Health Services	Pohnpei campus
Preschool Teacher Education	Chuuk campus
Construction Electricity	Pohnpei & Yap campuses
Refrigeration and Air-conditioning	Pohnpei campus
Masonry	Pohnpei campus
Plumbing	Pohnpei campus
Secretarial Science	Pohnpei campus
Hotel and Restaurant Operations	Yap campus
Cabinet Making/Furniture Making	Chuuk & Pohnpei

Associate of Arts degrees:

Liberal Arts	National campus
L. A./Media Studies	National campus
L. A./Health Career Program	National campus
L.A./Teacher Preparation	National campus
Micronesian Studies	National campus
L.A/Education	National campus

Associate of Science degrees:

Business Administration	National campus
Marine Science	National campus
General Agriculture	National campus
Computer Information Systems	National campus
Hotel and Restaurant Management	Pohnpei campus

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Teacher Preparation	National campus
Teacher Education – Elementary	Yap, Chuuk & Kosrae
Teacher Education – Special Education	Yap, Chuuk & Kosrae
Early Childhood Education	Yap, Chuuk & Kosrae

Associate of Applied Science degrees:

Electronics Technology	Pohnpei
Telecommunications Technology	Pohnpei
Building Technology	Pohnpei

Three Year Certificates:

Accounting	National
Business Administration	National
Related Services Assistants	National
Elementary Education/Special Ed	National
Teacher Preparation	National

B) The Media and Instructional Technology Center (MITC), operates under the auspices of the Learning Resources Center, continues its services to the entire college community. The convenience of the MITC facilities has made the Center the venue of important workshops for the College, government agencies and some Non Governmental Organizations (NGO). Due to the growing demands on services from the MITC, funding was obtained to hire a new Media Assistant and a new Media Technician. The Media Assistant is responsible for cataloging the audiovisual collection. She also participated in the PIALA (Pacific Islands Association of Libraries and Archives) conference to improve her cataloging skills for media materials. Both Media Assistant and Communications Operator are continuing to take courses at the College in an effort to earn their associate degrees. The Communications Operator also participated in a workshop in Hawaii on communication technology operations, maintenance and improvement.

The MITC has also transitioned from its analog video editing system to digital, which has resulted in more professionally done video productions. The MITC has also put in motion a long-term plan to convert its entire audiovisual collection to digital formats. The new digital editing system has been proven to be effective in this cause.

In an effort to promote inter-campus information and resource sharing, the MITC coordinator visited all the campuses within the COM-FSM system. Audio, video, and still image clips and files were produced and or collected from the campuses for use in all college productions.

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During the campus visits, the MITC coordinator opened up the MITC audiovisual collection to all the campuses and instructed the state campus librarians on how to access the collection. During the same visit, the MITC Coordinator also set up a new and computerized identification card system at Kosrae Campus. This is part of a move by the MITC to spearhead a campus-wide and networked and computerized uniform identification card system. As of this report half of the campuses within the system are either using, or have ordered the new system. The MITC Coordinator, besides being the Journalism instructor under the Media Studies program, was also appointed by the College President to be editor of the college's newsletter, the COM-FSM Sharks.

C) The College enters into formal articulation agreements with other post secondary institutions in order to facilitate the transfer of students and earned credits. The following institutions currently have articulation agreements with the College of Micronesia-FSM: Chaminade University (Hawaii), Eastern Oregon State University, Guam Community College, Hawaii Pacific University, University of Hawaii at Hilo, Honolulu Community College, Palau Community College, University of Guam (general articulation, third-year agreement for elementary and special education, and fourth-year for elementary education), the University of Idaho, the National University San Diego, the University of Phoenix- Online Campus, and Brigham Young University, Hawaii and Provo, Utah. Since the last annual report, COM-FSM has also entered into Faculty and Exchange Student Agreements with Waseda University in Tokyo and the University of Ryukyus, Okinawa.



*SSSP Summer Bridge program 2005 participants pose for a group picture.*

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**Strategic Goal #8**

Attract, employ, and retain highly competent faculty and staff who pursue professional development and contribute to a positive institutional culture which encourages honesty, appropriate moral values, and respect for human and cultural diversity.

Activities that support this strategic goal:

A ) COM-FSM maintains an active Staff Development Program, which is a resource for all regular employees. Each campus maintains its own staff development funds. Program efforts include funding for degree programs, off-island conferences, workshops, and training and on-island courses. The Staff Development budget for the National Campus for fiscal year 2004 was \$40,000. Nearly 50% of that went toward assisting three Micronesian faculty pursuing graduate degrees. This fund also assisted 16 faculty and staff members in attending off-island conferences and trainings. Examples of such trainings/conferences include the TEOSL conference, training for Pig Husbandry and various library trainings and on-line courses to name a few.

B) The National Campus sponsored the annual February Staff Development Day Program and all the campuses were invited. The day events covered thirteen sessions with a wide array of subjects and trainings. Guest speakers included Mr. Dan Guerrero from Guam Community College who discussed “Linking SLO’s and Assessment”. Mr. John Ehsa from JCN/JEMCO was also a guest speaker and he updated the faculty and staff of the “compact funds”. Then in May, the Incentive Awards Program took place. Awards were given to selected faculty and staff for the following: Innovative Idea Award, Service Awards, Award of Recognition, Teacher of the Year, Professional Recognition, Employee Retirement, Good Health Award, Student’s Choice, Staff of the Year and Community Service Award.



*Representatives from all campuses take part in the college’s annual staff development days*

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C)

Employee Profile	Chuuk	Kosrae	Yap	FMI	Pohnpei	National	Total
Fall 03 total employees	50	29	22	16	47	146	310
Fall 03 # faculty	14	4	3	6	13	44	84
Fall 03 FSM citizen faculty	9	2	3	5	7	14	40
Fall 03 foreign faculty	5	2	0	1	6	30	44
Fall 03 # staff total (including mgmt)	36	25	19	10	34	102	226
Fall 03 FSM citizen staff	25	20	15	10	26	85	181
Fall 03 foreign staff	7	5	4	0	8	17	41

Employee Profile	Chuuk	Kosrae	Yap	FMI	Pohnpei	National	Total
Spring 04 total employees	51	27	25	16	51	158	328
Spring 04 # faculty	15	5	6	6	13	46	91
Spring 04 FSM citizen faculty	7	1	4	5	6	14	37
Spring 04 foreign faculty	8	4	2	1	7	32	54
Spring 04# staff total (including mgmt)	36	22	19	10	38	112	237
Spring 04 FSM citizen staff	32	20	17	10	36	94	209
Spring 04 foreign staff	4	2	2	0	2	18	28

**D) College of Micronesia-FSM Faculty and Staff Code of Ethics**

During the period of this report, the Board of Regents adopted an Ethics policy that was developed by the administration of the college and approved by the governing structure that includes the faculty, staff and students. The following policy is currently in effect:



### **Faculty Statement of Professional Ethics**

1. Faculty members, guided by a deep conviction of the worth and dignity of the advancement of knowledge, recognize the special responsibilities placed upon them. Their primary responsibility to their disciplines is to seek and to state the truth as they see it. To this end, they devote their energies to developing and improving their scholarly and teaching competence. They accept the obligation to exercise critical self-discipline and judgment in using, extending, and transmitting knowledge. They practice intellectual honesty. Although they may follow subsidiary interests, these interests must never seriously hamper or compromise their freedom of inquiry.
2. As educators, faculty members encourage the free pursuit of learning in their students. They hold before them the best scholarly standards of their discipline. They demonstrate respect for the student as an individual and adhere to their proper role as intellectual guides and counselors. They make every reasonable effort to foster honest academic conduct and to assure that their evaluation of students reflects their true merit. They respect the confidential nature of the relationship between faculty member and student. They avoid any exploitation of students for their private advantage and acknowledge significant assistance from them. They protect their academic freedom.
3. As colleagues, faculty members have obligations that derive from common membership in the community of scholars. They respect and defend the free inquiry of their associates. In the exchange of criticism and ideas they show due respect for the opinions of others. They acknowledge their academic debts and strive to be objective in their professional judgment of colleagues. They accept their share of faculty responsibilities for the governance of their institution.
4. As members of their institution, faculty members seek above all to be effective teachers and scholars. Although they observe the stated regulations of the institution, provided they do not contravene academic freedom, they maintain their right to criticize and seek revision. They determine the amount and character of the work they do outside their institution with due regard to their paramount responsibilities within it. When considering the interruption or termination of their service, they recognize the effect of their decision upon the programs of the institution and give due notice of their intentions.

5. As members of their community, faculty members have the rights and obligations of any citizen. They measure the urgency of these obligations in the light of their responsibilities to their disciplines, to their students, to their profession and to their institution. When they speak or act as private persons, they avoid creating the impression that they speak or act for the college. As citizens engaged in a profession that depends upon freedom for its health and integrity, faculty members have a particular obligation to promote conditions of free inquiry and to public understanding of academic freedom.
6. As members of a diverse, multicultural community, faculty members have a responsibility to cultural, gender and ability sensitivity that goes beyond tolerance and deference. They model these sensitivities in the classroom, on campus, and in the wider community.
7. As mentors, faculty members acknowledge the dual mission of a community college to prepare students for success in both careers and participatory citizenship. They maintain sound and fair standards while helping students to understand those standards provide a realistic view of what can be expected in other educational institutions and in the larger society beyond the college campus. Lowering standards to pass students along undermines their abilities to meet future challenges.

#### Faculty Code of Ethics

1. Recognizing that, at times, students will offer us gifts or favors, we must be aware of potential implications. Acceptance of such offerings should be avoided.
2. Recognizing that student sensitivities must be respected, we must appreciate that derogatory remarks based on gender, race, religious or ethnic group, physical handicap, or sexual orientation are inappropriate in the classroom environment.
3. Recognizing that instructors are concerned with the welfare of students and that students will, at times, wish to share information of a personal nature, it is appropriate for faculty to listen sympathetically to students but not to elicit, reveal or exploit confidential information.
4. Recognizing that while amorous relationships are appropriate in other circumstances, we accept that such relationships are always inappropriate when they occur between any

faculty member and his or her student. Further, such relationships may have the effect of undermining the atmosphere of trust on which the educational process depends.

5. Recognizing that in their relationships with students there is always an element of power, it is incumbent upon those with authority not to abuse, nor appear to abuse, the power with which they are entrusted.
6. Recognizing that under certain circumstances touching students may be appropriate, we acknowledge that sexual touching of a student by an instructor is never appropriate.
7. Professional interaction between students and instructors should take place in an academic setting.
8. Instructors should never engage in nor condone sexual harassment. In the academic context, the term “sexual harassment” may be used to describe a wide range of behavior. The fundamental element is the unwelcome personal attention by an instructor who is in a position to determine a student’s grade or student employment or otherwise affect the student’s academic performance or professional future.
9. Recognizing individual’s rights to privacy, disclosure and discussion of confidential information obtained from official records, either during or after employment with the College (unless an employee is authorized to do so), is prohibited. Such information includes:
  - Personal and official information about students, such as academic and judicial records.
  - Financial information about students.
  - Information regarding the college’s business transactions.
  - The personnel records of college employees, except as may be required by law.
  - The opinions, advice, recommendations and decisions as found on faculty evaluations.

#### Staff Code of Ethics

1. Recognizing that faculty and students will give us gifts or offer us favors, we must be aware of potential implications. We should always demonstrate both the substance and the appearance of propriety at all times.

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2. Acknowledging that faculty and student sensitivities should be respected, we must appreciate that derogatory remarks regarding gender, race, religion, ethnicity, physical or learning disability, or sexual orientation are inappropriate.

3. Recognizing that college staff are concerned with the welfare of faculty and students, and since either will at times, wish to share information of a personal nature, classified staff must, for additional help and/or information, refer students to the college's counseling center or Vice President for Support and Student Affairs; and, refer faculty to the Vice President for Instructional Affairs.

4. College staff should never engage in or condone sexual harassment. In the professional context, the term "sexual harassment" may be used to describe a wide range of behavior. However, the fundamental element is the unwelcome personal attention by a classified member to any person, staff, faculty or student.

5. College staff interaction with students and faculty should take place in an appropriate setting.

6. Recognizing individuals' rights to privacy, disclosure and discussion of confidential information obtained from official records, either during or after employment with the College (unless an employee is authorized to do so), is prohibited. Such information includes:

- Personal and official information about students, such as academic and judicial records.
- Financial information about students.
- Information regarding the college's business transactions.
- The personnel records of college employees, except as may be required by law.
- The opinions, advice, recommendations and decisions as found on employee evaluations.

**Strategic Goal #9**

Establish partnerships with educational institutions, national and state governments, businesses, and other community agencies to identify and address common goals.

Activities that support this strategic goal:

The College has signed formal articulation agreements with the following institutions, all of which were in place during FY04: Chaminade University (Hawaii), Eastern Oregon State University, Guam Community College, Hawaii Pacific University, University of Hawaii at Hilo, Honolulu Community College, Palau Community College, University of Guam (general articulation, third-year agreement for elementary and special education, and fourth-year for elementary education), the University of Idaho, the National University San Diego, the University of Phoenix- Online Campus, and Brigham Young University, Hawaii and Provo, Utah. Since the last annual report, COM-FSM has also entered into Faculty and Exchange Student Agreements with Waseda University in Tokyo and the University of Ryukyus, Okinawa.



*National and Pohnpei Campus students celebrate the college's founding day in traditional colors.*

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Goal # 10

**Strategic Goal #10**

Conduct necessary and appropriate research.

Activities that support this strategic goal:

As an educational institution that receives US Pell grant funds, COM-FSM participates in three surveys a year conducted by the US federal government, Institutional Characteristics Submitted to Integrated Postsecondary Education Data System [IPEDS]. This summarizes the IPEDS entries for July 31, 2003 to June 30, 2004, which is a rough approximation of FY 04.

In the fall, we are asked to update information about our institutional characteristics. Included in this information are the facts that we are a public institution, accredited by WASC, having more than fifteen employees, using a semester system, offering academic, occupational and remedial instruction that leads to diploma, certificate and associate degrees. We also reported that we admit full time and part- time undergraduates meeting our admission requirements of secondary school record including GPA and TOELF.

In addition, our division of education offers some distance learning. We were able to report that each campus has a library, but we do not offer athletically-related aid to any students. We also report on our uniform charges for each student including the \$10 application fee, the \$75 per credit hour charge, and the dorm capacity of 212 at National campus and the complete, 21 meals a week plan offered to dorm students. Below is the price of attendance for 2004-2005:

COM-FSM Costs Per Year

Tuition and required fee amount	3060
On campus room & board	3912
Books and supplies	530
Other expenses	1250
Off campus (not with family) Room and board	1560
Off campus (not with family) other expenses	2050

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Goal # 10

Fall 2004 Incoming Freshmen Enrollment

Campus	National and Pohnpei		Chuuk		Kosrae		Yap	
	Male	Female	Male	Female	Male	Female	Male	Female
Number of applicants	386	404	172	177	50	54	59	54
Number of admissions	293	305	169	169	50	54	59	54
Number enrolled full-time	281	298	148	144	14	32	43	43
Number enrolled part-time	12	7	21	25	36	22	16	11

Program Completion Data – Pohnpei & National campuses

Program Completions- National Campus and Pohnpei Campus combined	Male	Female	Total
Accounting	2	14	16
Business Admin.	7	4	11
Computer Information	15	8	23
General Agriculture	0	0	0
Liberal Arts	18	13	31
Liberal Arts/Education	13	5	18
Liberal Arts/Health Career	6	15	21
Marine Science	1	1	2
Micronesian Studies	4	6	10
3rd Year Cert in Accounting	0	5	5
3rd Year Cert Program in Ed	6	5	11
3rd Year Cert Teacher Preparation	2	0	2
Early Childhood	0	3	3
Hotel Restaurant Management	3	8	11
Community Health Services( Certificate)	0	5	5
<b>Total</b>	<b>77</b>	<b>92</b>	<b>169</b>

Program Completion Data – Kosrae campus

<b>Program Completions- Kosrae Campus</b>	Male	Female	Total
Elementary Education(Degree)	3	8	11
Education (Third Year)	0	0	0
Certificate in Agriculture	5	0	5
Carpentry ( Certificate)	1	0	1
<b>Total</b>	<b>9</b>	<b>8</b>	<b>17</b>

Program Completion Data – Chuuk campus

<b>Program Completions- Chuuk Campus</b>	Male	Female	Total
Elementary Education(Degree)	4	10	14
General Studies	1	0	1
Bookkeeping ( Certificate)	1	1	2
<b>Total</b>	<b>6</b>	<b>11</b>	<b>17</b>