

**FSM Fisheries and Maritime Institute (FSM FMI)**  
**Evaluation Report**  
**March 2008**

**Executive Summary**

***Purpose of Evaluation***

This evaluation of the FSM FMI is to provide a number of functions:

- Provide information on the quality of program implementation
- Provide information on impact of program on the maritime and fisheries sector
- Provide information for development of a FSM – FMI sub plan for the strategic plan

The focus of the evaluation is on understanding the current status of FMI to assist in identifying the future direction and FMI to better serve the state and nation.

The evaluation report does not address, and was not intended to address, the broader issue of the absolute level of funding for FSM FMI or if FMI should continue in its current format. These are issues, more appropriately, to be addressed by the FSM Government. However, a significant amount of the data and analysis provides background on these the broader issues of maritime and fisheries training needs in the FSM.

***Evaluation Design***

The evaluation was designed to answer four major questions:

1. Are FMI graduates being employed in the maritime/fisheries industry?
2. Is the FMI meeting stakeholder expectations?
3. Is FMI responsive to the needs of the FSM and its individual island communities in the maritime/fisheries area?
4. Do the training programs provided meet or exceed expectations?

The body of the report is broken down into four sections – one section for each of the evaluation questions. Included in the report is a summary of the data collected and analysis followed by recommendations to improve unit services. A series of attachments are included that provide the data and evidence to support the analysis and recommendations.

***Summary of Major Findings***

- The FSM FMI has been found by the Secretariat of the Pacific community Regional Maritime Programme to comply with the STCW 95 code for the level of courses offered by the Institute; however there are system improvements that need to be addressed in the areas of the quality management system and documentation.
- The condition of the marine/fisheries sector of the FSM economy has seen significant changes since the Memorandum of Understanding was negotiated between the FSM and the College of Micronesia – FSM. There has been a downturn in the sector with limited or no job creation occurring. For example, in 1997 fishing represented 2.66% of the overall employment in the

FSM; in 2006 it was down to 0.8%. Concern was also raised by a number of individuals regarding the perceived values of fisheries and maritime as promoting quality employment.

- There are differences in expectations regarding the role and function of the FMI in the Fisheries and Maritime Sector. FMI was designed as a training institute to meet the needs of the Fisheries/Maritime sector of the FSM economy, but there now appears to be expectations that it will help drive the development of the sector instead of ensuring adequate personnel are available to meet employer's needs.
- Cost per student is high with an average of somewhat over \$21,500 and enrollment and graduate figures are not reflective of the overall population distribution in the FSM.

### ***Summary of Major Recommendations***

- FSM FMI must continue to provide quality training programs that meet the requirements of the STCW95.
- FSM FMI in cooperation with state and national agencies in the fisheries/maritime sector must develop a recruitment, retention, and placement (graduates) plan that:
  - Identifies roles and responsibilities for FMI and state, national and community leaders in the fisheries/maritime sector for recruitment of students and placement of graduates
  - Set specific goals for recruitment, retention and graduation
  - Identifies employment opportunities both in the FSM and international
- FSM FMI in cooperation with state and national agencies in the fisheries/maritime sector seek external funding to support both improvement of the institute and its operations. Day to day financial needs of students should also be a consideration.
- FSM FMI in cooperation with appropriate state, national and community agencies and under the leadership of the FSM government must seek to improve the communities understanding of the importance and values of the fisheries/maritime sector and employment in the sector.
- FSM FMI must review, development and implement plans for improvement of services to students that focuses on developing a student and learning centered institution that promotes continuous improvement in instruction, student support services and facilities (including Internet Access).
- FSM FMI should request periodic updates from appropriate state, national and community agencies regarding development plans for the fisheries/maritime sector with emphasis on trends in job creation and incorporate that data into plans for recruitment, retention and placement as well as systems improvement.
- FSM FMI in cooperation with the college and appropriate agencies must develop a long term strategic plan as part of the overall strategic plan of the college. The FMI strategic plan should identify appropriate areas for FMI to address in addition to training to meet STCW95 requirements.

### ***Details of the Evaluation***

The following section provides the data sources, analysis and specific recommendations for improvement of the FSM FMI. The evaluation design is included in Appendix A.

**Administrative and Support Units  
Assessment Report**

<b>FMI</b>	<b>2004 - 2008</b>
<b>Unit/Office/Program</b>	<b>Assessment Period Covered</b>
( ) <b>Formative Assessment</b>	
( x ) <b>Summative Assessment</b>	<b>Date Submitted</b>

<b>Administrative Evaluation Question (Use a different form for each evaluation question):</b>
<b><i>1. Are FMI graduates being employed in the maritime/fisheries industry?</i></b>

**First Means of Assessment for Evaluation Question Identified Above (from your approved assessment plan):**

<p><i>S1.1a. Means of Unit Assessment &amp; Criteria for Success:</i> Trends in employment in the fishing sector of the FSM economy (FSM Statistical Handbook 2007)</p>
<p><i>S1.1b. Summary of Assessment Data Collected:</i></p> <ul style="list-style-type: none"> <li>▪ There has been a gradual decline (see attachment S1.1a1) in the size of the fishing sector in the FSM since 1997 when 441 individuals were employed to only 132 in 2006 or a 70% decline.</li> <li>▪ The size of the fishing sector was 2.66% of overall employment in 1997 and 0.8% in 2006.</li> <li>▪ By individual states since 2002 Kosrae has not recorded any employees in the fishing sector with only Pohnpei having over 100 individuals in the fishing sector in 2006.</li> <li>▪ No data is available on direct maritime employment in the FSM Statistical Handbook.</li> </ul>
<p><i>S1.1c: Use of Results to Improve Unit Services:</i> Currently, there is limited or no growth in the fishing sector in the FSM.</p> <p>FSM FMI should work closely with appropriate state and national agencies responsible for the fisheries and maritime sector of the economy to monitor job creation and major changes.</p> <p>FMI should consider developing partnerships with foreign fishing agencies for placement of students in this sector and/or working in partnership with national and state economic development agencies for placement of graduates in new fishing startups.</p>

**Second Means of Assessment for Evaluation Question Identified Above (from your approved assessment plan):**

<p><i>S1.2a. Means of Unit Assessment &amp; Criteria for Success:</i> Enrollment information (OAR, FMI and IRPO) See Attachment S1.2a1, S1.2a2, S1.2a3</p>
<p><i>S1.2b. Summary of Assessment Data Collected:</i> Total School Year Enrollment (duplicated count by Fall, Spring and Summer Semesters) (Attachment S1.2a1)</p>

School Year	Enrolled for Upgrading	High School Grads & Non-grads	Total
2000-2001	24	91	115
2001-2002	74	26	100
2002-2003	28	11	39
2003-2004	16	84	100
2004-2005	15	70	85
2005-2006	4	83	87
2006-2007	3	89	92

Overall enrollment has varied over the years at FMI with a fairly steady amount seen over the past 4 years at approximately 30 students per semester.

**FMI Enrollment by Program, State and Term (Attachment S1.2a2)**

Attachment S1.2a2 shows details of enrolment by semester, program and state. Enrollment distributions show that distribution by state does not match overall population percentages. Enrollment is heavy for Yap and Kosrae and then followed by Chuuk. Pohnpei has the lowest enrollment rate against its population size.

*S1.2c: Use of Results to Improve Unit Services:*

FSM FMI has not set firm improvement goals for enrollment and graduation. Stretch goals for FMI enrollment need to be established, tracked and reported. Improvement is also needed in the distribution of students across states and in retention of students.

FMI in conjunction with other elements of the college needs to develop a formal recruitment and retention plan that establishes specific recruitment and retention goals by state. Roles and responsibilities of the college, state and national government fisheries/maritime agencies need to be clarified to assist in recruitment and retention of students at FMI.

**Third Means of Assessment for Evaluation Question Identified Above (from your approved assessment plan):**

*S1.3a. Means of Unit Assessment & Criteria for Success:*

Graduation Data (OAR, FMI & IRPO) See attachment S1.3a1 & S1.3a2

*S1.3b. Summary of Assessment Data Collected:*

FMI graduate data shows that 51 students graduated from FMI from Spring 2004 to Spring 2007. This table referees only to regular students and not to existing crews for recertification.

Graduates by State:	Graduates by Program:
Yap – 25 graduates Chuuk – 15 graduates Kosrae – 9 graduates Pohnpei – 2 graduates	Second year navigation – 30 graduates Second year engineering – 21 graduates

FMI also provides upgrading to existing crews under the STCW95 Convention. The following

tables shows the crews completing the required upgrading in 2001. Under the STCW95 the upgrading is required every 5 years.

ESS/BSS (Safety Courses)	2001	RESTRICTED CLASS 6	2001	Total
<i>Yap</i>		<i>Yap</i>		
Existing Crews	10	Existing Crews	0	10
<i>Chuuk</i>		<i>Chuuk</i>		
Existing Crews	14	Existing Crews	1	15
<i>Pohnpei</i>		<i>Pohnpei</i>		
Existing Crews	10	Existing Crews	0	10
<i>Kosrae</i>		<i>Kosrae</i>		
Existing Crews	2	Existing Crews	0	2

*S1.3c: Use of Results to Improve Unit Services:*

FMI needs to improve the quantity of graduates and the distribution across states. The development of a recruitment and retention plan recommended above would also assist in increasing the number of graduates.

**Forth Means of Assessment for Evaluation Question Identified Above (from your approved assessment plan):**

*S1.4a. Means of Unit Assessment & Criteria for Success:*

FMI Employment Data (OAR, FMI & IRPO) See attachment S1.4a1

*S1.4b. Summary of Assessment Data Collected:*

Graduates of the FMI program are genially being employed in the maritime/fisheries field with the largest number being employed on Interisland Passenger Vessels. The decline in employment levels in the fisheries sector as seen in S1.1a has limited opportunities for placement in that sector. Between 2004 and 2006, records indicate all graduates found some type of employment.

*S1.4c: Use of Results to Improve Unit Services:*

While FMI graduates are generally being placed in fisheries/maritime employment, placement of graduates should be a greater focus of activity at FMI. This is especially important if FMI is to improve recruitment, retention and graduation rates for students. Active engagement of both government and private sector in determining current and future needs must be an ongoing activity with potential employment information provided to all students on a regular basis.

FMI should also consider seeking employment opportunities with fishing and maritime organizations outside of the FSM. Graduates would be able to gain experience and be available for employment within the FSM as economic development and job creation occurs in the fisheries and maritime sectors of the FSM economy.

An additional area for potential employment of FMI graduates is related to buildup of forces in Guam by the US military. Two areas of potential employment can be emphasized. First, engineering – large diesel engines share many commonalities between the maritime and land

based applications. Graduates of FMI with experience in diesel engine operation and repair could find employment in both the construction and expansion of the maritime (dock) sector of the Guam economy.

Attachement S1.1a1

COLLEGE OF MICRONESIA - FSM

FSM - FISHERIES AND MARITIME INSTITUTE

**Number of Employee by Industry and State, FSM: FY1997 to FY2006**

State & Year	Agriculture, Hunt & Forestry					Fishing					Hotel & Restaurants				
	FSM	Yap	Chuuk	Pohnpei	Kosrae	FSM	Yap	Chuuk	Pohnpei	Kosrae	FSM	Yap	Chuuk	Pohnpei	Kosrae
1997	30	5	-	24	1	270	129	10	99	32	758	144	273	281	60
1998	30	6	-	23	1	247	70	13	129	35	847	211	313	273	50
1999	33	13	-	19	1	156	40	16	68	32	848	246	314	235	53
2000	32	12	-	19	1	169	61	22	52	34	942	280	369	242	51
2001	24	5	-	18	1	135	59	5	47	24	874	233	330	264	47
2002	25	5	-	19	1	140	39	2	69	30	781	207	262	261	51
2003	24	4	-	19	1	104	30	3	43	28	787	209	267	260	51
2004	29	4	-	23	2	87	22	7	34	24	823	256	249	272	46
2005	30	2	-	23	5	87	22	6	38	21	833	256	258	274	45
2006	28	1	-	23	4	96	21	6	41	28	809	249	251	264	45

Source: 2007 FSM Statistical Yearbook

**Attachment S1.2a1**  
**COLLEGE OF MICRONESIA - FSM**  
 FSM - Fisheries & Maritime Institute

Number of students who enrolled for upgrading qualification & those who enrolled for education.

School Year	Enrolled for upgrading	High School Grads & Non-grads	Total	School Year	Enrolled for upgrading	High School Grads & Non-grads	Total
<b>2000 - 2001</b>	<b>24</b>	<b>91</b>	<b>115</b>	<b>2004 - 2005</b>	<b>15</b>	<b>70</b>	<b>85</b>
Fall 00	2	49	51	Fall 04	5	24	29
Spring 01	2	42	44	Spring 05	5	23	28
Summer 01	20	0	20	Summer 05	5	23	28
<b>2001 - 2002</b>	<b>74</b>	<b>26</b>	<b>100</b>	<b>2005 - 2006</b>	<b>4</b>	<b>83</b>	<b>87</b>
Fall 01	35	6	41	Fall 05	0	28	28
Spring 02	37	3	40	Spring 06	2	23	25
Summer 02	2	17	19	Summer 06	2	32	34
<b>2002 - 2003</b>	<b>28</b>	<b>11</b>	<b>39</b>	<b>2006 - 2007</b>	<b>3</b>	<b>89</b>	<b>92</b>
Fall 02	9	10	19	Fall 06	2	31	33
Spring 03	19	1	20	Spring 07	1	30	31
Summer 03	0	0	0	Summer 07	0	28	28
<b>2003 - 2004</b>	<b>16</b>	<b>84</b>	<b>100</b>	<b>2007 - 2008</b>	<b>0</b>	<b>58</b>	<b>58</b>
Fall 03	4	31	35	Fall 07	0	30	30
Spring 04	12	25	37	Spring 08	0	28	28
Summer 04	0	28	28	Summer 08	-	-	-
<b>SY total</b>	<b>142</b>	<b>212</b>	<b>354</b>	<b>SY Total</b>	<b>22</b>	<b>300</b>	<b>322</b>

Note: Total enrollment figure for SY 2007-2008 does not include summer 2008

Source: Institutional Research & Planning Office, COM - FSM



Attachment S1.2a2

**COLLEGE OF MICRONESIA - FSM**  
 FSM FMI Enrollment Data by Program, State, and Term

FSM FMI Enrollment Data <i>Programs / Gender</i>	Fall 2003						Spring 2004						Summer 2004					
	Total	Yap	Chk	Ksa	Pni	Others	Total	Yap	Chk	Ksa	Pni	Others	Total	Yap	Chk	Ksa	Pni	Others
First Year General	15	4	8	2	1	0	23	8	12	2	1	0	11	1	4	6	0	0
Second Year Navigation	14	7	5	2	0	0	10	3	5	2	0	0	9	4	2	2	1	0
Second Year Engineering	6	3	3	0	0	0	4	1	3	0	0	0	8	5	3	0	0	0
<b>Total</b>	<b>35</b>	<b>14</b>	<b>16</b>	<b>4</b>	<b>1</b>	<b>0</b>	<b>37</b>	<b>12</b>	<b>20</b>	<b>4</b>	<b>1</b>	<b>0</b>	<b>28</b>	<b>10</b>	<b>9</b>	<b>8</b>	<b>1</b>	<b>0</b>

FSM FMI Enrollment Data <i>Programs / Gender</i>	Fall 2004						Spring 2005						Summer 2005					
	Total	Yap	Chk	Ksa	Pni	Others	Total	Yap	Chk	Ksa	Pni	Others	Total	Yap	Chk	Ksa	Pni	Others
First Year General	12	2	4	6	0	0	12	2	4	6	0	0	16	12	4	0	0	0
Second Year Navigation	9	4	2	2	1	0	9	4	2	2	1	0	6	1	1	3	1	0
Second Year Engineering	8	5	3	0	0	0	7	5	2	0	0	0	6	2	1	3	0	0
<b>Total</b>	<b>29</b>	<b>11</b>	<b>9</b>	<b>8</b>	<b>1</b>	<b>0</b>	<b>28</b>	<b>11</b>	<b>8</b>	<b>8</b>	<b>1</b>	<b>0</b>	<b>28</b>	<b>15</b>	<b>6</b>	<b>6</b>	<b>1</b>	<b>0</b>

FSM FMI Enrollment Data <i>Programs / Gender</i>	Fall 2005						Spring 2006						Summer 2006					
	Total	Yap	Chk	Ksa	Pni	Others	Total	Yap	Chk	Ksa	Pni	Others	Total	Yap	Chk	Ksa	Pni	Others
First Year General	16	12	4	0	0	0	16	12	4	0	0	0	22	5	8	1	8	0
Second Year Navigation	6	1	1	3	1	0	6	2	1	3	0	0	6	6	0	0	0	0
Second Year Engineering	6	2	1	3	0	0	3	0	1	2	0	0	6	2	4	0	0	0
<b>Total</b>	<b>28</b>	<b>15</b>	<b>6</b>	<b>6</b>	<b>1</b>	<b>0</b>	<b>25</b>	<b>14</b>	<b>6</b>	<b>5</b>	<b>0</b>	<b>0</b>	<b>34</b>	<b>13</b>	<b>12</b>	<b>1</b>	<b>8</b>	<b>0</b>

FSM FMI Enrollment Data	Fall 2006						Spring 2007						Summer 2007						
	<i>Programs / Gender</i>	<u>Total</u>	<u>Yap</u>	<u>Chk</u>	<u>Ksa</u>	<u>Pni</u>	<u>Others</u>	<u>Total</u>	<u>Yap</u>	<u>Chk</u>	<u>Ksa</u>	<u>Pni</u>	<u>Others</u>	<u>Total</u>	<u>Yap</u>	<u>Chk</u>	<u>Ksa</u>	<u>Pni</u>	<u>Others</u>
First Year General	21	4	8	1	8	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Second Year Navigation	6	6	0	0	0	0	6	6	0	0	0	0	11	7	0	0	3	1	
Second Year Engineering	6	2	4	0	0	0	26	8	9	1	8	0	15	7	4	0	4	0	
<b>Total</b>	<b>33</b>	<b>12</b>	<b>12</b>	<b>1</b>	<b>8</b>	<b>0</b>	<b>32</b>	<b>14</b>	<b>9</b>	<b>1</b>	<b>8</b>	<b>0</b>	<b>26</b>	<b>14</b>	<b>4</b>	<b>0</b>	<b>7</b>	<b>1</b>	

FSM FMI Enrollment Data	Total Fall Terms						Total Spring Terms						Total Summer Terms						
	<i>Programs / Gender</i>	<u>Total</u>	<u>Yap</u>	<u>Chk</u>	<u>Ksa</u>	<u>Pni</u>	<u>Others</u>	<u>Total</u>	<u>Yap</u>	<u>Chk</u>	<u>Ksa</u>	<u>Pni</u>	<u>Others</u>	<u>Total</u>	<u>Yap</u>	<u>Chk</u>	<u>Ksa</u>	<u>Pni</u>	<u>Others</u>
First Year General	64	22	24	9	9	0	51	22	20	8	1	0	49	18	16	7	8	0	
Second Year Navigation	35	18	8	7	2	0	31	15	8	7	1	0	32	18	3	5	5	1	
Second Year Engineering	26	12	11	3	0	0	40	14	15	3	8	0	35	16	12	3	4	0	
<b>Total</b>	<b>125</b>	<b>52</b>	<b>43</b>	<b>19</b>	<b>11</b>	<b>0</b>	<b>122</b>	<b>51</b>	<b>43</b>	<b>18</b>	<b>10</b>	<b>0</b>	<b>116</b>	<b>52</b>	<b>31</b>	<b>15</b>	<b>17</b>	<b>1</b>	

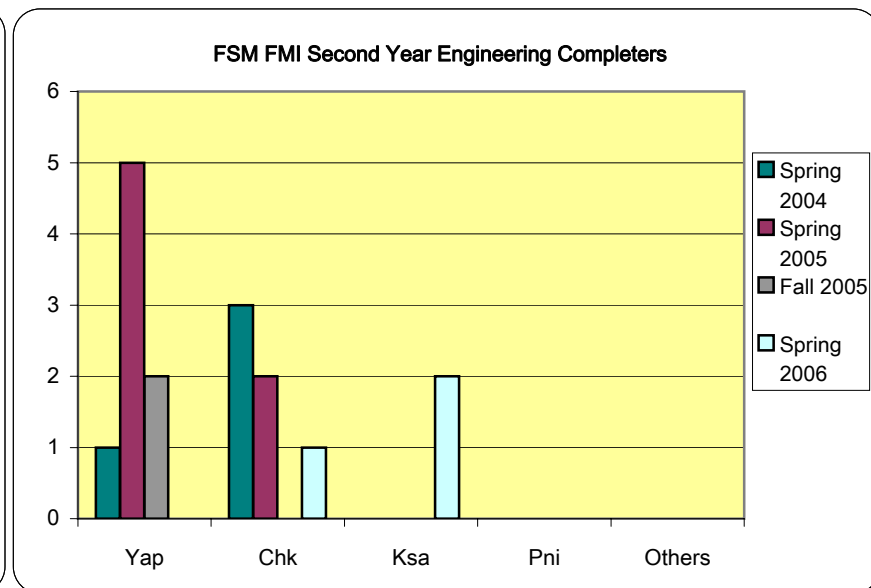
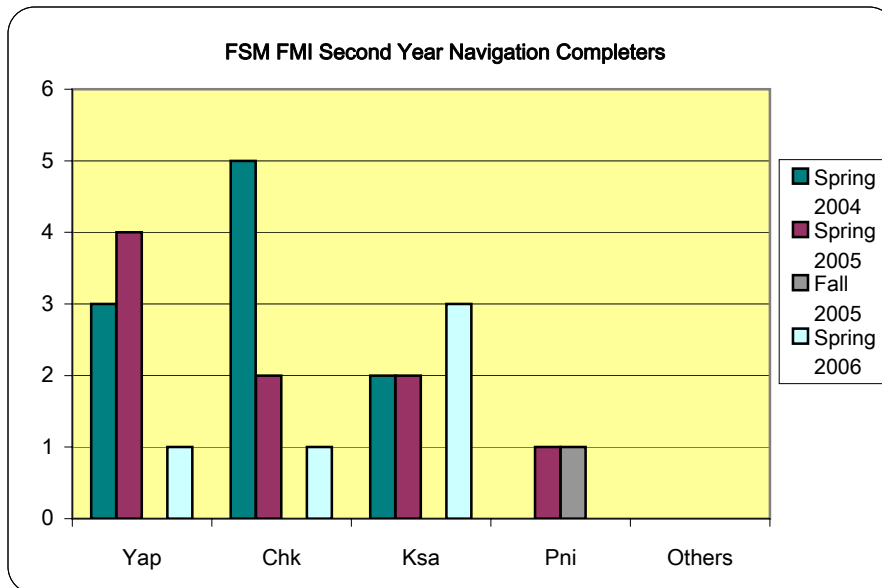
FSM FMI Enrollment Data	Percent Fall Terms						Percent Spring Terms						Percent Summer Terms						
	<i>Programs / Gender</i>	<u>Avg</u>	<u>Yap</u>	<u>Chk</u>	<u>Ksa</u>	<u>Pni</u>	<u>Others</u>	<u>Avg</u>	<u>Yap</u>	<u>Chk</u>	<u>Ksa</u>	<u>Pni</u>	<u>Others</u>	<u>Avg</u>	<u>Yap</u>	<u>Chk</u>	<u>Ksa</u>	<u>Pni</u>	<u>Others</u>
First Year General	51%	34%	38%	14%	14%	0%	42%	43%	39%	16%	2%	0%	42%	37%	33%	14%	16%	0%	
Second Year Navigation	28%	51%	23%	20%	6%	0%	25%	48%	26%	23%	3%	0%	28%	56%	9%	16%	16%	3%	
Second Year Engineering	21%	46%	42%	12%	0%	0%	33%	35%	38%	8%	20%	0%	30%	46%	34%	9%	11%	0%	
<b>Total</b>		<b>42%</b>	<b>34%</b>	<b>15%</b>	<b>9%</b>	<b>0%</b>	<b>42%</b>	<b>35%</b>	<b>15%</b>	<b>8%</b>	<b>0%</b>		<b>45%</b>	<b>27%</b>	<b>13%</b>	<b>15%</b>	<b>1%</b>		

Source: Institutional Research and Planning Office, College of Micronesia - FSM

**COLLEGE OF MICRONESIA - FSM**  
 FSM FMI Graduate Data by Program, State, and Term

FSM FMI Graduate Data <i>Programs / Gender</i>	Spring 2004						Spring 2005						Fall 2005					
	Total	Yap	Chk	Ksa	Pni	Others	Total	Yap	Chk	Ksa	Pni	Others	Total	Yap	Chk	Ksa	Pni	Others
Second Year Navigation	10	3	5	2	0	0	9	4	2	2	1	0	1	0	0	0	1	0
Second Year Engineering	4	1	3	0	0	0	7	5	2	0	0	0	2	2	0	0	0	0
<b>Total</b>	<b>14</b>	<b>4</b>	<b>8</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>16</b>	<b>9</b>	<b>4</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>3</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>

FSM FMI Graduate Data <i>Programs / Gender</i>	Spring 2006						Spring 2007					
	Total	Yap	Chk	Ksa	Pni	Others	Total	Yap	Chk	Ksa	Pni	Others
Second Year Navigation	5	1	1	3	0	0	5	5	0	0	0	0
Second Year Engineering	3	0	1	2	0	0	5	4	1	0	0	0
<b>Total</b>	<b>8</b>	<b>1</b>	<b>2</b>	<b>5</b>	<b>0</b>	<b>0</b>	<b>10</b>	<b>9</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>



Note:

The reported graduate figures is for the two years programs offered at FMI.

Source of validity: Institutional Research and Planning Office, College of Micronesia - FSM

**Attachment S1.3a2**  
**COLLEGE OF MICRONESIA - FSM**  
 Recertification STCW of Existing Crews

<b>ESS/BSS (Safety Courses)</b>	<b>2001</b>	<b>RESTRICTED CLASS 6</b>	<b>2001</b>	<b>Total</b>
<i><b>Yap</b></i>		<i><b>Yap</b></i>		
Existing Crews	10	Existing Crews	0	10
<i><b>Chuuk</b></i>		<i><b>Chuuk</b></i>		
Existing Crews	14	Existing Crews	1	15
<i><b>Pohnpei</b></i>		<i><b>Pohnpei</b></i>		
Existing Crews	10	Existing Crews	0	10
<i><b>Kosrae</b></i>		<i><b>Kosrae</b></i>		
Existing Crews	2	Existing Crews	0	2

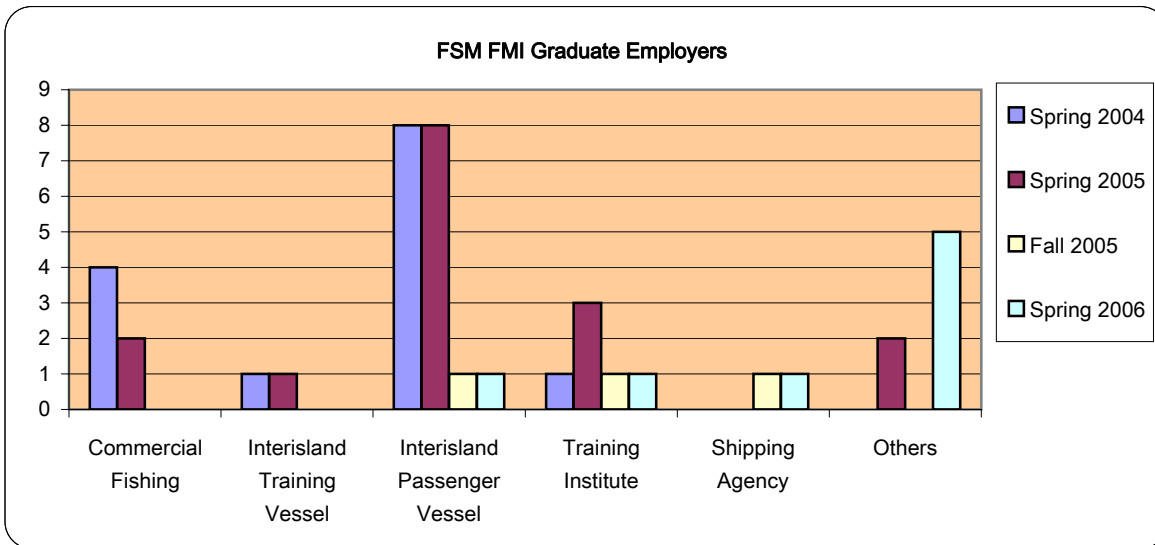
Attachment S1.4a1

COLLEGE OF MICRONESIA - FSM

FSM FMI Graduate Placement Data by Program, Term & Employer

Programs / Terms	Spring 2004	Spring 2005	Fall 2005	Spring 2006
Navigation	10	10	1	5
Engineering	4	6	2	3
<b>Total</b>	<b>14</b>	<b>16</b>	<b>3</b>	<b>8</b>

Type of Employer	Spring 2004	Spring 2005	Fall 2005	Spring 2006
Commercial Fishing	4	2	0	0
Interisland Training Vessel	1	1	0	0
Interisland Passenger Vessel	8	8	1	1
Training Institute	1	3	1	1
Shipping Agency	0	0	1	1
Others	0	2	0	5
<b>Total</b>	<b>14</b>	<b>16</b>	<b>3</b>	<b>8</b>



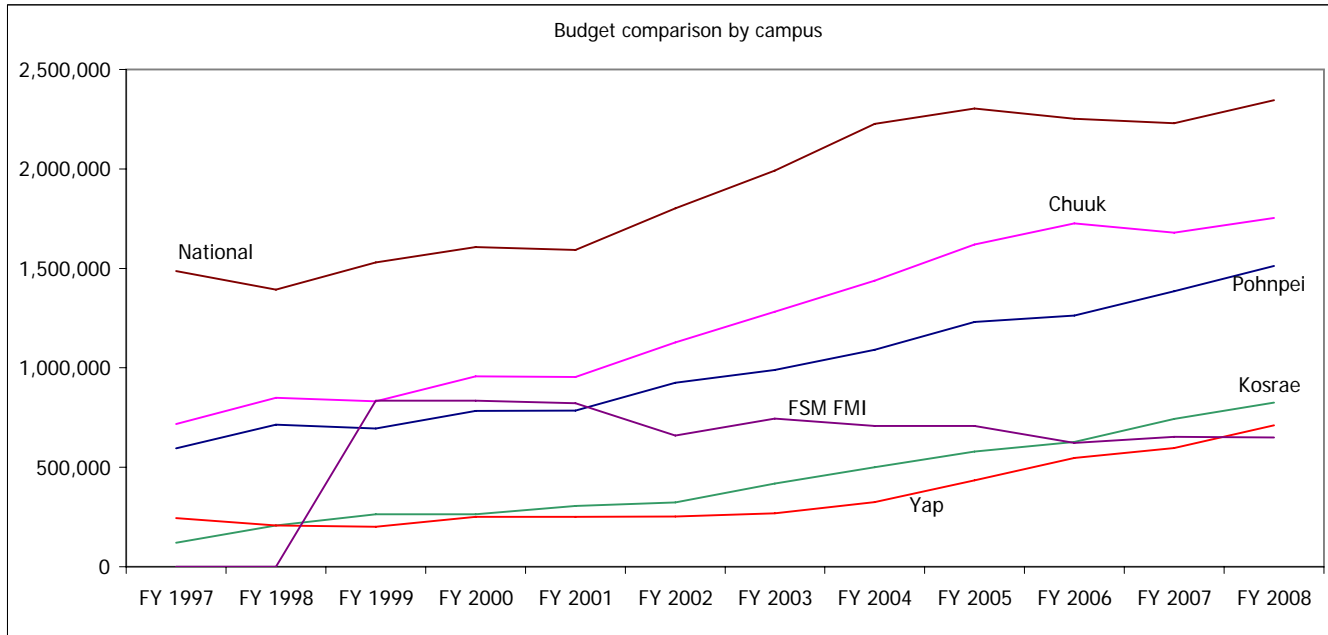
Source of validity: Institutional Research and Planning Office, College of Micronesia - FSM

**Attachment S1.6a1**

COLLEGE OF MICRONESIA - FSM

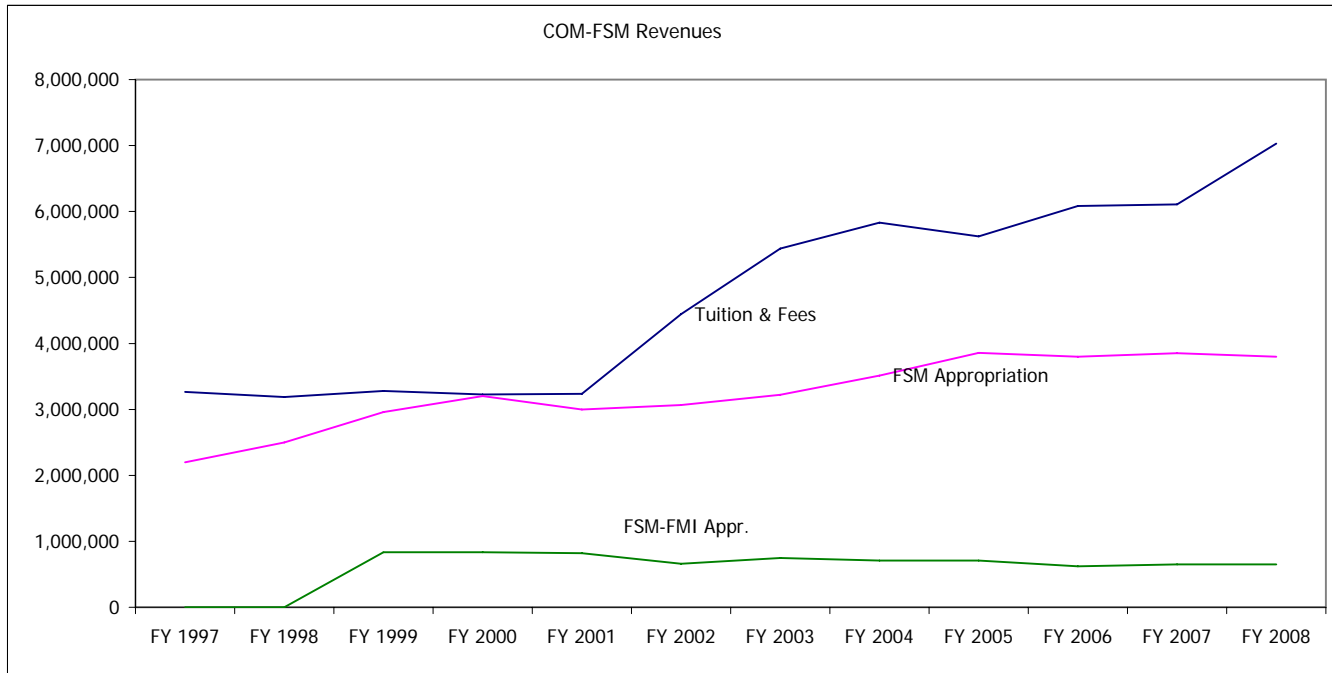
FSM - FMI BUDGET TREND AND COMPARISON - FY 97 TO FY 08

	FY 1997	FY 1998	FY 1999	FY 2000	FY 2001	FY 2002	FY 2003	FY 2004	FY 2005	FY 2006	FY 2007	FY 2008
<b>Pohnpei</b>	594,738	714,789	695,070	784,044	784,844	924,410	988,891	1,090,039	1,230,600	1,263,400	1,384,352	1,511,425
<b>Chuuk</b>	717,223	849,402	831,712	957,382	954,001	1,128,366	1,282,414	1,437,567	1,620,195	1,726,685	1,679,153	1,753,893
<b>Kosrae</b>	121,178	206,757	263,708	263,708	305,180	323,177	418,950	500,005	578,532	627,147	743,220	825,802
<b>Yap</b>	245,329	207,300	201,638	251,458	250,958	253,033	268,064	325,520	434,539	547,103	596,628	711,545
<b>National</b>	1,485,762	1,393,764	1,529,888	1,607,178	1,593,180	1,802,556	1,991,764	2,226,986	2,304,171	2,251,638	2,229,655	2,345,241
	<b>3,164,230</b>	<b>3,372,012</b>	<b>3,522,016</b>	<b>3,863,770</b>	<b>3,888,163</b>	<b>4,431,542</b>	<b>4,950,083</b>	<b>5,580,117</b>	<b>6,168,037</b>	<b>6,415,973</b>	<b>6,633,008</b>	<b>7,147,906</b>
<b>FSM FMI</b>	0	0	835,000	835,000	821,700	659,550	745,033	708,398	708,360	622,167	652,381	650,000



Source: Institutional Research and Planning Office, COM - FSM

	FY 1997	FY 1998	FY 1999	FY 2000	FY 2001	FY 2002	FY 2003	FY 2004	FY 2005	FY 2006	FY 2007	FY 2008
<b>Tuition &amp; Fees</b>	3,265,096	3,186,191	3,278,177	3,227,906	3,237,880	4,442,231	5,437,356	5,833,678	5,621,007	6,084,150	6,107,800	7,029,715
<b>FSM Appropriation</b>	2,200,000	2,500,000	2,960,000	3,200,000	3,000,000	3,067,000	3,220,000	3,513,000	3,856,071	3,800,000	3,852,833	3,800,000
<b>FSM-FMI Appr.</b>	0	0	835,000	835,000	821,700	659,550	745,033	708,398	708,360	622,167	652,381	650,000



Source: Institutional Research and Planning Office, COM - FSM

**Administrative and Support Units  
Assessment Report**

***FMI***

<b>Unit/Office/Program</b>	<b>Assessment Period Covered</b>
<input type="checkbox"/> <b>Formative Assessment</b>	
<input checked="" type="checkbox"/> <b>Summative Assessment</b>	<b>Date Submitted</b>

**Administrative Evaluation Question (Use a different form for each evaluation question):**  
**2. Is the FMI meeting stakeholder expectations?**

**First Means of Assessment for Evaluation Question Identified Above (from your approved assessment plan):**

*S2.1a: Means of Unit Assessment & Criteria for Success:*  
 Memorandum of Understanding (Attachment S2.1a1) Between the government of the Federated States of Micronesia and the College of Micronesia – FSM regarding re-opening and operation of a fisheries and maritime training institution in Yap State, commencing in 1999.

*S2.1b: Summary of Assessment Data Collected:*  
 The MOU indicates that that COM-FSM will run a training institution for fisheries and maritime in Yap State. Training is to meet the criteria set forth in the STCW95 Convention and addresses the needs and requirements of the FSM fishing and maritime industries. The curriculum and training provided is to be compliant with STWC95 requirements.

The MOU does not specify clearly expectations regarding: mission, enrollment and graduation levels, nor the respective roles and responsibilities of the college and the FSM Government in assuring a successful fisheries and maritime institute that meets the needs of the nation. The MOU does not specify expectations concerning the number or type of jobs in the fisheries and maritime sector of the FSM economy or the expectations for future job creation.

*S2.1c: Use of Results to Improve Unit Services:*  
 The MOU should be revised to provide clear expectations regarding mission of FMI, expectations for enrollment and graduation rates, job placement and roles of both the college and FSM Government for recruitment and placement of graduates. The FSM Government should also be requested to provide the college with projections regarding economy development in the FSM fisheries and maritime sector and estimates for job creation.

**Second Means of Assessment for Evaluation Question Identified Above (from your approved assessment plan):**

*S2.2a: Means of Unit Assessment & Criteria for Success:*  
 Survey of FMI faculty and staff (IRPO & FMI 2007) (Attachment S2.2a1)

*S2.2b: Summary of Assessment Data Collected:*

- Faculty and staff tend to be satisfied with working environment (83%), somewhat satisfied with adequate resources (58%), and employee recruitment program (52.9%) but



only have limited satisfaction with supervisor training (27%) and employee training (27.8).

- There was high interest in receiving different types of computer and content specific training.
- Overall satisfaction with working for the college was at 68%.
- Responses show that employees agree with the following:
  - Leadership – 77.2%
  - Strategic Planning – 60%
  - Service Focus – 78%
  - Measurement, Analysis, and Knowledge Management – 75%
  - Human Resources Focus – 62%
  - Process Management – 55%
  - Results – 61%

*S2.2c: Use of Results to Improve Unit Services:*

Faculty and staff are generally satisfied with the working environment but would desire to see improvement in resources and training. Part of the dissatisfaction has been associated through interviews with FMI being funded solely by the FSM and dependent on that funding for training and resources.

**Third Means of Assessment for Evaluation Question Identified Above (from your approved assessment plan):**

*S2.3a: Means of Unit Assessment & Criteria for Success:*

Survey of Students (IRPO & FMI 2007 – Attachment S2.2a2)

*S2.3b: Summary of Assessment Data Collected:*

- Students generally have limited satisfaction with FMI programs (only 28% satisfied), academic advising (8%), computer availability and internet access (16%). Of special interest to students via comments on the survey are the need for improved instructional techniques by faculty and a broader range of faculty.
- Students generally have limited satisfaction with FMI services
  - Cafeteria – 35% poor
  - Dorms – 39% average
  - Recreational activity - 37% poor
  - Learning & study skills asst. - 48% poor
  - Counseling - 41% average; 41% poor
  - OAR - 50% average
  - Recruiting - 48% poor
  - Registration - 35% poor
  - Orientation - 37% average

*S2.3c: Use of Results to Improve Unit Services:*

- **FMI must focus more on student centered services and create a learning centered environment that response to student’s needs and perceptions.**
  - Recommended is initial focus on faculty training in active, cooperative and collaborative learning

- Students need to be more actively involved in decision making regarding improvement of services
- FMI should work with parents and/or develop work study programs that allow some cash to be available to students.
- There is considered to be a migrating factor to student responses. As FMI is solely funded by the FSM Government, students are not participating in PELL grant and other student support programs such as work study. This has resulted in students having limited personal funds as compared to students at other COM-FSM campuses.

**Fourth Means of Assessment for Evaluation Question Identified Above (from your approved assessment plan):**

*S2:4a: Means of Unit Assessment & Criteria for Success:*

Twenty five (25) interviews (See attachments S2.4a1-5) were conducted for a wide range of government and private sector individuals to guide their view of FSM FMI. A background paper (Attachment S2.4a0) was provided to those interviewed. Six questions were asked of participants in the interviews:

1. What do you consider the mission and role of the FMI in the FSM? – in economic development?
- 2a. What trends are you seeing for employment in the fisheries and maritime areas?
- 2b. What would you see as FMI's role in meeting those needs?
- 3a. How do people view fisheries and maritime work in your state for Development?
- 3b. How do people view fisheries and maritime work in your state for commercial fishing?
- 3c. How do people view fisheries and maritime work in your state for subsistence?
4. Would you be willing to assist with recruitment or encourage of students to enter into fisheries and maritime careers? If yes, what kind of assistance would you be willing to provide?
5. Would you be willing to encourage or assist with recruitment of students to attend FMI? If yes, what kind of assistance would you be willing to provide?
6. Do you have any general comments on how FMI might be improved to better assist in meeting manpower needs of the FSM?

*S2:4b: Summary of Assessment Data Collected:*

Following is a brief summary of key responses:

1. What do you consider the mission and role of the FMI in the FSM? – in economic development?
  - Capacity building to assist in development of the economy
  - Have graduates be able to work anywhere
  - Some indication that FMI should be major player in development
- 2a. What trends are you seeing for employment in the fisheries and maritime areas?
  - There was a general view that not much is happening in development of the fisheries and maritime area (little or no mention was made of potential for job creation)
  - Maritime is of more interest than fisheries for a number of reasons – one of which was the length of time spent on fishing vessels

- 2b. What would you see as FMI's role in meeting those needs?
- A number of individuals focused on the need for generating greater interest in the fisheries & maritime areas
  - A number of individuals mentioned the need to prepare students for international certification and ability to seek jobs outside of the FSM
  - It was mentioned that FMI can prepare students for work in other areas such as diesel mechanics and meeting the military buildup in Guam
  - There was indication of expectations that FSM FMI is to help drive the improvement of the fisheries/maritime sector of the economy.
- 3a. How do people view fisheries and maritime work in your state for Development?
- The view was presented that fisheries is not seen as a job (low value of the area even if it is a developmental sector of the FSM economy)
  - A desire was expressed to expand into fish farms and other marine related fields (aquaculture)
- 3b. How do people view fisheries/maritime work in your state for commercial fishing?
- Concern was expressed on fishing fees not being as productive as they could be
  - Concern was expressed over the ability of the FSM to compete in the global market
- 3c. How do people view fisheries and maritime work in your state for subsistence?
- Subsistence fishing and the importance of subsistence fishing was raised with some desire to be more commercial
4. Would you be willing to assist with recruitment or encourage of students to enter into fisheries and maritime careers? If yes, what kind of assistance would you be willing to provide?
- A large majority of respondents were very willing to assist in recruitment and encouragement of individuals to participate in fisheries and maritime areas
  - A number of respondents indicated a willingness to assist at the local level
5. Would you be willing to encourage or assist with recruitment of students to attend FMI? If yes, what kind of assistance would you be willing to provide?
- Generally, respondents are willing to assist with recruitment to FMI and willing to work at the local level
  - It was mentioned that FMI should be more proactive in recruitment and promoting its programs
6. Do you have any general comments on how FMI might be improved to better assist in meeting manpower needs of the FSM?
- Need to stimulate interest in fisheries and maritime and FMI in particular
  - Need for high standards and accreditation of programs and international certification
  - Possible expansion in other vocational program areas

Some key issues from the interviews.

- Mission of FMI is not widely understood
- Role of FMI as a training institution somewhat understood
- Expectations for fisheries and maritime development are generally low
- Value of fisheries and maritime not appreciated by the general community
- Fisheries jobs seen as of low value and low pay
- Generally, there was an express a need for FMI or an FMI like institution to exist

- Some desire for FMI to expand to other areas such as support for fish farms, aquaculture, etc.
- Willingness of those interviewed to assist in recruitment for FMI

*S2:4c: Use of Results to Improve Unit Services:*

Based on the interviews the following needs are seen:

- FMI must be proactive in promoting its missions and purpose
- FMI must work with the state and national fisheries and maritime agencies to improve understanding of its role and the role of those agencies in developing the fisheries and maritime sector of the economy
- FMI must develop a public relations plan
- FMI must develop a recruitment and retention plan that actively involved state and national fisheries and maritime agencies, elected leaders and community leaders
- FMI needs to work with state and national fisheries and maritime agencies, elected leaders, community leaders and the education system in promoting the values of fisheries and maritime sector and employment
- FMI needs to seek additional sources of funding to support its activities and training programs and improvement efforts
- FMI should consider logical areas of expansion that would assist in development of the fisheries and maritime sector and better prepare graduates for employment in both the FSM and internationally
- FMI should request periodic updates from state and national economic development agencies on projections for job creation in fisheries and maritime areas including on shore fisheries and maritime needs

**Fifth Means of Assessment for Evaluation Question Identified Above (from your approved assessment plan):**

*S2.5a: Means of Unit Assessment & Criteria for Success:*

Financial Information – cost per student (attachment S2.5a1)

*S2.5b: Summary of Assessment Data Collected:*

The cost per student at FMI is averaging over \$21,000 per year. The table below shows the variation across the life of FMI. A higher, more distributed enrollment would bring the cost per student to a more manageable level.

**Analysis of Cost per Student:**

Fiscal Year	Approved Budget	Student Enrollment*	Cost per Student
1999	\$835,000.00	-	-
2000	\$835,000.00	51	\$16,372.55
2001	\$821,700.00	41	\$20,041.46
2002	\$659,550.00	19	\$34,713.16
2003	\$745,033.00	35	\$21,286.66
2004	\$708,398.00	29	\$24,427.52
2005	\$708,360.00	28	\$25,298.57
2006	\$622,167.00	33	\$18,853.55
2007	\$652,381.00	30	\$21,746.03

2008	\$650,000.00
Average cost per student (FY 00-07)	\$21,626.27

\*Calculated based on Fall Enrollment

*S2.5c: Use of Results to Improve Unit Services:*  
 FMI needs to seek increases in enrollment, retention and graduates. Enrollment levels at the 50 – 60 ranges would reduce per student costs to approximately \$10,000.

**Sixth Means of Assessment for Evaluation Question Identified Above (from your approved assessment plan):**

*S2.6a: Means of Unit Assessment & Criteria for Success:*  
 Financial Information – Funding Source (Attachment S1.6a1)

*S2.6b: Summary of Assessment Data Collected:*  
 Primary funding for FSM FMI is from the FSM Congress Appropriation. The college has contributed significant administrative support services and has used the technology fee funding sources to assist with Information Technology needs. The following table shows the level of funding for FMI from FSM Congress Appropriation.

	<b>FSM FMI</b>
<b>FY 1997</b>	0
<b>FY 1998</b>	0
<b>FY 1999</b>	835,000
<b>FY 2000</b>	835,000
<b>FY 2001</b>	821,700
<b>FY 2002</b>	659,550
<b>FY 2003</b>	745,033
<b>FY 2004</b>	708,398
<b>FY 2005</b>	708,360
<b>FY 2006</b>	622,167
<b>FY 2007</b>	652,381
<b>FY 2008</b>	650,000

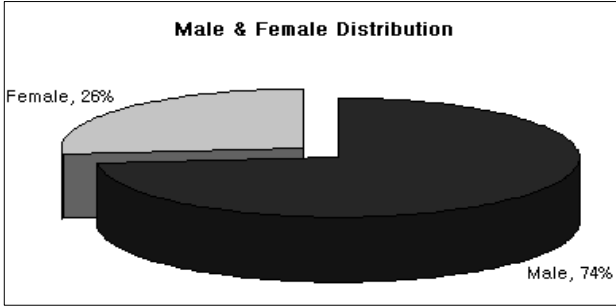
For comparison, Attachment S1.6a1 show the overall budget comparisons of the different campuses of the college and also the source of funding. The majority of funding for the college is coming from tuition and fees (primarily PELL grant).

The college has explored the possibility of moving to degree programs for FMI, however, there have been two concerns. The estimates of PELL grant would not cover, but could help defer the cost of FMI operations. Second, use of PELL grant would require a complete overhaul of the curriculum to structure it as a normal degree or certification program. A last major impact would be increased student entry requirements for FMI.

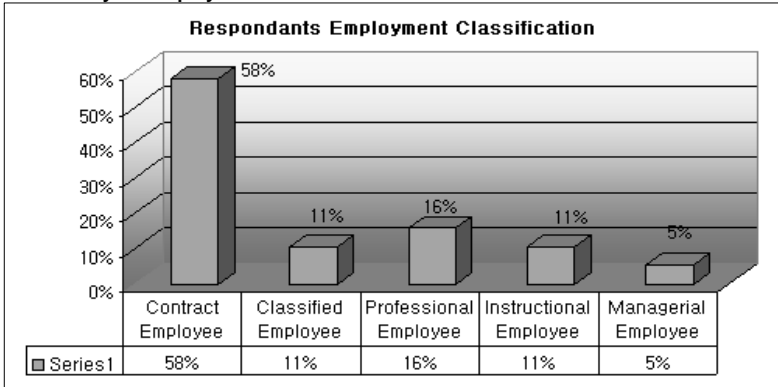
*S2.6c: Use of Results to Improve Unit Services:*  
 The college in cooperation with FSM Transportation, Communications and Infrastructure (TC & I) should seek external assistance for operation of FMI and in conjunction with other state and

national fisheries and maritime agencies seek to increase the enrollment, retention and graduation rates for FMI.

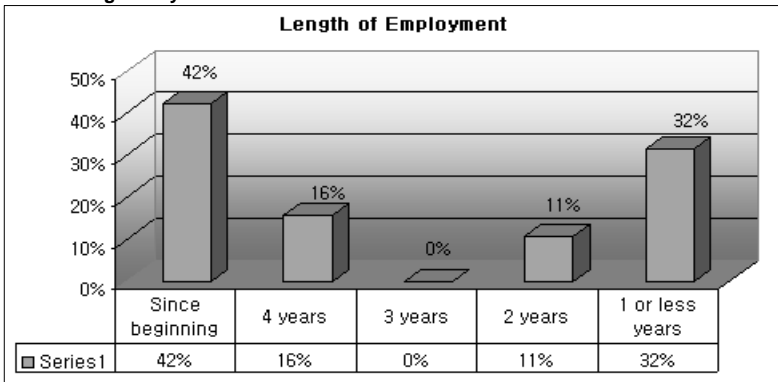
**1. Are you a:**



**2. What is your employment classification at FSM-FMI?**



**3. How long have you worked for the FSM-FMI?**



**4. Please rate the following areas by level of satisfaction with 1 being least satisfied and 5 being very satisfied.**

	Strongly dissatisfied 1	Dissatisfied 2	Neutral 3	Satisfied 4	Strongly satisfied 5	Response Total
a. Employee recognition program	0%	17%	39%	<b>44%</b>	0%	18
b. Employee training program	0%	28%	<b>44%</b>	22%	6%	18
c. Supervisor training	0%	11%	<b>61%</b>	22%	6%	18
d. Comfortable work environment	0%	0%	17%	<b>72%</b>	11%	18
e. Adequate resources	0%	24%	18%	<b>53%</b>	6%	17
f. Employee recruitment program	0%	18%	29%	<b>53%</b>	0%	17
Total Respondents		18				
(skipped this question)		1				

**5a. Office Computer Work Related Training**

	Response Total	Percentage
Word	1	8%
Advanced Word	6	46%
Excel	4	31%
Advanced Excel	6	46%
Access	3	23%
Advanced Access	4	31%
PowerPoint	6	46%
Advanced PowerPoint	9	69%
Publisher	5	38%
Advanced Publisher	6	46%
Outlook	7	54%
Total Respondents	13	
(skipped this question)	6	

**5b. Content Work Related Training**

	Response Total	Percentage
Engineering	5	38%
Navigation	5	38%
Management	4	31%
Students Services	5	38%
Library	3	23%
Teaching as a profession	5	38%
Total Respondents	13	
(skipped this question)	6	

**6. Are there other areas of training you would like the college to offer its employees? Please list below.**

Total Respondents 7  
 (skipped this question) 12

1. CPR Training class (Basic first aid) fire fighting computer training
2. Library learning resources training
3. College fiscal management, policies & procedures
4. Administrative & office managing public relation accounting
5. CPR
6. More frequency of training
7. Customer service training

**7. Overall how satisfied are you with working for the college/institute?**

	Response Total	Percent
Very satisfied	3	19%
Satisfied	11	69%
Neutral	1	6%
Dissatisfied	0	0%
Very dissatisfied	1	6%
Total Respondents	16	
(skipped this question)	3	



**Fisheries and Maritime Institute, COM-FSM**  
 Staff and Faculty Survey - Spring 2007

**Leadership:**

	Agree	Neither	Disagree	Total
a. I know the college's mission (what it is trying to accomplish).	12	6	0	18
b. The college leaders use the college's values to guide us.	15	2	1	18
c. The college leaders create a work environment that helps me do my job.	14	4	0	18
d. The college leaders share information about the organization.	9	7	2	18
e. The college leaders encourage learning that will help me advance my career.	11	7	0	18
f. The college lets me know what it thinks is most important.	11	4	3	18
g. The college asks what I think.	12	5	2	19
Total Respondents	19			
(skipped this question)	0			

**Strategic Planning:**

	Agree	Neither	Disagree	Total
a. As it plans for the future the college asks for my ideas.	11	7	1	19
b. I know the parts of the college's plans that will affect me and my work.	12	5	2	19
c. I know how to tell if we are making progress on the part that my department or program is responsible for.	11	6	2	19
Total Respondents	19			
(skipped this question)	0			

**Service Focus:**

	Agree	Neither	Disagree	Total
a. I know who the most important people I serve are.	14	4	1	19
b. I keep in touch with the people I serve.	18	1	0	19
c. The people I serve tell me what they need and want.	14	2	3	19
d. I ask if the people I serve are satisfied or dissatisfied with my work.	14	4	1	19
e. I am allowed to make decisions to solve problems for the people I serve.	14	4	1	19
Total Respondents	19			
(skipped this question)	0			

**Measurement Analysis and Knowledge Management:**

	Agree	Neither	Disagree	Total
a. I know how to measure the quality of my work.	11	6	1	18
b. I know how to analyze (review) the quality of my work to see if changes are needed.	17	1	0	18
c. I use these analyses for making decisions about my work.	12	6	0	18
d. I know how the measures I use in my work fit into the college's overall measures of improvement.	13	6	0	19
e. I get all important information I need to do my work.	12	5	0	17
f. I get the information I need about how the college is doing.	15	1	1	17
Total Respondents	19			
(skipped this question)	0			

**Human Resources Focus:**

	Agree	Neither	Disagree	Total
a. I can make changes that will improve my work.	12	6	1	19
b. I collect information (data) about the quality of my work.	10	8	1	19
c. My supervisor encourages me to develop my job skills so I can advance in my career.	12	5	2	19
d. I am recognized for my work.	10	6	3	19
e. I have a safe workplace.	13	2	4	19
f. My supervisor and the college care about me.	13	3	3	19
Total Respondents	19			
(skipped this question)	0			

**Fisheries and Maritime Institute, COM-FSM**  
 Staff and Faculty Survey - Spring 2007

**Process Management:**

	Agree	Neither	Disagree	Total
a. I can get everything I need to do my job.	10	7	1	18
b. I collect information (data) about the quality of my work.	10	8	0	18
c. We have good processes for doing our work.	10	7	1	18
d. I have control over my work processes.	9	6	3	18
Total Respondents		18		
(skipped this question)		1		

**Results:**

	Agree	Neither	Disagree	Total
a. The people I serve are satisfied with my work.	12	5	2	19
b. I know how well the institute is doing financially.	11	6	2	19
c. The institute uses my time and talents well.	11	7	1	19
d. The institute removes things that get in the way of progress.	8	6	5	19
e. The institute obeys laws and regulations.	13	2	4	19
f. The institute has high standards and ethics.	11	5	3	19
g. The institute helps me help my community	12	2	5	19
h. I am satisfied with my job.	14	4	1	19
Total Respondents		19		
(skipped this question)		0		

## Attachment S2.2a2

### FMI Surveys

#### Findings:

*Faculty/Staff survey: 19 responses collected*

- Showed strong satisfaction with training, recruitment, and recognition programs, working environment and adequate resources. **Average satisfaction rate for all categories – 42%**
- Responses show employees are interested in receiving more work-related training with the basic and more advanced techniques of Microsoft applications: word, excel, access, PowerPoint, publisher, outlook – **68%** of responses
- Interest in content work-related training in engineering, navigation, management, student services, library and teaching – **68%**
- Other areas of interest – CPR (basic first aid), library, fiscal management, administrative and public relations and customer service training
- Overall satisfaction – **68.8%**
- Responses show that employees agree with the following:
  - Leadership – 77.2%
  - Strategic Planning – 60%
  - Service Focus – 78%
  - Measurement, Analysis, and Knowledge Management – 75%
  - Human Resources Focus – 62%
  - Process Management – 55%
  - Results – 61%

*Student opinion survey: 27 responses collected*

- 58% freshmen
- 42% continuing
- Field of interest:
  - Navigation: 64%
  - Engineering: 36%
- Currently enrolled in:
  - Class 5 navigation: 22%
  - Class 5 engineering: 19%
  - Class 6/Master: 59%
- Student satisfaction with programs currently offered:
  - 40% not satisfied
  - 32% neutral
  - 28% satisfied
- Other fields/programs of interest – fishing, local navigation, fire fighting
- Satisfaction with faculty teaching methods:
  - 48% not satisfied
  - 37% neutral
  - 15% satisfied
- Satisfaction with academic advising:
  - 50% not satisfied
  - 42% neutral
  - 8% satisfied
- Satisfaction with courses currently enrolled in:
  - 64% not satisfied
  - 26% satisfied
- Satisfaction with library services:

- 38% neutral
  - 29% not satisfied
  - 35% satisfied
- computer availability on campus:
  - 69% not satisfied
  - 16% satisfied
- Internet accessibility:
  - 58% not satisfied
  - 16% satisfied
- Overall satisfaction with learning environment (instructional services):
  - 38% not satisfied
  - 16% satisfied
  - 46% neutral
- Overall satisfaction with learning environment (support services):
  - 34% not satisfied
  - 11% satisfied
  - 56% neutral
- Satisfaction with services:
 

○ Cafeteria –	35% poor
○ Dorms –	39% average
○ Recreational activity -	37% poor
○ Learning & study skills asst. -	48% poor
○ Counseling -	41% average; 41% poor
○ OAR -	50% average
○ Recruiting -	48% poor
○ Registration -	35% poor
○ Orientation -	37% average
- Information made available to public:
  - 39% no
  - 19% yes
- Public awareness programs at FMI is high:
  - 37% no
  - 19% yes
- Programs offered attract students:
  - 26% no
  - 15% yes
- Recruitment staff are well prepared:
  - 41% no
  - 11% yes
- Recruitment staff knowledgeable about FMI programs & operations:
  - 33% no
  - 4% yes

**Summary of findings:**

**Faculty & Staff survey:** Faculty and staff showed strong satisfaction with training, recruitment, recognition programs and felt that the working environment and resources were adequate for the job. Responses also show that employees wish more work-related training with basic and advanced techniques of Microsoft applications. More than half of the employees agree that the college

administration as a whole portrays excellent leadership, ranging from strategic planning to process management. Overall satisfaction levels for all programs and services at the FSM FMI campus is at 68%.

**Student Opinion survey:** Student overall satisfaction levels for instructional and support services are combined at 72% dissatisfaction while only 27% are satisfied. Students generally indicated that they were not satisfied with instructional programs and support services offered at FMI. These include programs currently offered, faculty teaching methods, courses enrolled, recruiting, cafeteria, dorms, recreational activities, computer availability and internet access.

## Attachment S2.4a0

### FSM Fisheries and Maritime Institute (FSM FMI) Background information

#### Timeline for FSM FMI:

- As early as the 1990s there was a strong sentiment among the FSM leadership that fisheries be given a priority in the FSM.
- In 1992 a State-National Leadership Conference resolution declared commercial fisheries development the nation-wide highest priority as a means of producing government revenue, foreign exchange, income and employment.
- Another accompanying resolution affirmed the importance of appropriate training of Micronesian manpower in the areas of fishing and maritime industries and endorsed the appropriate restructuring of the Micronesian Maritime and Fisheries Academy (MMFA) on Yap into a national training institution.
- A comprehensive plan for the institute to achieve its training mandate was developed by the National Government (a special task force assigned by the Vice President then).
- The plan became available in August 1992, but it was not known whether there was any action taken on it.
- Meanwhile there was an eagerness among the leadership to start the school right away, particularly when MMFA closed down its doors in 1997.
- In the first half of 1999, the Japanese Government expressed its desire to fund a fisheries project in Micronesia and requested the FSM Government to identify one.
- During mid-1999, the Japanese Government, through its technical assistance arm JICA, came forward to negotiate for the fisheries project.
- In August 10, 1999 a memorandum of understanding between the Government of the Federated States of Micronesia and the College of Micronesia-FSM was put in place. The agreement provides that the Government will provide the funds for the operations of the school and the College will operate the school so long as the funds are made available.
- Negotiations with the Japanese were concluded in March 2000 after which a three-year agreement was signed.
- The Institute did not actually opened until September 2000 when it took in its first batch of students from all over the FSM.



#### FSM FMI has two major purposes:

- To respond to the manpower needs in the fisheries and maritime sectors of the FSM as these sectors, particularly fisheries, were developing at an unprecedented rate, and
- To fulfill the obligation requirements of the FSM under the international maritime treaty, the International Convention on the Standards of Training, Certification and Watchkeeping for Seafarers (STCW Convention), 1978, as amended, to which the FSM had acceded on October 14, 1998.
  - By acceding to the treaty, the FSM had pledged to the international maritime community to abide by the provisions of that treaty, including providing training for seafarers and ship manning in accordance with the standards and requirements of the treaty.

Since its establishment FMI has graduated more than one hundred seafarers at different levels, most of who are currently employed on board FSM ships. As per STCW requirement, these seafarers will need to

**Attachment S2.4a0**

come back to FMI every five years for refresher courses, particularly in either the basic safety courses or the advanced safety courses, in order to continue maintaining their competence.

## Attachments S2.4a1

### Summary of the interviews from Chuuk

2 government officials were interviewed

1. What do you consider the mission and role of the FMI in the FSM? – in economic development?

- Capacity building to develop the economy and in addition to have these graduates to be able to work anywhere

2a. What trends are you seeing for employment in the fisheries and maritime areas?

- Declining due to fewer ships

2b. What would you see as FMI's role in meeting those needs?

- FMI should produce capable and skilled seamen
- FMI should encourage more people to be interested in the field

3a. How do people view fisheries and maritime work in your state for Development?

- With fewer ships cost of fish has gone up and people in the industry are making more money out of fishing.
- With less offering for those who quit school early, they will be looking at farming and fisheries to make a living
- Pni is seriously looking at improvement in fisheries for economic development
- On a small scale artisans export out to Guam and Hawaii and it is not organized

3b. How do people view fisheries and maritime work in your state for commercial fishing?

- Government draws largest resources from fishing license fees but could do better by demanding more liability
- We did some attempts to compete on the global market
- Very few, no real means of doing so

3c. How do people view fisheries and maritime work in your state for subsistence?

- We need to continue to reserve the EEZ for local fisheries
- We are fishing only for subsistence for now
- We only fish for subsistence and would like to see more for commercial
- Less then before due to laziness and the associated cost such as gas

4. Would you be willing to assist with recruitment or encourage of students to enter into fisheries and maritime careers? If yes, what kind of assistance would you be willing to provide?

- Yes willing to recruit as the ocean is the biggest resource but we need to learn the necessary skills and means to provide the facilities to utilize these resources
- Can help with the recruitment and the application and maybe with modest fees for his constituents
- I would like to help by pushing the regulations such as NORMA should come up with some quota to have 50% if employees on ships to be FSM citizen



- Prel has been contracted to develop a career guidance program for vocation programs while the college is developing the technical side
- Yes, I would look for people in the field to provide outreach and do awareness programs on the industry

5. Would you be willing to encourage or assist with recruitment of students to attend FMI? If yes, what kind of assistance would you be willing to provide?

- Has done some recruiting to youth to consider FMI as another career path the last time he visited chuuk and will continue to do
- His department efforts with prel will support this initiative
- FMI should talk to kids about the program and FMI should be included in the career activities done at eh National campus and bring FMI staff and students to advertise their programs

6. Do you have any general comments on how FMI might be improved to better assist in meeting manpower needs of the FSM?

- We need to put more efforts in recruitment and FMI should look for ways to generate money to support its program and more qualified staff to produce more quality students
- Need assessment and program assessments and provide results to those who will provide answers to the needs

## **Attachment S2.4a2**

### **Summary of the interviews from Kosrae**

Five people, 1 governor and 4 government officials were interviewed

1. What do you consider the mission and role of the FMI in the FSM? – in economic development?

- Capacity building to develop the economy and in addition to have these graduates to be able to work anywhere
- In addition to capacity building, FMI should balance out the import and export of the fishing industry

2a. What trends are you seeing for employment in the fisheries and maritime areas?

- A good maritime college will produce students that are certified internationally and the standard for the college should be heightened to meet the upcoming demand
- Our students are being hire elsewhere because we can have less infrastructure and export is unrealistic
- Employment opportunities is not attractive to make enrollment
- Current capacity can offer graduates ot work as junior mate on ships and engineer can work at power plant and be diesel mechanics

2b. What would you see as FMI's role in meeting those needs?

- We need to educate our students in maritime law rules and policies so we can safeguard our waters
- Fishing skills should be taught equally at the FMI and modern fishing skills should be included in the curriculum and highly competent fishing and sea faring experts should be hired.

3a. How do people view fisheries and maritime work in your state for Development?

- The demand for the needs are not met as maritime and fishing skills are lacking
- Generally people do not consider fishing as a job
- The Government should have some hatchery or fish farm like they do in Palau or Kiribas
- People here does understand the value of the sea
- Kosraen want to reap the sea either foreign or local and gov should seek foreign company to stat to reap

3b. How do people view fisheries an maritime work in your state for commercial fishing?

- Government draws largest resources from fishing license fees but could do better by demanding more liability
- We did some attempts to compete on the global market
- Very few, no real means of doing so
- Laws must be develop to protect our marine resources and breeding ground for the fish

3c. How do people view fisheries and maritime work in your state for subsistence?

- We fish because we are responsible to
- This is a value are in terms of subsitence

4. Would you be willing to assist with recruitment or encourage of students to enter into fisheries and maritime careers? If yes, what kind of assistance would you be willing to provide?

- I would like to help recruit as I know fishing makes a lot of money
- Doe should help by developing flyers and brochures to promote careers in fisheries and maritime areas
- Definitely because of the fisheries potential
- We should create a positive image of FMI as a prestigious and unique institute for the nation
- We can recommend potential students
- We can assist with the nationwide priorities in the trade area
- I have the capacity to identify training resources, funding resources and funding grants from other agencies
- Can do career orientation with graduates and recruits

5. Would you be willing to encourage or assist with recruitment of students to attend FMI? If yes, what kind of assistance would you be willing to provide?

- I would encourage student to study hard and learn what this FMI would offer them and being successful in school means successful in life too
- FMI should send out promotional T-shirts and other items to help with recruitment
- Have seen the graduates work and will strongly support recruitment

6. Do you have any general comments on how FMI might be improved to better assist in meeting manpower needs of the FSM?

- I recommend that FMI becomes accredited in the maritime academy and I strongly believe that we Micronesians already have the basic skills
- We should conduct promotional tournament for the small scale and create a fishermen day as a motivation tool for fishermen as well as potential students
- We should conduct more awareness programs about the existence of FMI
- FMI should seek ways to place our graduates in work force upon completing the program and should secure recommendation from state and private sectors on the needs for these graduates skills
- Curriculum should also focus on land maritime job, seaport, firefighting and stevedoring , etc.
- Most graduate got turned away from getting jobs on ships as the ships agencies claimed the school should do the placement and placing our students on European vessels is a possibility

## **Attachment S2.4a3**

### **Summary of the interviews from Pohnpei**

4 people were interviewed, 2 government officials and 2 senators

1. What do you consider the mission and role of the FMI in the FSM? – in economic development?

- Capacity building to develop the economy and in addition to have these graduates to be able to work anywhere
- For education on how to better use our resources, especially marine resources
- I would like to see the FMI to provide skillful manpower to support the FSM fisheries Industry, which is not doing very well
- Does not know much about FMI and think an entity such as FMI should address what the FSM leadership has identified as the priorities in the nation through producing the manpower in the fisheries as it is one of the three identified priorities of the nation .

2a. What trends are you seeing for employment in the fisheries and maritime areas?

Declining due to

- Can not predict trends as the college is in a better position to predict that
- More people are interested in the maritime and not in fisheries due to the span of time one need to spend out there in the open seas
- Shortage of qualified locals in the maritime
- Do not know much, need more data to answer this

2b. What would you see as FMI's role in meeting those needs?

- FMI should concentrate more on the maritime training
- FMI to give certification in Marine that can be recognized in the FSM and internationally
- People are getting into program with dept interest and want FMI to draw out interest in our citizen

3a. How do people view fisheries and maritime work in your state for Development?

- Youths that do not want to go to college are finding interest in fishing
- We can be fully sustained by our ocean but we lacked the resources to do so
- Due to the lack of information, incentives and wages and people in management of resources could do better in this area.

3b. How do people view fisheries an maritime work in your state for commercial fishing?

- Government draws largest resources from fishing license fees but could do better by demanding more liability
- We did some attempts to compete on the global market

3c. How do people view fisheries and maritime work in your state for subsistence?

- Government draws largest resources from fishing license fees but could do better by demanding more liability

- We did some attempts to compete on the global market

4. Would you be willing to assist with recruitment or encourage of students to enter into fisheries and maritime careers? If yes, what kind of assistance would you be willing to provide?

- Yes willing to recruit as the ocean is the biggest resource but we need to learn the necessary skills and means to provide the facilities to utilize these resources
- Can help with the recruitment and the application and maybe with modest fees for his constituents
- I would like to help by pushing the regulations such as NORMA should come up with some quota to have 50% of employees on ships to be FSM citizen

5. Would you be willing to encourage or assist with recruitment of students to attend FMI? If yes, what kind of assistance would you be willing to provide?

- Will discuss with them and give them advice
- FMI is the only place to educate the youth on ocean resource so the answer is YES

6. Do you have any general comments on how FMI might be improved to better assist in meeting manpower needs of the FSM?

- Put one of the three surveillance boats in Yap and transfer an advisor with the boat so the FMI trainees can be trained using the boat and the help of the advisor
- Dissemination of information to the public on the capacity of FMI
- FMI should do a general survey or campaign to stimulate interest in the general public
- Include state leadership to work on a plan because the college and FMI can not do this alone

## **Attachment S4.4a5**

### **Summary of Interviews by FMI**

#### **Chuuk**

2 government officials were interviewed

#### **Kosrae**

Five people, 1 governor and 4 government officials were interviewed

#### **Pohnpei**

4 people were interviewed, 2 government officials and 2 senators

#### **Yap**

14 people from the government, governors and lt. governors and director of government agencies

5 chiefs

1. What do you consider the mission and role of the FMI in the FSM? – in economic development?

- Capacity building to develop the economy and in addition to have these graduates to be able to work anywhere
- In addition to capacity building, FMI should balance out the import and export of the fishing industry
- For education on how to better use our resources, especially marine resources
- I would like to see the FMI to provide skillful manpower to support the FSM fisheries Industry, which is not doing very well
- Does not know much about FMI and think an entity such as FMI should address what the FSM leadership has identified as the priorities in the nation through producing the manpower in the fisheries as it is one of the three identified priorities of the nation .

2a. What trends are you seeing for employment in the fisheries and maritime areas?

- Declining due to fewer ships
- A good maritime college will produce students that are certified internationally and the standard for the college should be heightened to meet the upcoming demand
- Our students are being hire elsewhere because we can have less infrastructure and export is unrealistic
- Employment opportunities is not attractive to make enrollment
- Current capacity can offer graduates ot work as junior mate on ships and engineer can work at power plant and be diesel mechanics
- Can not predict trends as the college is in a better position to predict that
- More people are interested in the maritime and not in fisheries due to the span of time one need to spend out there in the open seas
- Shortage of qualified locals in the maritime
- Do not know much, need more data to answer this
- State and govt not doing much here

2b. What would you see as FMI's role in meeting those needs?

- We need to educate our students in maritime law rules and policies so we can safeguard our waters
- Fishing skills should be taught equally at the FMI and modern fishing skills should be included in the curriculum and highly competent fishing and sea faring experts should be hired.
- FMI should produce capable and skilled seamen
- FMI should encourage more people to be interested in the field
- FMI should concentrate more on the maritime training
- FMI to give certification in Marine that can be recognized in the FSM and internationally
- People are getting into program without in dept interest and want FMI to draw out interest in our citizen
- Training in the international standards so the students can be employed elsewhere
- State should bring in more boats
- Venture into aquaculture or fish bonds
- Look outside for employment of our students as job is limited
- Need to seek certification for international recognition
- State fear losing another ventures although they should be bold
- Need to change the mission to be able to produce productive students who can start their own businesses

3a. How do people view fisheries and maritime work in your state for Development?

- The demand for the needs are not met as maritime and fishing skills are lacking
- Generally people do not consider fishing as a job
- The Government should have some hatchery or fish farm like they do in Palau or Kiribas
- People here does understand the value of the sea
- Kosraen want to reap the sea either foreign or local and gov should seek foreign company to start to reap
- Youths that do not want to go to college are finding interest in fishing
- We can be fully sustained by our ocean but we lacked the resources to do so
- Due to the lack of information, incentives and wages and people in management of resources could do better in this area. People are not aware of the capacity of FMI
- People value the fisheries and there has been talks of plan of expansion
- People do not like to be out in the water for long, they want to close at home
- I do not see FMI training for development, only for subsistence.
- EDUCATE People of FMI
- People are viewing these jobs as decent
- Shipmates are promoted due to the fmi training

3b. How do people view fisheries an maritime work in your state for commercial fishing?

- Government draws largest resources from fishing license fees but could do better by demanding more liability
- We did some attempts to compete on the global market
- Very few, no real means of doing so

- Laws must be develop to protect our marine resources and breeding ground for the fish  
Government draws largest resources from fishing license fees but could do better by demanding more liability
- We did some attempts to compete on the global market
- Very few, no real means of doing so
- Government draws largest resources from fishing license fees but could do better by demanding more liability
- Train the people in commercial fishing
- More qualified people in these areas and more money
- Recommended long ling fishing to conserve fish
- Once people realized the energy is to run these things, they are discouraged

3c. How do people view fisheries and maritime work in your state for subsistence?

- We fish because we are responsible to
- This is a value are in terms of subsistence
- We need to continue to reserve the EEZ for local fisheries
- We are fishing only for subsistence for now
- We only fish for subsistence and would like to see more for commercial
- Less then before due to laziness and the associated cost such as gas
- Government draws largest resources from fishing license fees but could do better by demanding more liability
- We did some attempts to compete on the global market
- Subsistence is good in Yap

4. Would you be willing to assist with recruitment or encourage of students to enter into fisheries and maritime careers? If yes, what kind of assistance would you be willing to provide?

- I would like to help recruit as I know fishing makes a lot of money
- Doe should help by developing flyers and brochures to promote careers in fisheries and maritime areas
- Definitely because of the fisheries potential
- We should create a positive image of FMI as a prestigious and unique institute for the nation
- We can recommend potential students
- We can assist with the nationwide priorities in the trade area
- I have the capacity to identify training resources, funding resources and funding grants from other agencies
- Can do career orientation with graduates and recruits Yes willing to recruit as the ocean is the biggest resource but we need to learn the necessary skills and means to provide the facilities to utilize these resources
- Can help with the recruitment and the application and maybe with modest fees for his constituents
- Willing to assist but there needs to be more fishing fleets so there will be employment opportunities
- Incorporate into the curriculum in the high school



- Willing to donate land and space to establish fish ponds
- Could assist by teaching relevant courses and creating avenues for on the job training to interested individuals
- Will be willing if the state establish some companies to hire the students
- Recruit as trainee to give them the experience
- I would like to help by pushing the regulations such as NORMA should come up with some quota to have 50% if employees on ships to be FSM citizen
- Prel has been contracted to develop a career guidance program for vocation programs while the college is developing the technical side Yes willing to recruit as the ocean is the biggest resource but we need to learn the necessary skills and means to provide the facilities to utilize these resources
- Can help with the recruitment and the application and maybe with modest fees for his constituents

5. Would you be willing to encourage or assist with recruitment of students to attend FMI? If yes, what kind of assistance would you be willing to provide?

- I would encourage student to study hard and learn what this FMI would offer them and being successful in school means successful in life too
  - FMI should send out promotional T-shirts and other items to help with recruitment
  - Have seen the graduates work and will strongly support recruitment
  - Has done some recruiting to youth to consider FMI as another career path the last time he visited chuuk and will continue to do
  - His department efforts with prel will support this initiative
  - Will discuss with them and give them advice
  - FMI is the only place to educate the youth on ocean resource so the answer is YES
  - FMI need to do screening to find committed students
  - FMI should stay with the three programs unless there is funding secured form elsewhere for other programs
  - Can recruit students from my village
  - Will do and everyone should be involved including the President of the Nation to reach out to other countries
  - Broader range of career choice and not just mechanics, deck hands etc
  - Assessment needs to be done on who will be retiring and what opening will be there before we do the recruiting
- FMI should talk to kids about the program and FMI should be included in the career activities done at eh National campus and bring FMI staff and students to advertise their programs

6. Do you have any general comments on how FMI might be improved to better assist in meeting manpower needs of the FSM?

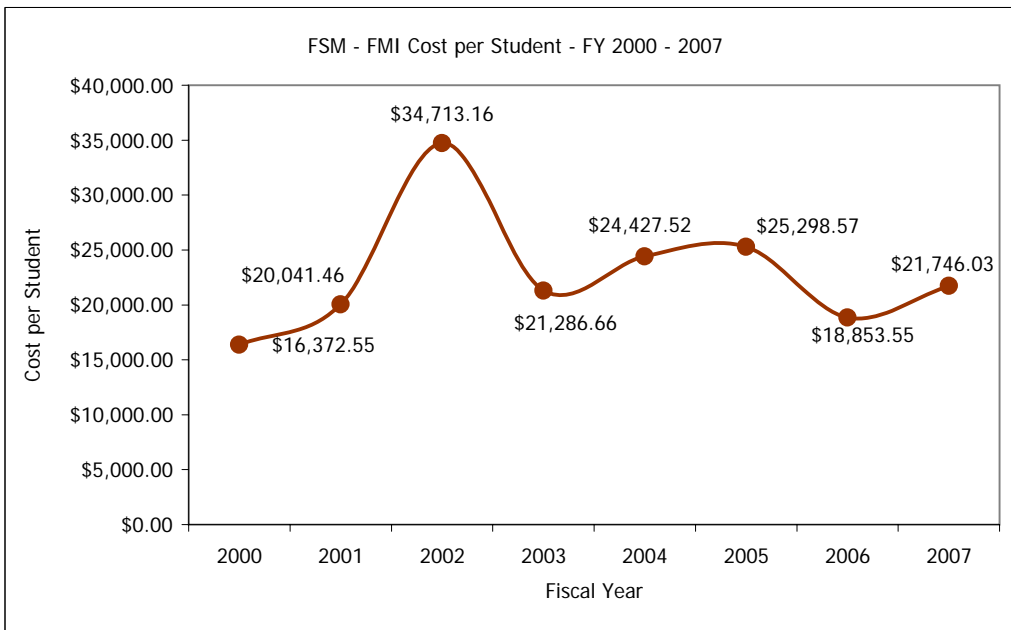
- I recommend that FMI becomes accredited in the maritime academy and I strongly believe that we Micronesians already have the basic skills
- We should conduct promotional tournament for the small scale and create a fishermen day as a motivation tool for fishermen as well as potential students

- We should conduct more awareness programs about the existence of FMI
- FMI should seek ways to place our graduates in work force upon completing the program and should secure recommendation from state and private sectors on the needs for these graduates skills
- Curriculum should also focus on land maritime job, seaport, firefighting and stevedoring , etc.
- Most graduate got turned away from getting jobs on ships as the ships agencies claimed the school should do the placement and placing our students on European vessels is a possibility
- We need to put more efforts in recruitment and FMI should look for ways to generate money to support its program and more qualified staff to produce more quality students
- Need assessment and program assessments and provide results to those who will provide answers to the needs Put one of the three surveillance boats in Yap and transfer an advisor with the boat so the FMI trainees can be trained using the boat and the help of the advisor
- Dissemination of information to the public on the capacity of FMI
- FMI should do a general survey or campaign to stimulate interest in the general public
- Include state leadership to work on a plan because the college and FMI can not do this alone
- Taught at a high standard to produce well-trained students
- Expansion into fish bond will attach more students as some can stay home and work
- Public should be made aware of FMI or PROMOTION of FMI
- Fishing employment is stagnated, FMI should consider other alternative such as small scale fisheries, fisheries finances and accounting methods and practices and fish farming technique methods
- Ask other countries to provide qualified personnel to assist in training
- Include other vocational programs to ready us for the upcoming job Boom in Guam
- Need to expand the program to include traditional navigation
- Defer to the COM-FSM administration to better FMI
- Need to teach in dept so when students get certified, they will be specialist
- International certification so student can find jobs easily
- FMI need to work with other agencies by reaching out and consulting with them on the curriculum and other activities
- Need to change the mission to promote the fishing industry and not just sailors and involve the stakeholders of the state and do public awareness

**Attachement S2.5a1**  
**COLLEGE OF MICRONESIA - FSM**  
 FSM - FISHERIES AND MARITIME INSTITUTE

**Analysis of Cost per Student:**

Fiscal Year	Approved Budget	Student Enrollment*	Cost per Student
1999	\$835,000.00	-	-
2000	\$835,000.00	51	\$16,372.55
2001	\$821,700.00	41	\$20,041.46
2002	\$659,550.00	19	\$34,713.16
2003	\$745,033.00	35	\$21,286.66
2004	\$708,398.00	29	\$24,427.52
2005	\$708,360.00	28	\$25,298.57
2006	\$622,167.00	33	\$18,853.55
2007	\$652,381.00	30	\$21,746.03
Average cost per student (FY 00-07)			\$21,626.27

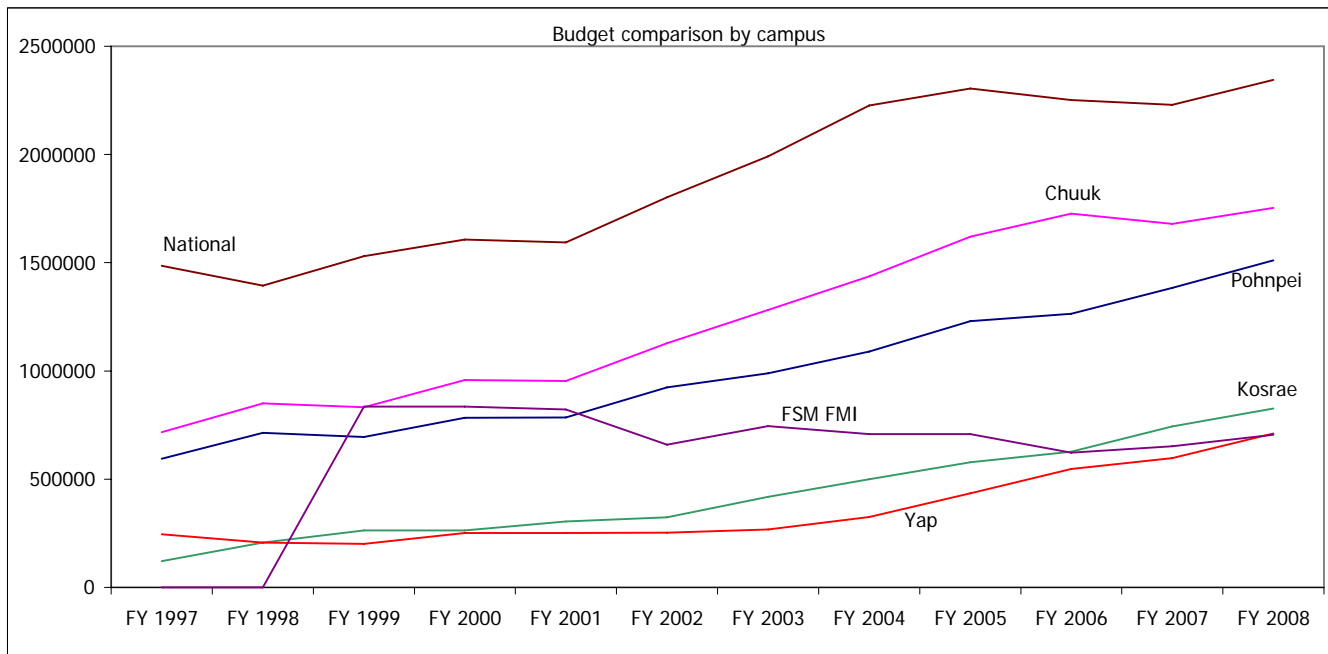


Source: Institutional Research and Planning Office, COM-FSM  
 Note: \* Student enrollment is based on fall term enrollment. (e.g. Fall 00 enrollment is used in calculating FY 2000 cost per student.)

**COLLEGE OF MICRONESIA - FSM**  
**FSM - FMI BUDGET TREND AND COMPARISON - FY 97 TO FY 08**

**Attachment S2.6a2**  
**COM-FSM Multi Year Budget Comparisons**

	FY 1997	FY 1998	FY 1999	FY 2000	FY 2001	FY 2002	FY 2003	FY 2004	FY 2005	FY 2006	FY 2007	FY 2008
<b>Pohnpei</b>	594,738	714,789	695,070	784,044	784,844	924,410	988,891	1,090,039	1,230,600	1,263,400	1,384,352	1,511,425
<b>Chuuk</b>	717,223	849,402	831,712	957,382	954,001	1,128,366	1,282,414	1,437,567	1,620,195	1,726,685	1,679,153	1,753,893
<b>Kosrae</b>	121,178	206,757	263,708	263,708	305,180	323,177	418,950	500,005	578,532	627,147	743,220	825,802
<b>Yap</b>	245,329	207,300	201,638	251,458	250,958	253,033	268,064	325,520	434,539	547,103	596,628	711,545
<b>National</b>	1,485,762	1,393,764	1,529,888	1,607,178	1,593,180	1,802,556	1,991,764	2,226,986	2,304,171	2,251,638	2,229,655	2,345,241
	<b>3,164,230</b>	<b>3,372,012</b>	<b>3,522,016</b>	<b>3,863,770</b>	<b>3,888,163</b>	<b>4,431,542</b>	<b>4,950,083</b>	<b>5,580,117</b>	<b>6,168,037</b>	<b>6,415,973</b>	<b>6,633,008</b>	<b>7,147,906</b>
<b>FSM FMI</b>	0	0	835,000	835,000	821,700	659,550	745,033	708,398	708,360	622,167	652,381	650,000



Source: Institutional Research and Planning Office, COM - FSM

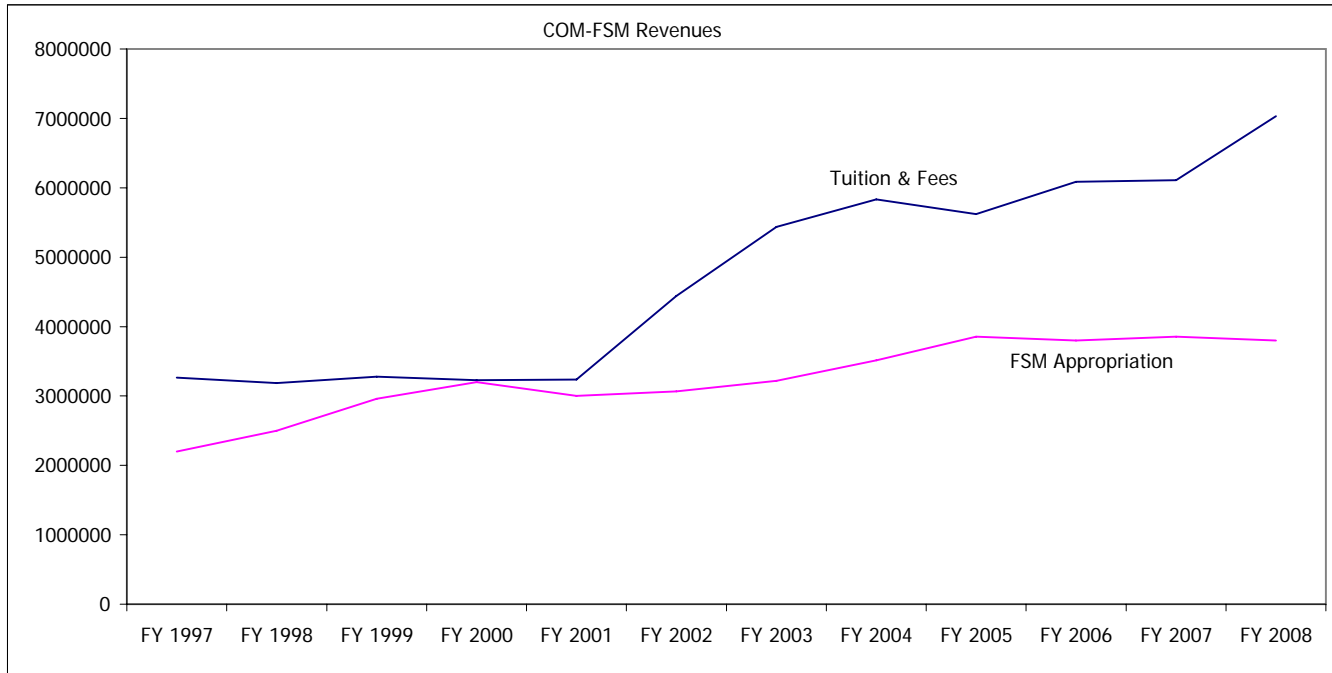
**COLLEGE OF MICRONESIA - FSM**

FSM - FMI BUDGET TREND AND COMPARISON - FY 97 TO FY 08

	FY 1997	FY 1998	FY 1999	FY 2000	FY 2001	FY 2002	FY 2003	FY 2004	FY 2005	FY 2006	FY 2007	FY 2008
<b>Tuition &amp; Fees</b>	3,265,096	3,186,191	3,278,177	3,227,906	3,237,880	4,442,231	5,437,356	5,833,678	5,621,007	6,084,150	6,107,800	7,029,715
<b>FSM Appropriation</b>	2,200,000	2,500,000	2,960,000	3,200,000	3,000,000	3,067,000	3,220,000	3,513,000	3,856,071	3,800,000	3,852,833	3,800,000
<b>Total</b>	<b>5,465,096</b>	<b>5,686,191</b>	<b>6,238,177</b>	<b>6,427,906</b>	<b>6,237,880</b>	<b>7,509,231</b>	<b>8,657,356</b>	<b>9,346,678</b>	<b>9,477,078</b>	<b>9,884,150</b>	<b>9,960,633</b>	<b>10,829,715</b>

650,000

FSM FMI App.



Source: Institutional Research and Planning Office, COM - FSM

**Administrative and Support Units  
Assessment Report**

***FMI***

<b>Unit/Office/Program</b> <input type="checkbox"/> <b>Formative Assessment</b> <input checked="" type="checkbox"/> <b>Summative Assessment</b>	<b>Assessment Period Covered</b>  <b>Date Submitted</b>
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**Administrative Evaluation Question (Use a different form for each evaluation question):**  
**3. Is FMI responsive to the needs of the FSM and its individual island communities in the maritime/fisheries area?**

**First Means of Assessment for Evaluation Question Identified Above (from your approved assessment plan):**

*S3.1a: Means of Unit Assessment & Criteria for Success:*  
 Enrollment (Attachment S3.1a1) and graduate data.

*S3.1b: Summary of Assessment Data Collected:*  
 The enrollment table in S3.1a1 enrollment by semester and state. The information below provides a snapshot of the Fall semester enrollment.

FSM FMI Enrollment Data	Total Fall Terms (03-06)					
	Total	Yap	Chk	Ksa	Pri	Others
<i>Programs / Gender</i>						
First Year General	64	22	24	9	9	0
Second Year Navigation	35	18	8	7	2	0
Second Year Engineering	26	12	11	3	0	0
<b>Total</b>	125	52	43	19	11	0

FSM FMI Enrollment Data	Percent Fall Terms (03-06)					
	Avg	Yap	Chk	Ksa	Pri	Others
<i>Programs / Gender</i>						
First Year General	51%	34%	38%	14%	14%	0%
Second Year Navigation	28%	51%	23%	20%	6%	0%
Second Year Engineering	21%	46%	42%	12%	0%	0%
<b>Total</b>	42%	34%	15%	9%	0%	0%

Chuuk and Pohnpei are underrepresented based on population patterns while the absolute level of enrollment is low.

The following data shows a summary of FMI graduates through the spring of 2007.

Navigation	30	13	8	7	2	0
Engineering	21	12	7	2	0	0
Total	51	25	15	9	2	0
Per Cent		49%	29%	18%	4%	0%

In terms of population size, the states of Pohnpei and Chuuk are underrepresented in number of graduates. Additionally, the absolute number of graduates is low for all states.

*S3.1c: Use of Results to Improve Unit Services:*

Through recruitment and retention programs FMI needs a better distribution of students representing all the FSM states. It also needs to set specific recruitment, retention and graduation goals by state, track and report on the results.

**Second Means of Assessment for Evaluation Question Identified Above (from your approved assessment plan):**

*S3.2a: Means of Unit Assessment & Criteria for Success:*

Interview data (refer to attachments S2.4a0-4a5) for details of interview results.

*S3.2b: Summary of Assessment Data Collected:*

Review should be made of the analysis of interviews found in section S2.4b.

*S3.2c: Use of Results to Improve Unit Services:*

- FMI needs to be proactive in consulting with state, national and local leaders on a regular basis to determine specific needs for fisheries and maritime development at the state and local level. These consultations should be formal and should generate specific reports and recommendations for changes at FMI to promote quality of services and training and meet state, national and community needs.
- State, national and community leaders should be actively engaged to assist with recruitment of students to attend FMI.
- State, national and community leaders should be actively engaged to assist with placement of graduates of FMI into fisheries and maritime related employment.

**Attachment S3.1a1**

FMI Total Enrollment by State and Major

FMI Enrollment Total Programs / Gender	Total Fall Terms						Total Spring Terms						Total Summer Terms					
	Total	Yap	Chk	Ksa	Pni	Others	Total	Yap	Chk	Ksa	Pni	Others	Total	Yap	Chk	Ksa	Pni	Others
First Year General	64	22	24	9	9	0	51	22	20	8	1	0	49	18	16	7	8	0
Second Year Navigation	35	18	8	7	2	0	31	15	8	7	1	0	21	11	3	5	2	0
Second Year Engineering	26	12	11	3	0	0	40	14	15	3	8	0	20	9	8	3	0	0
Total	125	52	43	19	11	0	122	51	43	18	10	0	90	38	27	15	10	0

FMI Enrollment Percent Programs / Gender	Percent Fall Terms						Percent Spring Terms						Percent Summer Terms					
	Total	Yap	Chk	Ksa	Pni	Others	Total	Yap	Chk	Ksa	Pni	Others	Total	Yap	Chk	Ksa	Pni	Others
First Year General	34%	38%	14%	14%	0%	0%	43%	39%	16%	2%	0%	0%	37%	33%	14%	16%	0%	0%
Second Year Navigation	51%	23%	20%	6%	0%	0%	48%	26%	23%	3%	0%	0%	52%	14%	24%	10%	0%	0%
Second Year Engineering	46%	42%	12%	0%	0%	0%	35%	38%	8%	20%	0%	0%	45%	40%	15%	0%	0%	0%
Total	42%	34%	15%	9%	0%	0%	42%	35%	15%	8%	0%	0%	42%	30%	17%	11%	0%	0%



## Administrative and Support Units Assessment Report

### *FMI*

Unit/Office/Program

( ) Formative Assessment

( x ) Summative Assessment

Assessment Period Covered

Date Submitted

**Administrative Evaluation Question (Use a different form for each evaluation question):**

**4. Do the training programs provided meet or exceed expectations?**

**First Means of Assessment for Evaluation Question Identified Above (from your approved assessment plan):**

*S4.1a: Means of Unit Assessment & Criteria for Success:*

Audits of FMI by the Regional Maritime Programme of the Secretariat of the Pacific Community conducted quality systems in response to the Standards of Training and Certification of Watchkeeping 95 Convention (STCW). Audits were conducted in 2001, 2004 and 2007. (Attachments S4.1a1, S4.1a2 & S4.1a3)

*S4.1b: Summary of Assessment Data Collected:*

Summaries of Audit findings:

	2001 Audit	2004 Audit	2007 Audit
Major finding	*The trail audit showed that a quality system exists and is complete at the FSM FMI. *This system is in its initial stages and appeared to operate correctly.	*In general the auditing team found that the institution is function to a high standards and that they fulfill the requirements of an STCW training establishment.	*The audit found that the Institute complies with the STCW 95 code for the level of course the Institute offers; however, there are System Improvements that require to be addressed in the areas of the Quality Management System and documentation.
Specific Recommendations	*Some areas of record keeping need attention and some procedures need to be put in place. *A Planned Maintenance System needs to be implemented and the Centre and its equipment is in need of maintenance.	*Fire Fighting Structure well set up, but no pressurized water main and fire hydrants. *Only one fire Fighting Instruction – 2 *Radar Scanner is out of order and needs replacement. *JICA Bridge simulator operational, however a projector would greatly improve realism. *Appropriate for FMI to have a DAVIT and LIFEBOAT facilities.	*Review and update the quality manual in light of the College of Micronesia academic procedures. *Update and improve all record keeping where it concerns the QSS *Put quality control measures in place to control the QSS documentation *Once correction action is completed, recommend that SPC/PacMA is request to conduct a follow-up audit. *The staff should be familiar with their job descriptions, a copy of which could be made a part of their personnel file.

*S4.1c: Use of Results to Improve Unit Services:*

FSM FMI must continue meeting the basic quality needs for STCW, but must prioritize implementation of all recommendations of the SPC/PacMA audit for 2007. Specific plans on how to address the recommendations needs to be submitted to the COM-FSM administration and

action on the recommendations should be reported to the COM-FSM administration on a monthly basis.

To Captain Matthias Ewarmai  
Director  
FSM Fisheries and Maritime Institute  
Yap  
Federated States of Micronesia

Dear Sir

**Trial Audit of FSM Fisheries and Maritime Institute.**

**Introduction**

I visited Yap in the Federated States of Micronesia at the request of Captain Ewarmai Director of the FSM Fisheries and Maritime Institute to carry out an initial trial audit of the Institute.

This audit is to see if the Quality system put into place as part of the Standards of Training and Certification of Watchkeepers 95 Convention, (STCW 95) is working and the procedures in the quality manuals are being complied with.

I arrived at Yap on Wednesday 25<sup>th</sup> July 2001. I met with the Director and discussed the programme we would follow over the next couple of days.


**Final Assessment**

The Centre has their quality system in place and has been in operation a short time.

- The trial audit showed that a quality system exists and is complete at the FSM FMI
- This system is in its initial stages and appeared to operate correctly.
- Some area's of record keeping need attention and some procedures need to be put into place.
- A Planned Maintenance System needs to be implemented and the Centre and its equipment is in need of maintenance.

Corrective Action Reports for the "FMI" are attached.

Good co-operation was received from the Director and staff ,they expressed working knowledge of the system.



Captain John Hogan  
Regional Maritime Training Advisor.  
26<sup>th</sup> July 2001

#### 9.4. Class Room

- 6 Desks and 15 Chairs
- JICA funded Teaching Aid (See Attached)
- Laptop and Projector for Power point presentation with Screen
- The room is Air Conditioned

#### 10.0. Safety Courses (Chapter VI)

The School conducts the Basic Safety Courses and the Advance courses (Fire Fighting and Proficiency in Survival Craft). FMI has only one trained specialized Fire Fighting Instructor for the two advance courses.

For the Fire Fighting, the institute has a four-room structure space with up level access and a side step,

For Survival Technique at Sea the institute uses the JICA donated one Life Boat and four inflatable Life Rafts and Life Jackets. The Practical assessment is conducted at the main Yap Port Wharf.

#### 11.0. FMI Facilities

The School Block accommodates the Fishing Lab, Navigation Lab, Printing Lab, Steering Simulator Room, Fire Room, Recruitment Officer Room, Engineering Workshop Lab, Navigation Class Room, Engineering Class Room, Registrar Office Navigation and Fishing Staff Office, Library and the Computer Labs

The Institute's Administration Block is adjacent with the Cafeteria and the Dormitory, which can accommodate sixty students at any one time.

#### 12.0. Audit Results

The auditors conducted assessments and verifications on the facilities, procedures, quality systems and also checked other related key training elements. From the auditors point of view, the Institute is training process is very well maintained, however there are minor areas that will need improvement as the institute progresses.

The FMI training capability has improved a lot in the last 2 years in terms of physical and human resource. This was from the JICA Funding program which consisted of the donation of teaching Aids i.e. the Deck Steering and Radar Simulator, Radar, SSB Radio, Magnetic Compass, Steering System Simulator, and Engineering Teach Aid including Sectional Models and Working Principle illustrations, thus making the institute ready to conduct high level courses. Presently FMI has a fisheries JICA Adviser attached to the School.



As for the Instructors please find attached the list of instructors and their qualifications.

### 13.0. New Program

The primary objective of this assessment is to assess the Class 5 Master and Class 5 Engineer programs.

Upon arrival (28/6) the auditors commences on the assessment of the Class 5 Level. The institute had completed the semester and students had been continuously assessed and had also completed the final examination.

In view of the completed student assessment the auditor sees that it would not be appropriate to re assess the students. In this decision we commenced assessing the C5 Master and C5 Engineer students examination papers, results, method of assessment, practical, written and orals and teaching aids. Toward the end of the assessment, the auditors fully agree that the institute is capable and ready to run the assessed courses. Therefore, in principle, as recognized regional maritime auditors we approve FMI to conduct the Class 5 Master and Class 5 Engineer courses.

### 14.0 Conclusion

In general the auditing team found that the institute is functioning to a high standard and that they fulfill the requirements of an STCW training establishment. However the following recommendations are made with the view to further improving the effectiveness of the training.

### 15.0. Recommendations

In the Auditors view the following highlighted areas would require improvement in order to uplift the standard of Training more inline with the STCW 95 Requirements.

1. The Fire Fighting Structure is well set up which included four rooms, tunnel access, stores and the main room, however there is no pressurized water main and fire hydrants. It is recommended that a Fire line system including fire hydrants be installed as an addition to the present layout. This will give a more ship like simulation during practical scssions.
2. The school has only one Fire Fighting Instructor and we would recommend one or two to attend the next Fire Fighting Instructors course organized by SPC.
3. The active Radar Scanner is out of order (damaged by Typhoon) and would require a new replacement scanner.

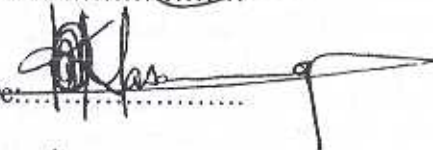
- 4. The JICA donated Bridge simulator is now fully operational however a single projector visual presentation would greatly improve the simulator realism or effectiveness.
- 5. It would be appropriate for FMI to have a DAVIT and LIFEBOAT facilities for the Proficiency in Survival Craft course.

Auditors:-


BARRY YOUNG

Signature: 

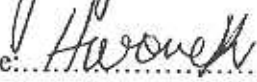
DABUNG KIONG

Signature: 

JOSATEKI TAGI

Signature: 

HENRY WOREK

Signature: 

Dated this day ..... 1<sup>st</sup> ..... of JULY ..... 2004 at FSM - FMI, YAP.

+++++



## 4 CONCLUSIONS AND RECOMMENDATIONS

### 4.1 CONCLUSIONS

The audit on the FSM Fisheries & Maritime Institute FSM was conducted to assess the extent to which the training it provided complied with the requirements under the STCW-95 Code. The Audit found that the Institute complies with the STCW 95 code for the level of courses the Institute offers; however there are System Improvements that require to be addressed in the areas of the Quality Management System and documentation.

### 4.2 RECOMMENDATIONS

To improve STCW-95 compliance, it is recommended that the FSM Fisheries & Maritime Institute should:

- Review and update the quality manual in light of the College of Micronesia academic procedures.
- Update and improve all record keeping where it concerns the QSS
- Put quality control measures in place to control the QSS documentation
- Once corrective action is completed, recommend that SPC/PacMA is requested to conduct a follow-up audit.
- The staff should be familiar with their job descriptions, a copy of which could be made a part of their personnel file. There was no evidence of staff having a copy.

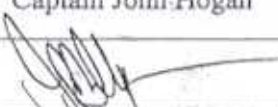
### 4.3 ACKNOWLEDGEMENT

The audit team wish to express their gratitude to all the audit participants, for their valuable help and assistance.





## AUDIT REPORT

AUDITEE'S NAME	FSM FISHERIES & MARITIME INSTITUTE COLLEGE OF MICRONESIA-FSM
ADDRESS	Colonia, Yap, Federated States of Micronesia
TYPE OF AUDIT	Maritime College Audit: Compliance with STCW-95, as amended in 1997, 1998 and 2000
REFERENCE NUMBER	PACMA 0716
LEAD AUDITOR'S NAME	Captain John Hogan
SIGNATURE	
DATE SUBMITTED	16 July 2007

### DISTRIBUTION LIST

1. President, College of Micronesia-FSM	
2. Director, FSM Fisheries & Maritime Institute, College of Micronesia-FSM	
3. Manager Maritime Safety & Inspection Division of Maritime Transportation	
4. Secretary, Department of Transportation, Communication & Infrastructure	
5. SPC / RMP	
AUDIT MANAGER'S NAME	Captain Apenisa Vata
AUDIT MANAGER'S SIGNATURE	
DISTRIBUTION DATE	16 July 2007



## **Appendix A – FSM FMI Evaluation Plan (Summative Evaluation)**

### **College of Micronesia - FSM FSM - FMI Evaluation plan**

#### **Mission Statement for the College of Micronesia - FSM**

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.

#### **Mission Statement of FSM Fisheries and Maritime Institute**

The mission statement of the FSM Fisheries and Maritime Institute is to provide quality, cost effective, further and higher education and training in fisheries and maritime sectors, while being responsive to the needs and requirement of the individual, island communities, and the nation, together with an international perspective and overview. The Institute shall offer programs that will meet the changing needs of students for academic, occupational preparation, citizenship and cultural understanding.

#### ***Background on FMI***

The FSM – FMI operates under a memorandum of understanding between the college and the Government of the Federated States of Micronesia. The memorandum of understanding recognizes the identification of maritime and fishers training as a national priority. The MOU also indicates the need to meet requirements of the STCW95 Convention that mandates internationally approved minimum standards of training and competence for seafarers. The intent of the FSM - FMI is to meet the training needs of the nation in the maritime and fisheries fields.

The FSM - FMI is located in Yap at the site of the former Micronesian Maritime Fisheries Academy (MMFA).

#### ***Reason for evaluation***

- This evaluation of the FSM – FMI is to provide a number of functions:
- Provide information on the quality of program implementation
  - Provide information on impact of program on the maritime and fisheries sector
  - Provide information for development of a FSM – FMI sub plan for the strategic plan

**Appendix A – FSM FMI Evaluation Plan (Summative Evaluation)**

*Notes on data sources and evaluation design*

The evaluation design calls for both summative and formative evaluations. The formative evaluation will be used to determine how the FSM – FMI programs are being implemented and student quality information. The summative evaluation will provide information on the impact of the FSM – FMI program on the FSM maritime and fisheries sector. Both evaluations will assist with development of the FSM – FMI sub plan for the strategic plan.

Data sources will involve document review, classroom observations, surveys, and interviews in all FSM states and at the national level.

**Summative evaluation**

<b>Evaluation questions</b>	<b>Data sources</b>	<b>Sampling</b>	<b>Analysis</b>
Are FMI graduates being employed in the maritime/fisheries industry?	Graduate survey FSM economic and employment data Data from FSM maritime/fisheries industry Graduation & retention rates	All graduates	Descriptive statistics
Is the FMI meeting stakeholder expectations?	Data from FSM maritime/fisheries industry Interviews Survey	National & State leaders Maritime Industrial representatives	Descriptive statistics Content analysis
Is FMI responsive to the needs of the FSM and its individual island communities in the maritime/fisheries area?	Employment data Graduate survey Community interview	National leaders State leaders Community leaders	Descriptive statistics Inferential analysis
Do the training programs provided meet or exceed expectations?	Survey Interview Economic statistics Document review FSM and International data	Stakeholder Employer	Descriptive statistics

## Appendix A – FSM FMI Evaluation Plan (Summative Evaluation)

### Timeline

<b>Activity</b>	<b>Date/responsible</b>
Survey development	October 31, 2006/IRPO with FMI staff
Survey administration	November 1 – 30, 2006/FMI with IRPO and state campus assistance
Survey analysis	December 1 – 31, 2006/IRPO with FMI
Interviews	January 1 – February 15, 2007/FMI with IRPO and state campuses
Document review	September 11, 2006 – January 31, 2007
Draft report	March 15, 2006/FMI with IRPO
Dissemination of draft report	March 15 – April 15, 2007/FMI with IRPO
Finalization of report	May 15, 2007/FMI with IRPO
Dissemination of report	May 15 – May 31, 2007/FMI with IRPO