



Report to the Board of Regents



Office of the President

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JUNE 9-13, 2025, KOSRAE



PRESIDENT'S REPORT

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President/CEO, College of Micronesia-FSM

FACSSO MEETING:
APRIL 14-17, 2025



Presented the COM-FSM \$1mill PROPOSAL TO FACSSO MEMBERS:

In September 2024 I met with the Secretary for the National Department of Education (NDOE), Ms. Gardenia Aisek to discuss a collaborative partnership that would result in the achievement of collective strategic goals across the Education sector. The Proposal presented to the FACSSO meeting on April 14-17, 2025 covered the following areas. A FACSSO Working Group has been created to review the proposal and present recommendations at the next FACSSO meeting.

1. **The continuation of the Teacher Corps program** that seeks to enhance educational services across the FSM by consistently recruiting and training pre-service teachers dedicated to serving their local communities. In the coming five to six years, the Federated States of Micronesia (FSM) will face a critical shortage of teachers; an estimated number of over 200 educators will retire across early childhood education, primary grades, and high schools. This initiative recognizes the urgent need for qualified educators, especially as a significant number of teachers are expected to retire in the coming years. By focusing on local talent, the program aims to create a sustainable pipeline of committed educators who understand the unique cultural and educational contexts of the FSM.

2. **Career & Technical Education Bridging Program:** The School-To-Work (STW) program is a vital initiative aimed at enhancing the education and employability of youths in the FSM, focusing on bridging the gap between high schools and COMFSM through collaborative efforts with the FSM National Department of Education (NDOE) and Pohnpei State Department of Education (DOE). This proposal seeks to build upon existing STW initiatives by providing a structured pathway for high school students to develop career awareness, exploration, and technical skills necessary for a competent workforce aligned with international standards. This program will provide an intentional articulation between the two systems (the school and the college) by collaboratively working together to improve the quality of education in the areas of technology and trades.

It will also provide for an improved curricular and instructional articulation between the States DOE high schools and COM-FSM. An important component of this program is The Registered Apprenticeship Program, which is sponsored by the U.S. Department of Labor, Office of Apprenticeship, is one of the training approaches that COM-FSM is currently implementing to provide training to people who are currently in the workforce (Labor, 2025). The apprenticeship training has two requirements, (1) on-the-job training and (2) the classroom training portion or the related-training instruction. COM-FSM is currently an official sponsor to assist any potential employers to create their apprenticeship training. COM-FSM currently offers apprenticeship training in the following occupations: carpentry, building maintenance & repair, construction electricity, refrigeration and air conditioning, cabinet & furniture making, electronic technician, and telecom technician. Moreover, COM-FSM has successfully launched apprenticeship training with the Pohnpei Utilities Corporations and Pohnpei State Department of Public Safety and is pursuing similar opportunities in Kosrae, Chuuk and Yap.

FSM Elementary and High School's Principals Leadership Training: launch short-term training modules aimed at enhancing the leadership skills of elementary and high school principals across the FSM. These training modules will focus on identifying various leadership styles, effective communication, problem-solving, and conflict management, all while reflecting Micronesian cultural values that emphasize respect and collaboration. The program aims to improve principals' social skills and understanding of local cultures, enabling them to mediate conflicts and promote professional growth among teachers. Scheduled training sessions will take place in Chuuk, Pohnpei, Kosrae, and Yap in Spring and Summer 2025.



COM-FSM EDUCATIONAL MISSION

The College of Micronesia-FSM is a learner-centered institution of higher education that is committed to the success of the Federated States of Micronesia by providing academic and career & technical educational programs characterized by continuous improvement and best practices.

FACSSO MEETING:
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4. **FSM Indigenous Culture Teachers Program:** In response to the global challenge of climate change and associated threats to livelihood and culture faced by the various communities in the FSM, the College of Micronesia-FSM has created a position in the Education Division called 'Education Developer: Indigenous Ways of Knowing' for indigenous culture studies in the education programs that train pre-service students at the college to teach Micronesian Culture in the early grades at ECE and the primary levels. This program is part of the Bachelor of Science in Elementary Education. The college in partnership with NDOE, will begin to support the already ongoing plan under the FSM STG for GPEI grant to begin the process of transforming the FSM education system and the proposed plan to mainstream traditional knowledge, culture, and language into our curriculum

5. **Indigenous Knowledge and Modern Strategies for Sustainable Agriculture and Aquaculture for achieving Food-Secure, Climate-Smart, and Happy Communities:** Micronesia is facing a number of key challenges and, in line with its most recently approved workplan, COM-FSM CRE is working towards tackling six critical issues faced by the FSM including (1) Lack of local food production and food insecurity; (2) Sustainable aquaculture development; (3) Youth and family issues in the communities; (4) Climate change challenges; (5) High incidence of food and waterborne illnesses; and (6) Childhood Obesity.

6. **Survey of Elementary and High School Teachers Credentials:** The College of Micronesia-FSM, in collaboration with the National Department of Education (NDOE) and State Departments of Education (SDOE), will conduct a comprehensive survey across all elementary and high schools in the FSM to assess the educational credentials of teachers. The aim is to determine the proportion of teachers trained in education versus those with noneducation degrees. This data will help inform future planning and identify the need for training pathways to enhance classroom management skills and support special needs students.

STG LAUNCH



An unplanned but fitting segue to the COMFSM Proposal, the launch of the \$2.5million Systems Transformation Grant (STG) was conducted in the same week as the FACSSO meeting. Governor of Pohnpei State, the Honorable Stevenson Joseph invited FACSSO members to the launching ceremony on Wednesday 16 April which featured local school children performing Pohnpeian dances and making local handicrafts. Governor Joseph stated in his opening remarks, "With this new \$2.5 million initiative, generously supported by the Global Partnership for Education and guided by our partners at PREL and UNICEF, we are embarking on a journey that seeks to transform our educational system — not by importing foreign solutions but by recognizing the wisdom that already lives within our people".



STG LAUNCH



Under the STG agreement the College of Micronesia-Federated States of Micronesia (COM-FSM), the NDOE, and the four State Departments of Education (SDOE) will formulate and pilot criteria for cultural teacher certification and mentoring programs, including legislative requirements. This activity will support the preparation for Component 4 (Teacher Development) of the STG program.

ACCREDITATION



Melynie Schiel, the COMFSM Staff Liaison from ACCJC has accepted an invitation to deliver face to face Board and college-wide training at the Board meeting in Yap in December 2025. Focus areas for training will include, the new ACCJC[1] standards, Board of Regents' roles and responsibilities, communication protocols, BOR Bylaws, the Senior Leadership Team, Accreditation Liaison Officer and the Mid-Term Report. The quarterly accreditation report prepared by the Accreditation Liaison Officer (in training), Instructor Mayleen Wichap was submitted to the Pacific Post-Secondary Education Council on 16 May. The report included Spring 25 enrollment figures, IPEDS' surveys completion dates, updates on technological advancements and the automated human resources portal.

SENIOR LEADERSHIP TEAM RETREAT



The SLT held its first retreat on Thursday 8th May at the Riverside Conference Room. Long overdue, the Retreat gave SLT members the time to reflect as college leaders on the work they had undertaken together since February 2023 when President Koroivulaono started her term as the college president. Topics covered during the Retreat included, 'servant leadership, communication, innovation and leading courageously during a time of scarcity, performance management and visionary leadership'. The retreat was facilitated by Dr. Koroivulaono and is the first of more SLT retreats designed for reflection and goal-setting especially in relation to achieving the COM-FSM Strategic Plan 2025-2030 key performance indicators (KPIs) and institutional set standards (ISS).



Presentation Outline

- Overview of Reports, Recommendations, and Workplan for BP6017
- Current Performance Evaluation Program (Chapter 6-BP6017)
- Proposed Performance Development and Review Program

OVERVIEW OF REPORTS, RECOMMENDATIONS, AND WORKPLAN FOR BP6017

Peer Review Report - March 2023

The College has implemented a policy and procedure for conducting personnel evaluations systematically and at stated intervals. Criteria for evaluating the performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise are clearly detailed. The team noted that timelines for conducting personnel reviews has been a concern in recent years; however, more recently, as the team learned in the interviews, the College began a process for selection of an HR management system in part to address this issue. Moreover, the new president has indicated that revision of the personnel evaluation system is a priority. As such, the College has identified an improve plan, which states, "Review for charges to current evaluation policies and/or purchase, initiate and implement software program to manage performance evaluation. "The team affirms the need for the College to make improvement in this area(III.A.5)

Peer Review Report - March 2023

Recommendation 2:

To improve effectiveness, the team recommends that the College strengthen its practices and systems for personnel evaluation and management as stated in the President's Work Plan. (III.A.3, IIIA.5)

PRESIDENT'S WORKPLAN

STRATEGIC GOAL	ESSENTIAL FUNCTION /RESPONSIBILITY	PERFORMANCE GOAL	KPI	COMPLETION DATE	AGREED EVIDENCE
	Performance Management System.	Review of the COM-FSM Evaluation processes.	Review Report with recommendations.	December 2023.	Board approved Performance Management Policy.
	Staff Development Plan.	Revise capacity building initiatives with a focus on FSM citizens and classified staff.	Draft Initiative 1.	October 2023.	Revised Staff Development Policy.
	Campus Facilities Plan.	Review the COM-FSM IEMP ¹ with a focus on priority needs in the next 12 months.	Identify funding & priority student services for each campus.	December 2023.	Phased plan for priority student services for each campus.

CURRENT PERFORMANCE EVALUATION PROGRAM

- 3 Types of Evaluations
 - Appendix E – Classified and Professional Staff
 - Includes Development Plan
 - Appendix F – Management
 - Appendix G – Instructional Faculty
- Evaluation Timelines
 - New Employees: 6 months and 60 days (2 months) before expiration of probationary period
 - Permanent Employees: 6 months prior to the next contract expiration date

CURRENT PERFORMANCE EVALUATION PROGRAM (CONT.)

- Use of Performance Evaluation Report
 - Identifying employee improvement programs
 - Determining order of layoffs
 - Rating employee's suitability for promotion
 - Examining employee's suitability for the job
 - Determining status of employee
 - Justifying administrative decision to transfer, demote, dismissal
 - Granting of pay increments

GRANTING OF PAY INCREMENTS

Granting of pay increments

- Management: no established rules (Automatic increment after probationary period)
- Teaching Faculty: Granting of pay increments may be received when the employee receives 3 "needs improvement" or less
- Classified and Professional Staff:
 - E or higher in all items
 - NI or higher when:
 - NI ratings do not exceed 5 throughout the evaluation
 - NI ratings do not exceed 50% in any one category
 - NI ratings is not received for Skill Base Knowledge
- Step increase will not be given when
 - Ratings do not meet above criteria
 - NI rating from the previous formal evaluation is not improved
 - One or more unsatisfactory rating is received

Employees will be formally evaluated once during the contract period as long as performance is satisfactory. If performance is satisfactory, the employee will be granted step increases annually during the contract period and the expectation is that satisfactory performance will continue during the subsequent contract period.

SENIOR LEADERSHIP TEAM RETREAT



PROPOSED PERFORMANCE DEVELOPMENT & REVIEW (PDR) PROGRAM

- 3 PDR for Full Time Employees
 - Faculty
 - Managers
 - Professional and Classified
- PDR consists of 2 Sections
 - SECTION ONE where the employee and the supervisor agree and set individual performance goals related to the College's strategic plan and an optional development goal that the employee will achieve in the PDR period. This section constitutes 30%
 - SECTION TWO where the supervisor assesses the employee's overall performance of the job against the key performance standards or domains essential to undertake the role. This constitutes 70%

PROPOSED PDR PROGRAM (CONT.)

- Evaluation Timelines
 - Employees on Probation: 6 months from date of hire or promotion and 1 month (30 days) prior to the expiration of the probationary period
 - Permanent Employees: evaluated annually at least 3 months prior to the employee's anniversary date or end of contract

PROPOSED PDR PROGRAM (CONT.)

Use of the PDR Report

- Determining the employee's suitability for incremental advancement, promotion, bonuses or reward, noting that reward is on the basis of sustained performance
- Identifying and recording any development programs as a basis for career development or skills improvement
- Determining the order of layoffs
- Setting performance standards in cases where performance or behavior might be deemed to be unsatisfactory
- Determining during and at the end of a probationary period whether the employee should be moved to permanent employee status or the employment be terminated
- Determining whether a further contract should be offered
- Informing an administrative decision to transfer, demote, or dismiss the employee; and
- Informing College wide development and training needs

PROPOSED PDR PROGRAM (CONT.)

ASSESSMENT CRITERIA

Criteria	Standard	Score
Excellent	Performance, achievements and professionalism have significantly exceeded performance criteria. All agreed annual outcomes have been achieved at a higher level than expected. Results are assessed to be at the highest level by supervisor, students and peers and others external to the College. The supervisor has received evidence to verify a much higher level of outcome than expected.	6
Exceeds Expectations	Performance, achievements and professionalism have exceeded the College's performance criteria which has been recognised by colleagues and students. Some of the agreed annual outcomes have been achieved at a higher level than expected and all annual outcomes have been achieved. The supervisor has received evidence to verify a higher level of outcome than expected.	5
Successful	Performance, achievements and professionalism have met performance criteria. The agreed annual outcomes have been achieved. There has been an improvement in performance over the last annual assessment.	4
Meets Basic Performance Expectations	Performance, achievements and professionalism generally have met the College's performance criteria. Most of the agreed annual outcomes have been achieved. Improvement is required in one or two areas of the performance criteria.	3
Development Required	Performance, achievements and professionalism have met the College's performance criteria in most areas. Some of the agreed outcomes have been achieved. Significant improvement is required in several areas of the performance criteria.	2
Does Not Meet Performance Requirements	Performance, achievements and/or professionalism have not met the College's performance criteria in some or all areas. Further assessment and action are required.	1

PROPOSED PDR PROGRAM (CONT.)

Assessment

- Assessment of employee achievement of goals or standard of performance (Section One and Two) is to be made against the assessment criteria
- The final PDR assessment is based on the averaged scores in Parts A and B

Incremental Advance

- Increments and bonuses are earned on the basis of sustained performance. The bonus (5%) paid is the equivalent amount to the value of an increment (5%). Where an employee has reached the upper point in the salary scale (ceiling) for his or her job, if the criteria are met, a bonus will be paid instead of an increment.

PROPOSED PDR PROGRAM (CONT.)

Moderation and Consistency

- The College may establish a Performance Development Moderating Committee (PDMC) responsible for ensuring that the annual performance assessment is done in a realistic, consistent and fair manner. Where problems of consistency or fairness emerge, the Committee will discuss the issue and set guidelines for assessment in future PDR rounds. The Committee examines the outcomes of the process across the College in the context of equity and the College's fiscal resources. It may not vary outcomes for individual employees. Appeals over individual outcomes are dealt with in Section G of this policy.

Issues for consideration.

Introduction of PDR before 'go live' date

Standard practice is to run a new system parallel with the current system.

Given the difference between the old and new processes (including online processes) it will be useful to have a trial test implementation.

Suggest that a small trial group, e.g. SLT plus Deans work through a trial process in latter part of 2024 prior to determining a go live date for the complete system.

Trial group also to be used to trial and assist in clarifying training and training materials.

Date of effect of revised policy BP 6017

BP 6017 cannot come into effect until

- Administrative procedures AP 6017 are finalized and system is at 'go live' status and
- Compensation policy BP 6009 is amended to allow for a clearer and more flexible approach to increments or bonuses.
- Training of employees in the new system is available.

Consider deferring date of effect BP 6017 until 'go live' date is determined and any changes to BP 6009 are approved.

Treatment of existing employees at go live date.

Note. Performance reviews will continue to occur on the date of anniversary of appointment.

Current employees may be partly through current performance review process at the go live date.

Decision needs to be made whether at 'go live' date

- all employees will move to new process and have a truncated review period aligned with their current review period (faster roll out) or
- employees complete performance review under current system and then move to the on line system. (progressive rollout in 2025)

Note. Depending on the implementation approach, the date of effect of BP 6017 may be such that it only applies to PDRs commenced under new system while grandfathering the current BP6017 to apply those employees completing the current review process.

Training of employees

Transition to the new process must be accompanied by training

Some groups in the workforce may find training difficult, e.g. use of online systems

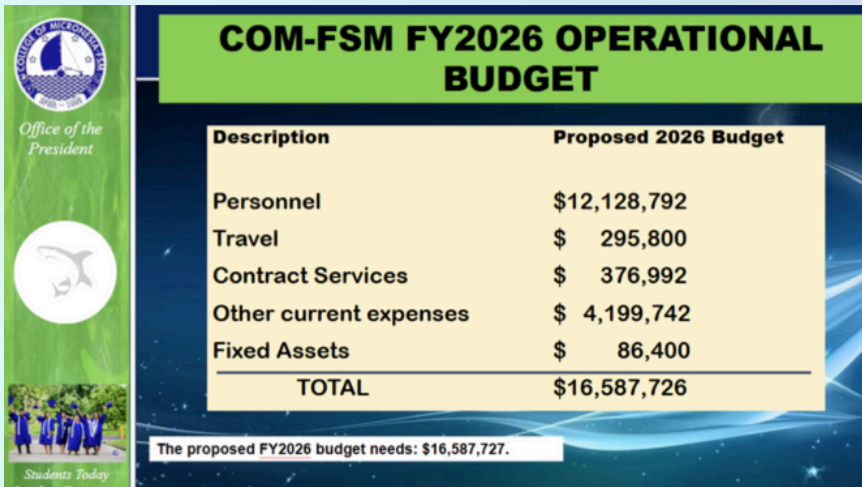
Training to be developed so as to be able to be accessed online and delivered face to face by key employees.

Consider recruiting a cross -College group of PDR advisers and giving them more intensive training to support SLT and Deans in training.

BUDGET SUBMISSIONS MAY 2025



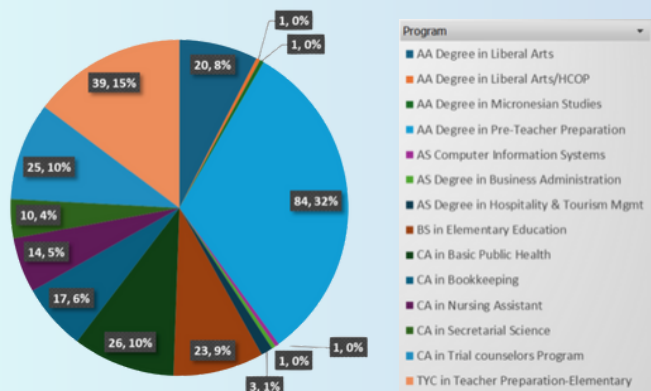
The Board of Regents Chair, Mrs. Suzanne L. Gallen led the COM-FSM team of senior administrators including President Koroivulaono, Vice President for Innovation & Sustainability, Steven Young-Uhk and Vice President for Instructional Affairs Delihna Ehmes to present the COM-FSM FY2026 Budget on Thursday 22 May to the Congressional Committee on Education chaired by the Honorable Senator Joseph Urusemal. Updates on FY2025 activities were also included in the presentation with highlights from the most recent survey on graduate profiles showing that 66% of all COM-FSM graduates between 2019-2024 were employed locally. The information in Figures 3-7 provides the programs from which the graduates matriculated. The information directly below summarizes the FY2026 Budget submission to the Committee on Education. A second hearing has been scheduled for Tuesday 27th May. A request by the FSM Compact Office was also received on 26th May asking COMFSM to provide their Annual Implementation Plan for FY2026.



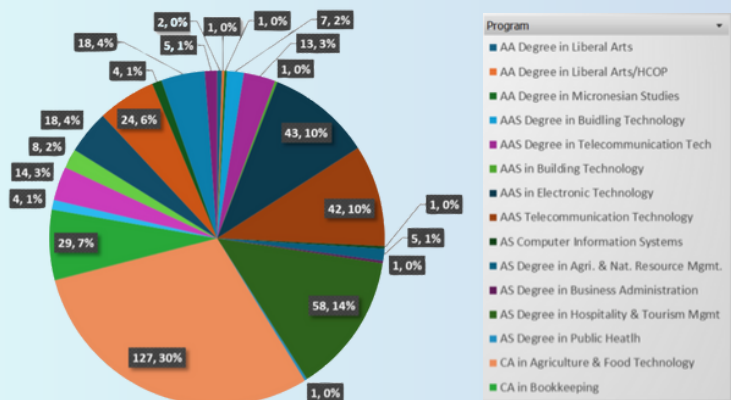
GRADUATE PROFILES AT COMFSM



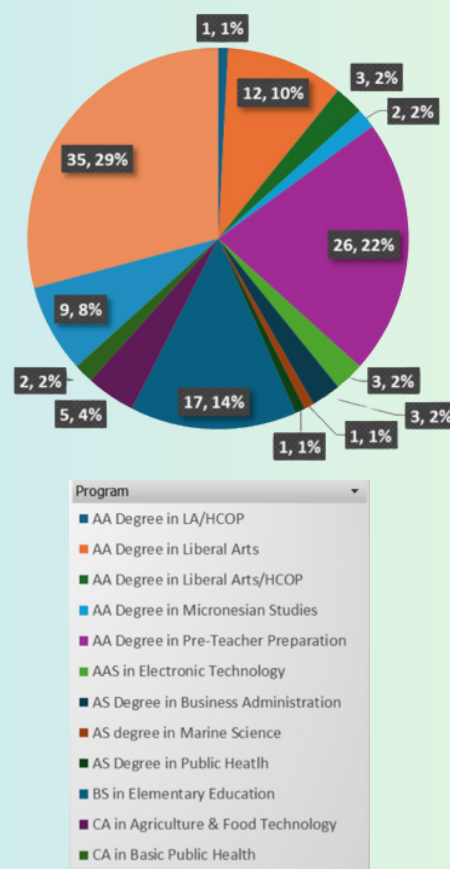
COUNT OF CHUUK CAMPUS GRADUATES (2019-2024)



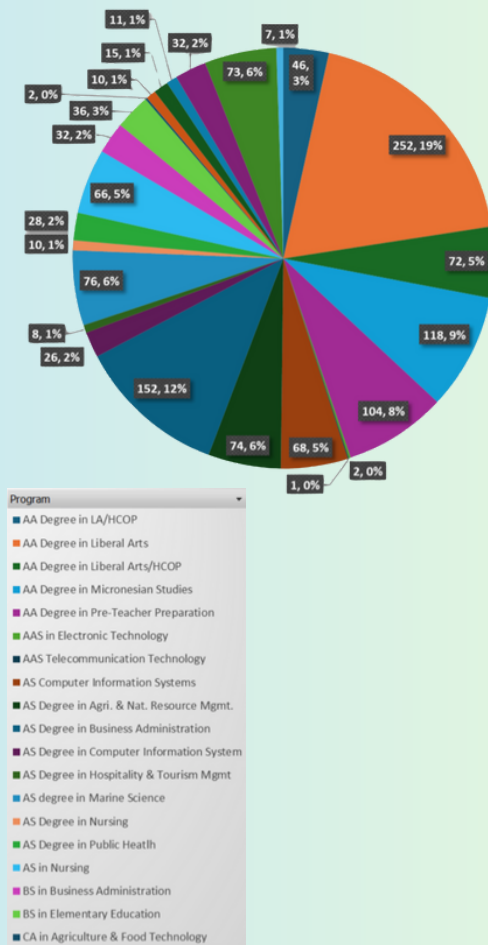
COUNT OF CTC GRADUATES (2019-2024)



COUNT OF KOSRAE CAMPUS GRADUATES (2019-2024)



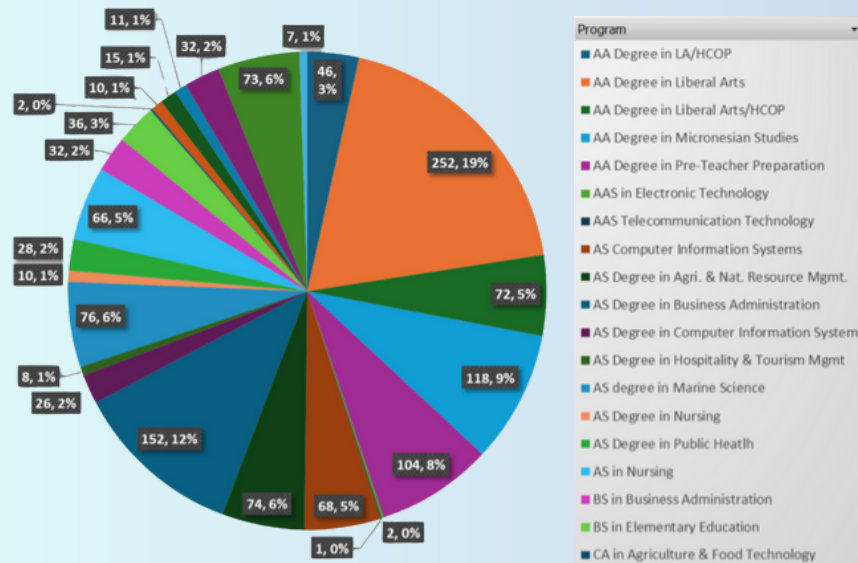
COUNT OF NATIONAL CAMPUS GRADUATES (2019-2024)



GRADUATE PROFILES AT COMFSM



COUNT OF YAP CAMPUS GRADUATES (2019-2024)



In the spring 2025 graduation, there were 167 graduates from 24 programs starting at certificate level through the Associates of Arts and Science degrees and on to the Bachelor's programs covering a wide span of skills, knowledge and learning experiences including electronic engineering technology, telecommunications, motor vehicle mechanics, hospitality and tourism, Micronesia studies, Education and Agriculture & Natural Resource Management. The distribution of graduates across the college campuses were as follows:

- 101 graduates from the National Campus;
- 28 from the Career and Technical Education Center (CTEC);
- 17 at the Chuuk Campus;
- 15 at the Yap campus; and
- 6 at the Kosrae campus.

Among the 167 graduates a total of 27 were honored for academic excellence:

- One graduated Summa Cum Laude (CumGPA of 3.90 to 4.0);
- Two graduated Magna Cum Laude (CumGPA of 3.70 to 3.89);
- There were three valedictorians;
- One was designated as salutatorian;
- Thirteen were included on the President's List: 11 from the National Campus, 1 from Yap Campus, and 1 from Chuuk Campus;
- Twenty-one were included on the Dean's List: 19 from the National Campus, 1 from CTEC, and 1 from Kosrae Campus; and
- One student was included on the Honor Roll.

Additionally, 13 graduates received their certificates of achievement from the FSM Fisheries and Maritime Institute in Yap on 20th May at the combined Yap Campus and FMI graduation.

VIRTUAL CLASSROOMS



A virtual classroom is a synchronous online learning environment that facilitates real-time remote education and training. It typically involves using digital platforms or software that simulate a traditional classroom setting, allowing students and teachers to interact and engage in real-time from anywhere with an internet connection. Virtual classrooms can be used for a wide range of educational purposes, including K-12 education, higher education, professional development, and lifelong learning.

They often feature tools such as:

- Synchronous audio, video, and screen sharing
- Public and private chat functionality
- Sharing of presentations and videos
- Collaborative whiteboards to facilitate communication

• Engagement tools for the teachers, such as polls, emojis, and raised hands

• Breakout rooms for group collaboration.

<https://moodle.com/functionality-with-moodle/moodle-and-virtual-classrooms/>

Transform your virtual classroom, online learning and virtual training with class

<https://youtu.be/xtSUaoG4V-o>

