



Report to the Board of Regents



Office of the President

ACCESS. INNOVATION. RESILIENCE.

DECEMBER 2025, YAP



PRESIDENT'S REPORT

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WORKFORCE NEEDS ASSESSMENT UPDATES



The first phase which focused on desktop research is complete except for the most updated information prior to the Workforce Needs Assessment Report being released (scheduled for April 2026).

Educational system reforms remain a major driving force. Furthermore, following the National Department of Education lead to indigenize the curriculum, COMFSM joined as a collaborative partner under the Global Partnership for Education grant with the national and state departments of education. In relation to addressing the workforce needs much more effectively and directly there is an overdue need for unity and cohesion in the FSM educational system, from elementary to college level. In this regard two potential unifying themes have emerged as part of our study thus far in the FSM education land and seascapes: artificial intelligence and culture. Intentional planning and learning outcomes mapped directly to graduate profiles must be much more clearly articulated across all levels of education. The opportunity to train AI systems for our internal purposes to support indigenization efforts is acknowledged and will provide spaces for innovation.

The integration of AI in professional development and Indigenous curricula, with opportunities for capacity building and leveraging traditional knowledge also provide a new exciting and contextually relevant way to configure micro-credentials for the workforce.

A potential site visit to coincide with the Curriculum Reviewer is being planned for February 2026 with focus group sessions both within the college and with our external stakeholders. Requests for accessing the latest census results have been sent out to the Department of Justice and the Department of Resources & Development.



CURRICULUM REVIEW UPDATE



Surveys and interviews were conducted by the curriculum reviewer over a period of two months to capture the data. There are 4 different types of review:

1. Enrollment review
2. Document review (e.g., course syllabi, annual program reviews, multi-year program reviews, etc.)
3. Student, faculty, and alumni surveys
4. Student, faculty, administration, alumni, community members, and partner organization focus groups/interviews.

These are the updates for each type of review:

1. **Enrollment review**
 - o Enrollment review for all courses and programs from fall 2020 to fall 2025 has been completed.
 - o The program graduation analysis from fall 2020 to spring 2025 has also been completed.
2. **Document review**
 - o Syllabi: reviewed 228 course syllabi across the campuses representing 149 out of the 260 (59.6%) unique courses offered by COM-FSM between fall 2023 and fall 2025. The National campus has provided additional syllabi after the deadline for the draft analysis, which will be incorporated in the final report.
 - o Other documents: Yap campus has provided program and course reviews by the initial deadline for the draft analysis. The National campus has since provided additional documents, which will be incorporated into the

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.



final report. Requested program and course review documents from Kosrae, Chuuk, and CTEC campus are forthcoming.

3. Surveys

- o Survey items are drafted and prepped for administration. They are tentatively scheduled for distribution on 12/1/25. Analysis of the results are expected in early 2026.

4. Interviews/Focus Groups

- o Interview questions have been developed.
- o COM-FSM administrator interviews will start in December 2025 over Zoom.
- o In person interviews/focus groups are tentatively scheduled for the first two weeks of February 2026.
- o Results are expected by April 2026.

Some emerging trends from the review:

- Associate and Bachelor's programs with increasing and decreasing enrollments;
- Certificate programs show an increasing enrollment trend with the newer technologies and decreases in the older programs;
- Some evidence is available that point to decreasing enrollments in some areas which are requested as high priority by the 4 States;
- Graduation numbers show annual fluctuations but are generally trending upward;
- Less than 50% of students are enrolled in online courses;
- Our learning resources, for example text books will need further review for relevance and updating;
- Thus far, none of the reviewed courses have incorporated AI;
- 7% of reviewed courses included SLOs related to Indigenous Micronesian skills, knowledge, cultures, and languages.
- 12% of reviewed courses included content related to Indigenous Micronesian skills, knowledge, cultures, and languages.
- 9% of reviewed courses included strategies to support and engage with multilingual English learners.
- 61% of reviewed courses include some kind of learning technologies.

Under its Strategic Plan 2025-2030 the College of Micronesia-FSM is committed to moving the college intentionally forward as the college of the future' (for the FSM). Consequently, all college constituents – the Board of Regents, students, faculty, staff and administrators – will continue to strengthen our collaborative partnerships both within the college and with our external stakeholders. We need to renew our outreach to employers both in the public and private sectors so that our curriculum, courses and programs are relevant, effective and directly aligned with employment needs.

Furthermore, leveraging emerging technologies and keeping abreast of the changes in the learning, training and teaching environments will contribute to mission-driven, quality education at COM-FSM “characterized by continuous improvement and best practices”.

WHY DOES THE COLLEGE NEED TO KNOW WHAT EMPLOYERS WANT?



Our goal as stated in the college mission reads:

“The College of Micronesia-FSM...committed to the success of the Federated States of Micronesia by providing academic and career & technical educational programs...”

At the October 2025 ACCT Leadership Conference attended by 1900 participants, several presentations focused on aligning workforce needs with curriculum and program transformation in community colleges, for example the Alabama Community College System (ACCS). Micro-credentialling provides a data-driven and flexible response to engaging employers and including their feedback in course and program design.

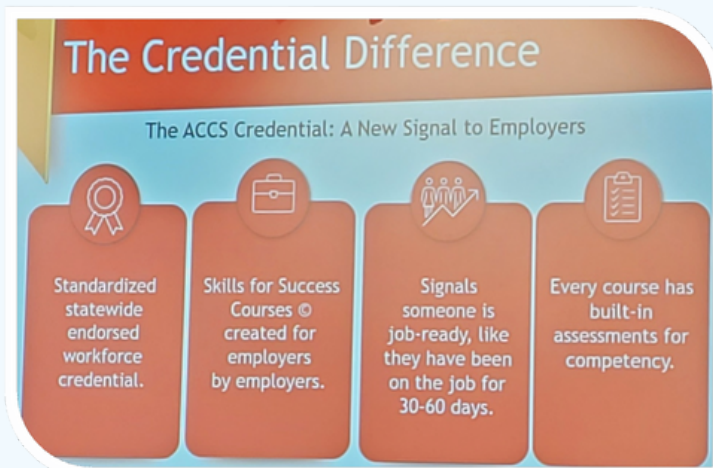


Figure 1: The ACCS Credential process

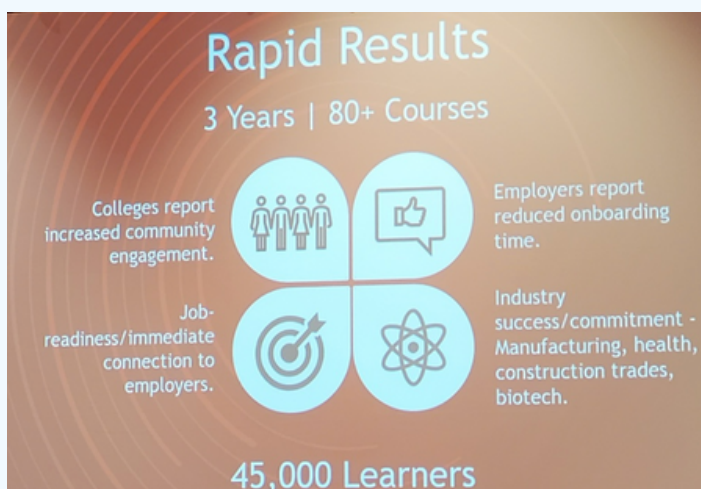


Figure 2: Demonstrating the capacity to produce results in a relatively short timeframe that does not compromise the quality of training and the level of competencies.



Figure 3: the Innovation Cycle showing the different industry areas where training is offered in direct response to industry-expressed needs, for example, the construction and skilled trades, IT and telecommunications, hospitality and tourism and healthcare & life sciences.

Student & Industry Impact Stories

Construction and Skilled Trades

Calhoun Community College
Huntsville high school students hired at \$23/hour after heavy equipment training at Calhoun Community College, leading directly to employment with Rogers Group.

Alabama Department of Transportation (ALDOT)
ALDOT requested custom training labs to upskill their equipment operators.

Chris Stricklin Dunn Construction
A leading voice for workforce innovation, Chris Stricklin has shared our model nationally through advocacy and congressional testimony.

Figure 4: ACCS student & industry impact stories as a result of direct engagement with employers and designing courses and training specifically tailored to skill areas' training.

At Northern Virginia Community College micro pathways are based on the belief that “there are no wrong doors”. Training design is committed to a process similar to stacking lego pieces together where there are no missing pieces; certificates, degrees, dual enrollment, etc. are stackable. The links are made by the institution to ensure that the student has clear pathways of study and training for the job market.



Figure 5: Stackable credentials mirroring the lego-stacking process.

- What's a "micro pathway?" Has to be affordable for learners; CTEC workforce-ready skills e. g. a good communicator that results in a job that is more than average; must be offered in flexible modalities;
- What is a quality pathway? Operationalize pathways in a way that different student populations can register in them. The goal is a completion pathway offered flexibly (face to face, hybrid, etc.) and information for the pathway is stated as clearly as possible to operationalize either academic or career pathways;
- Program design also means that courses are stackable towards a degree.
- What do students want? 72% of their students are part-time. They need chunks of learning that will have value. For example, seeing a tree trunk on the side of the road for firewood BUT you need to cut it up; that's not how they do it. They chunk digestible pieces so when pieced together, it will lead to a qualification or employment;
- A huge range of student profiles are supported with learning offered to suit their needs which in turn need a whole range of supporting services (most are already working) so you can take a semester off and offer paid micro-internships; businesses are embedded in their courses for micro-credentials; they need to build roads that suit their students even if they don't have the pathway; let students walk a path and follow them to build an infrastructure that suits their pathway;
- Informed redesign and design processes by the data that shows what is going on with their students and their learning;
- Important aspect: the learners' engagement in pathways that gain greater clarity in a shorter period of time. People need to see and understand what the stackable pathways are;
- Who helps students see this? Who helps to see what the skills are related to in terms of jobs? The more visible/visual the pathways are will enable students decide what to do for their plans i. e. more skills, qualifications, etc.
- Human-centered design: design phases made by Student Services include students, community organizations, businesses and a whole range of stakeholders; learners and employers work together in the 'understand' phase; then phase 2 focuses on "how might" this learning lead to a job; breakdown skill sets and if there are industry credentials possible then the faculty come in as well in the design phase; then you get a prototype to offer employers for their review if it is what they need and then it's ready to launch;
- **BUILDS TRUST ALL AROUND** – between the learners, employers, support services, other stakeholders;
- Scenario: If we are small and under-resourced and if more nurses are needed because they are not going to work in small communities. Situation: they did not have licensed nurse-carers but the college did not have the relevant program. A Certified Nursing Assistant (CAN) is not going to be a viable response because it doesn't pay enough for a family of 4 (which is the regular learner profile).
 - o Question: could the college build a program that is stackable from the CNA level?
- The employers helped to fund a non-credit, certified program which the college designed and built.
- Must be intentional about the design of a program that is sustainable in terms of cost as well and can keep attracting learners and 'graduates'
- Transformational if you design the pathways intentionally to meet your learners' needs which they can see is more immediately possible in return for their investment.
- What are some of the 'invisible' problems?
 - o When operationalizing think about scale: demand, resources, etc. If you are small then you must be intentional about how you scale and then match your design and capacity to the demand (must have access to the data as the learning takes place). Imagine students moving through pathways and can see a 'heat-sensor' type of way where they are going and how long it will take for a credential.

- Credit or non-credit: What about Workforce Pell? How do we design from non-credit to credit?
 - o In Virginia there is a fast-forward program; partly funded for industry credentials; need multiple employers who hire learners who complete these industry credentials and learners can also see how they contribute to a degree.
 - o Workforce Pell counts towards your total Pell (so be careful that they do not use it up if they want an associate's degree, for example); if other organizations like hospitals are also running their own credential programs how do you (the college) cross-walk those so your students get credits that can be stackable?
 - o "Learning is Learning is Learning": shifts our perception to what is the value of learning and how meaningful it is to your learners, accreditors and industry;
 - o So there is an intentional move in the focus AWAY from non-credit but to skills-based learning. Talk about learning and skills and not credit and non-credit because it promotes a negative stigma about non-credit learning.
 - o Data in our campuses can sometimes be located in different places so the convergence may be difficult e. g. non-credit data sitting on spread sheets in a department so
- **INFORMATION AND DATA NEED TO BE AGGREGATED** to provide as much information as possible for designing and improving pathways.
- When thinking about creating accelerated pathways:
 - o Design 'chunkable' parts that have market value;
 - o Need your employers at the table;
 - o Remember that workforce Pell is using Pell dollars overall so how can you embed the micro and stackable credentials that add up to an associate's degree?
 - o How does each independent certificate add up to market value, skills-based work and also an associate's degree?
 - o How do you bring the different parts together for the student/learner? Requires a MINDSET change because policies and processes will change so do a PROCESS MAP to visualize what will work and what won't work to help learners move seamlessly through your college.
 - o How many parent learners do you have?
 - o **MOST IMPORTANT: TALK TO THE LEARNERS, MAKE SURE YOU HAVE THE RIGHT PEOPLE AT THE TABLE & BRING THE DATA.**

NOTE: College publications with highlights from the COM-FSM Office of the President that cover the period of this report (September – November 2025) can be found through the following links:

- **UXO clearance:**
<http://www.comfsm.fm/myShark/news/item=3301/mod=01:55:06>
- **REMATHAU premiere:**
<https://comfsm.fm/myShark/news/item=3372/mod=15:51:53>
- **ACCT Leadership Congress presentation:**
<https://comfsm.fm/myShark/news/item=3380/mod=15:51:53>

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INSTITUTIONAL ADVANCEMENT & EXTERNAL AFFAIRS



Fundraising Activities Conducted this academic year

In July this year, we launched our 2025-2026 Fundraising activities with a target amount of \$50,000.00 and three components, including:

- Sending solicitation letters to government entities, officials, businesses, NGOs, and individuals;
- Sell and promote raffle tickets for attractive cash prizes;
- Fun Walk: Medpharm will sponsor this event; the date will be confirmed soon by the Fun Walk chairman, Loatis Seneres, and his team. So far 310 T-shirts and 10 cases of water have been received for the event.

Contributions received from these fundraising activities

Raffle tickets: 2,060.00

Solicitation: 19,300.00

21,360.00 (we still need \$28,640.00)

- Alumni initiatives and any fundraising activities targeted at alumni
- Alumni Online Raffle, inviting alumni to register on the alumni online platform to update their profiles. To date, 84 have registered. Our target is to have at least 250 alumni registered to justify the expenditure of the budget for the Online Raffle.

Memorable Fundraising Photos



WORKFORCE DEVELOPMENT ADVERTISEMENT

Workplace Development Office
MONTHLY TRAINING SERIES

COLLEGE OF MICRONESIA-FSM
YAP | CHUOK | Pohnpei | Kosrae

CTEC Security Training
November 13, 2025 Security Training
Time: 12:00PM - 2:00PM

Mental Health Awareness and Suicide Prevention Training
November 17, 2025 CTEC Students
Venue: Student Hall
November 18, 2025 CTEC Staff Members
Venue: Student Hall
November 19, 2025 Kosrae Staff members
Zoom to be sent later
November 20, 2025 Kosrae Students
Zoom to be sent later
Share and Chat Series
November 25, 2025 11am-12noon
Zoom to be sent later

Data Analysis Training
November 13, 2025 Data Analysis
Time: 12:00PM - 2:00PM

Workplace Development Office is calling on interested college personnel to partner with the office to support its activities including hosting Share and Chat sessions, delivering targeted trainings in areas of expertise and/or brain storm on ideas relating to workplace development initiatives. You may reach the WDO by calling extension 124 or email wdo@comfsm.edu.fm Would you be interested in delivering a training in one of the following topics? If yes, reach out to WDO now.

- Technology Proficiency
- Online Learning
- Communication and Teamwork

Workplace Development Office
MONTHLY TRAINING SERIES

COLLEGE OF MICRONESIA-FSM
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Topic Spotlight Training
A fast-paced, interactive Zoom session designed to sharpen your skills and spark new ideas. Whether you're looking to boost your know-how or just curious about what's next, this is your chance to dive in, speak up, and connect.

Technical Training: Online Safety & Security
• Date: October 14, 2025 Tuesday
• Time: 10:00AM - 12:00PM PNI/KSA
9:00AM - 11:00AM Yap/CHK Time
• Zoom: <https://comfsm.zoom.us/j/94845022336>

Product Training: Microix Basics
• Date: October 23, 2025 Thursday
• Time: 10:00AM-12:00PM PNI/KSA Time
9:00AM - 11:00AM Yap/CHK Time
• Zoom: <https://comfsm.zoom.us/j/99996642973>

UP-skilling Training: From ACIP to Employee Performance Goals
• Date: October 21, 2025 Thursday
• Time: 10:00AM-12:00PM PNI Time
9:00AM - 11:00AM Yap/CHK Time
• Zoom: <https://comfsm.zoom.us/j/98405312175>

Come for the insights. Stay for the energy. Leave with something new.

Share and Chat Engagement Series
Employee Engagement
• Date: October 30, 2025 Thursday
• Time: 11:00AM - 12:00PM PNI/KSA
10:00AM - 11:00AM Yap/CHK Time
• Location: Zoom (link to follow)
Come for the insights. Stay for the energy. Leave with something new.

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- Technology Proficiency
- Online Learning
- Communication and Teamwork
- Leadership and Personnel management
- Workload Management
- Time Management & Organizational Skills