



## PRESIDENT'S REPORT

**Bale Theresa Koroivulaono, PhD**  
President/CEO, College of Micronesia-FSM

**This report highlights selected new initiatives and reports from the Office of the President in the following period: January - March, 2026.**

Following the Christmas 2025-New Year's 2026 break, the spring semester began with two meetings in Honolulu, namely the ACCJC Regional Convening at Kapi'olani College and the Stackable Credentials workshop at Windward College.

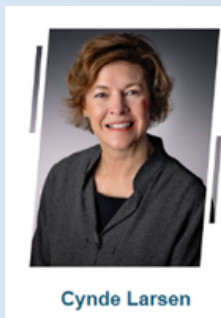
### ACCJC REGIONAL CONVENING, KAPI'OLANI COLLEGE: JANUARY 12, 2026

- Facilitated by ACCJC staff members;
- The convening focused on the following themes: Transparency, Storytelling and Value Literacy. Representatives from Southwest Wisconsin Technical College (SWTC) showcased how 'return on investment' (ROI) data "can be embedded into planning and culture to ensure students graduate into living-wage careers"[1]. Case studies, guided planning and interactive ROI mapping provided the "blueprint for change" as SWTC teams turned accreditation challenges into award-winning college transformation.
- Programs were revamped, stronger connections with the workforce were developed and accountability systems were embedded in college culture so that graduates could transition into "living wage opportunities".[1]
- SWTC was the 2025 Aspen \$1 million Prize Winner. The Aspen Prize is awarded to a community college that delivers "high and improving levels of student success"[2].

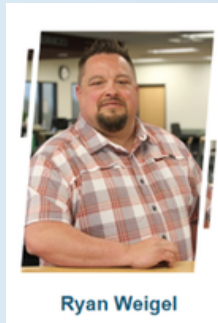
- The SWTC story was delivered by the following presenters:



Mandy Henkel



Cynde Larsen



Ryan Weigel

The College of Micronesia-FSM was represented at the Convening by the President Dr. Theresa Koroivulaono and Education faculty and Accreditation Liaison Officer, Ms. Mayleen Wichep. Other college participants included educators from American Samoa Community College, Guam CC, Palau CC, Hawai'i Tokai International College, Kapi'olani CC and other UH community colleges.

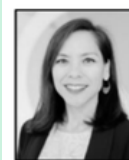
1 <https://accjc.org/transparency-storytelling-and-value-literacy-project/>  
 2 <https://accjc.org/transparency-storytelling-and-value-literacy-project/>  
 3 Aspen Institute, 2025. College Excellence Program.

### 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.

### Stackable Credentials: Designing Workforce-Embedded Pathways Workshop: Windward Community College, January 13, 2026:

- Facilitated by the following five highly experienced, qualified, informed and inspiring educators:



**FLORIE MENDIOLA, Ed.D.**  
Strategy Director, CCA



**Shawnda Floyd, Ed.D., J.D.**  
Provost & Vice Chancellor  
Workforce Education



**Roshunda Harris-Allen, Ed.D.**  
Associate Professor of Education  
Coordinator of Child Dev. Programs  
Director of the Research Center for PJE



**Jennifer Edwards, Ed.D.**  
Professor of Communication  
Former Vice-Provost for Student Success



**Whitney McDowell-Robinson, Ph.D., NCC**  
Vice President for Student Development & Engagement

### STACKABLE CREDENTIALS

Stackable credentials are short-term, industry-aligned learning experiences that build toward larger credentials and meaningful employment outcomes (Complete College America Power point presentation).

Workshop participants included faculty, staff and administrators from the UH community colleges, Guam Community College, the Northern Marianas College, American Samoa Community College, the University of Guam and the College of Micronesia-FSM. Presentations were based on identifying two key components of career education and workforce pathways, namely curricular considerations and student support upon which to build stackable credential models for each institution.

In breakout group sessions each college or university team explored the most effective ways in which each institution could create and use stackable credentials.

**Curricular Considerations**

- Clear Occupational Focus**  
Pathways are organized around defined careers or industry sectors (e.g., healthcare, advanced manufacturing, information technology), rather than isolated courses or credentials.
- Work-Based Learning**  
Includes internships, apprenticeships, clinical placements, job shadowing, or paid work experiences that connect classroom learning to real-world application.
- Aligned Education and Training**  
Instruction spans secondary education, postsecondary education, and adult learning, with coursework and credentials that build progressively and stack over time.
- Industry Engagement**  
Employers participate in curriculum design, skill validation, mentoring, and hiring, ensuring alignment with workforce needs.

COMPLETE COLLEGE AMERICA

## CONTINUATION FROM PAGE 1



COM-FSM was represented by the following team:

- Phyllis Silbanuz: Dean of CTEC;
- Kasiano Paul: Dean of Academic Programs;
- Mayleen Wichep: Education faculty
- Peltin Olter-Pelep: Marine Science faculty;
- Fiji Phillip: Education Technologist; and
- Dr. Theresa Koroivulaono: President & CEO.

On their return to Pohnpei, the COM-FSM team (excluding the President) developed a Stackable Credentials training model which was designed for online delivery through Moodle. The following summary provided by Dean Kasiano Paul provides the latest progress report.

1. Designed a stackable credential workshop for faculty and non-faculty members at COM-FSM.
2. The team employed the badge-to-pathway approach where “one completes the first module and earns a badge” and that badge opens the next module, and so forth.
3. Each week a facilitator is responsible for collecting, responding, and clarifying the topics, the activities and the reminders of each week for respective campus progress and campus-wide progress to ensure all participants complete before the Professional Development Day (April 02, 2026).
4. Upon completion of the four-week Professional Development Moodle course focusing only on stackable credentialing, a recap session has been designed for April 02, 2026 - the Professional Development Day for COM-FSM faculty.
5. This initiative has been very successful thus far with substantial ‘buy-in’ from the faculty. There is a very high percentage of participation and a very high percentage of completions despite other faculty responsibilities like midterm assessments, teaching and standing committee loads.

*Acknowledgement: the images included in this section (Stackable Credentials) were part of the presentation materials prepared by the ‘Complete College America’ team.*



## WORKFORCE NEEDS ASSESSMENT

The Workforce Needs Assessment which is currently underway at COM-FSM is divided into three stages.

1. Examines the national workforce landscape to identify knowledge, skills, industry demands and labor market dynamics influencing economic development and educational alignment.
2. Identify the labor market needs for each state.
3. Identify the gaps between workforce knowledge and skills and labor market needs within identified employment sectors.

Findings from Stage 1 have just been released by the Workforce Needs Assessment consultant Dr. Marisa Crowder and are provided below.

### National Readiness for Conducting a Workforce Needs Assessment is limited

- Multiple FSM agencies collect workforce data, but there is no established system to integrate, analyze, and report workforce data holistically across agencies.
- Most available data relate to labor supply; labor demand and skill matching data are sparse or absent.
- Existing data from censuses and surveys undergo rigorous validation, supporting reliability and validity; yet timely use of data for policy and planning is limited.

### Skilled Workers are Needed in Finance, Infrastructure, Technology, and Management

- Public sector job postings and interviews reveal broad skill needs, including:
  - Sector-specific technical expertise (health, fisheries, finance, IT, environment)
  - Program and project management
  - Communication and reporting skills
  - Financial management and budgeting (accounting and auditing)
  - Data analysis and IT competencies
  - Leadership, organizational capacity, and foundational skills (critical thinking, and customer service)
  - Infrastructure and skilled trades (construction, maintenance, mechanics).

### Economic, Political, and Social Factors Shaping the Labor Market

- **Outward migration** is the most significant labor market influence, driven by low wages, limited job alignment with qualifications, high education costs outside FSM, and inadequate healthcare services locally. Population decline limits available workforce, creating challenges for employers in both public and private sectors and prompting reliance on foreign workers to fill skill gaps.
- **National and State policies** regulate foreign labor recruitment and attempt to address migration, though enforcement and cultural fit are problematic.
- **Cultural values** interact with workforce participation and accountability challenges, influencing labor supply and public sector effectiveness.
- **Training challenges** include reliance on off-island offerings misaligned with FSM context, limited local trainers, and constraints on releasing staff for training. Stakeholders propose leveraging COM-FSM as a training hub.
- **Education-skills mismatch** contributes to underemployment and frustration among graduates unable to find suitable jobs at commensurate pay, fueling migration.

## CONTINUATION FROM PAGE 2

## Recommendations

- To support the FSM 2024-2043 NSDP and COM-FSM's strategic goals, the following actions are recommended:
  - Establish a workforce data system to monitor supply, demand, and skill matching.
  - Address migration drivers by improving wage prospects and aligning education and career pathways with evolving labor market and economic development priorities.
  - Expand relevant training programs and align them with public and private sector needs.
  - Simplify business regulations and strengthen small business financial management skills to address barriers to private sector development.



## CURRICULUM REVIEW

Updates provided by the consultant, Dr. Bradley Rentz for the Curriculum Review project are provided below.

- Phase 1: Creating a project logic model (completed)
- Phase 2: Understanding current practices
  - Phase 2a: Document review and course audit (completed)
  - Phase 2b: Student, faculty, and alumni surveys (completed)
  - Phase 2c: Student, faculty, alumni, and community member interviews (completed)
  - Phase 2d: Final report (expected April 2026)
- Phase 3: Planning for curriculum changes (starting May 2026).

The preliminary results for phases 1 & 2 are currently being reviewed by President Koroivulaono and have been shared with the Senior Leadership Team for further discussions.

## COM-FSM at the ACCT National Legislative Summit 2026

The College of Micronesia-FSM was represented at the 2026 Association for Community College Trustees (ACCT) National Legislative Summit in Washington D.C. by Board of Regents' Chairwoman Lynn Sonden, Regent Steven George and President, Dr. Theresa Koroivulaono. Roundtable seminars, thought-provoking general sessions, leadership and new trustee academies, plenary speakers and focus group discussions were some of the highlights that characterized the four-day Summit from February 8 - 11, 2026. Of special note was the participation and contributions of several student trustees from across the ACCT region.



Despite the sub-zero temperatures (outdoors), the COM-FSM team: (right to left): Chairwoman Lynn Sonden, Regent Steven George & President, Dr. Theresa Koroivulaono found the ACCT National Legislative Summit very informative and instructional. Networking and exploring further opportunities for Board training were also very helpful since new Regents have already been appointed.

The 'Student Trustee Advisory Committee meeting and Student Advocacy Workshop' enabled student trustees to use "research-based advocacy, communicate clear visions to potential allies" and strengthen collaborative partnerships.

For more information click on the following link: <https://www.comfsm.edu.fm/com-fsm-at-the-acct-national-legislative-summit-2026/>

## Monitoring the Strategic Plan

Since the implementation of the Strategic Plan 2025-2030 one year ago, the information in the 8 tables in this section (Tables 1-8) provide the first evaluation results of the college's performance under the new plan. Overall, there are 26 key performance indicators (KPIs) and 13 institutional set standards (ISSs)<sup>4</sup> Each of the three strategic goals - Access, Innovation" and "Resilience" - has outcomes. Each outcome has both KPIs and ISSs. The KPI is the measure of success used by COM-FSM. Integrated with the KPIs are the required ACCJC<sup>5</sup> ISSs. As stated in the Accreditation Handbook on page 18 (in italics below)

## 4.2 Self-Evaluation &amp; ISER Development Processes

*An effective and meaningful self-evaluation must balance two distinct priorities: 1) it must be organized in a manner that matches and reflects the institution's mission and character, and 2) it must address the Commission's requirements. Regardless of how an institution chooses to balance these priorities, the self-evaluation process should be organized in a way that ensures the institution can:*

- ...evaluate its effectiveness in meeting its institution-set standards for student achievement, learning outcomes, and other metrics relevant for its mission and goals;*

*4 The ISSs in the Strategic Plan 2025-2030 are numbered according to the list of COM-FSM ISSs available at [https://www.comfsm.fm/q-Institutional\\_Set\\_Standards\\_and\\_Mission\\_Fulfillment\\_Indicators](https://www.comfsm.fm/q-Institutional_Set_Standards_and_Mission_Fulfillment_Indicators)*

*5 Accrediting Commission of Community and Junior Colleges*

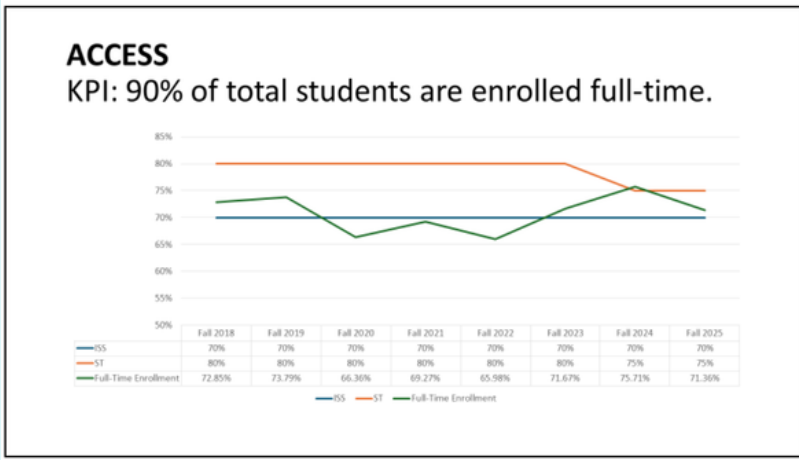
*6 <https://accjc.org/accreditation-handbook-and-report-templates/>*

The KPI and the ISS provide the minimum level of performance required. The stretch target (ST) provides the next level of performance to be achieved in accordance with our college mission which highlights "continuous improvements and best practices".

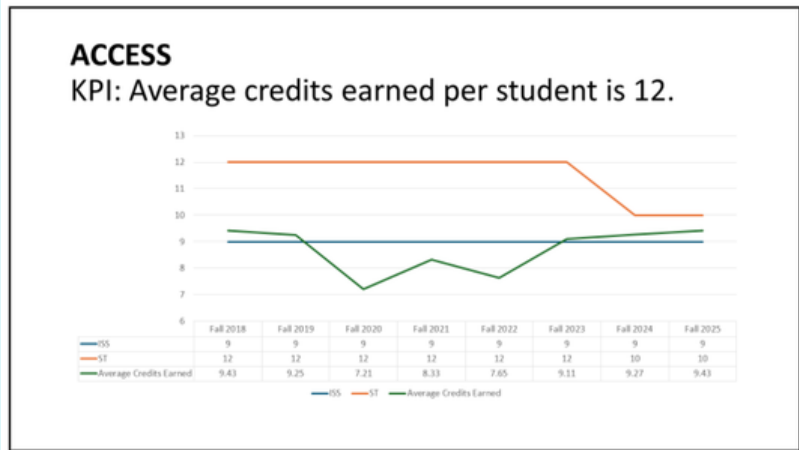
The KPIs listed at the top of each table reflect the cumulative measure at the end of the 5-year COM-FSM strategic plan. For example, by 2030, 90% of the total students enrolled at the college should be full-time. From 2025-2030, the KPI is broken down into annual goals which included a consideration of historic trends. Therefore, in Academic Year 2024-2025 (AY2024-2025), the KPI is 70%. For this report, data is available for the 8 measures of success (KPI/ISS) listed below in the tables (1-8). At each Board meeting updated results will be provided as they become available.

## Submission to the BOR:

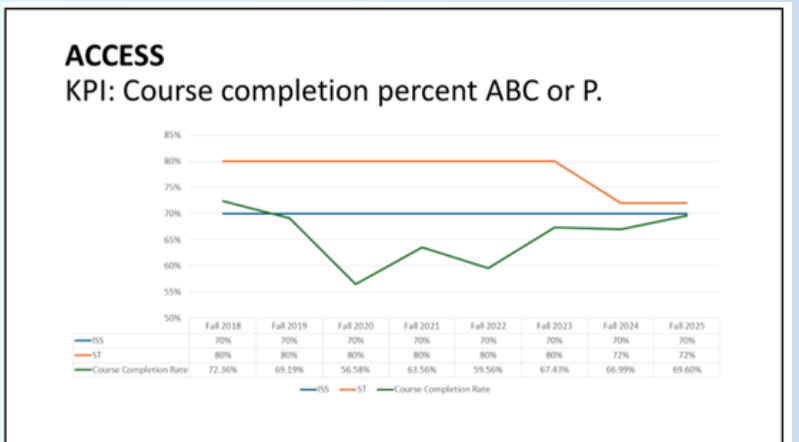
- That numbers are inserted for each KPI because currently they are not numbered (there are 26 in total);
- That KPI 1 is revised to read "percentage of time to degree completion first-time, full-time enrollments"
- That the following language is inserted at the top of the section labelled "STRATEGIC PLAN 2025-2030: KEY PERFORMANCE INDICATORS & ISS".
  - KPIs = Key Performance Indicators: COM-FSM's quantifiable measures used to evaluate the college's success in achieving the strategic goals listed in this strategic plan.
  - ISSs = Institutional Set Standards are mandatory accreditation requirements.
  - Where there are both KPIs and ISSs showing in the same section, the results will be recorded as the same. The KPI is the chosen college term for measuring its achievements while the ISS is the required ACCJC measure.
- That the following KPIs/ISSs are revised to read:
  - o RESILIENCE: ISS 6/KPI: graduation rate of first-time, full-time students at 100%
  - o ISS 7/KPI: graduation rate of first-time, full-time students at 150%
  - o ISS 8/KPI: graduation rate of first-time, full-time students at 200%



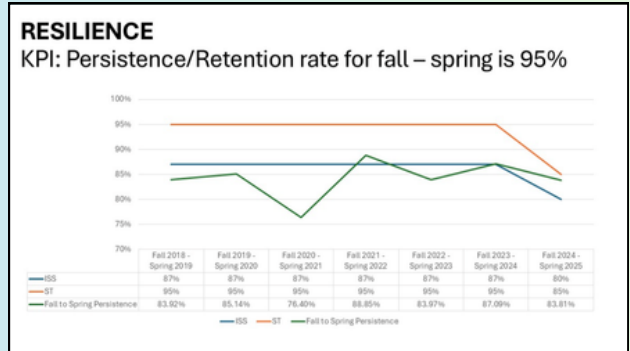
**Table 1:** Institutional Set Standard (ISS) for Fall 2025 is 70%; shows that the ISS for total students enrolled full-time was exceeded by approximately 1% but did not meet the ST of 75%. The trends from Fall 2018 - 2023 show considerable fluctuations exceeding the ISS in 2018 and 2019, dropping below the ISS by approx. 5% in 2020, then increasing to approx. 69% in 2021, dropping by 4% in 2022 and then rising gradually in 2023 to meet the ISS.



**Table 2:** Institutional Institutional Set Standard (ISS) for Fall 2025 is 9: shows that the average credits earned per student was 9.4 which exceeded the ISS by .4 but did not reach the stretch target of 10. The ISS was also met at the same level 7 years prior in 2018. From 2019 - 2024 there were considerable fluctuations with the lowest number showing in 2020 of approx.7.3, increasing but still under the ISS in 2021, decreasing again in 2022 to 7.8, meeting the ISS in 2023 and gradually rising through 2024 to exceed the ISS in 2025.

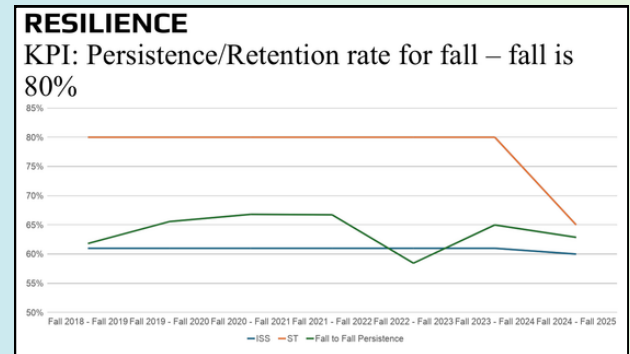


**Table 3:** Institutional Set Standard (ISS) for Fall 2025 is 70%: shows that course completion represented by the pass grades A, B, C or P was met in 2025 but the ST was not met. Trends from Fall 2018-2024 show that the ISS of 70% was met only once before (in 2018) and then dropped to a low of approx. 56%. Thereafter, the fluctuating pattern trends upward but not achieving the ISS until Fall 2025.

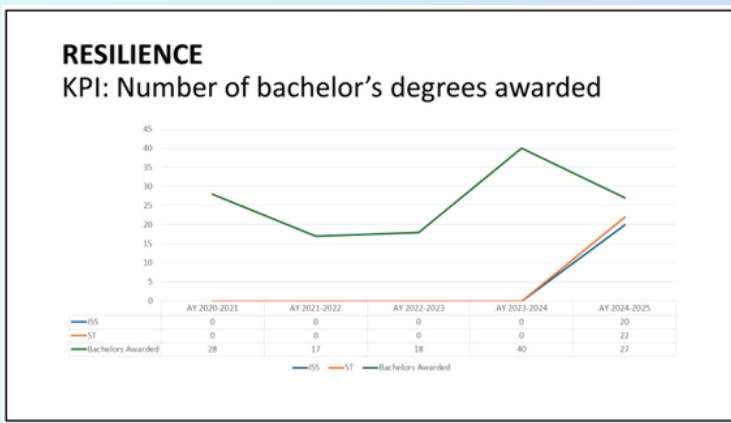


**Table 4:** Institutional Set Standard (ISS) for Fall-Spring in 2024 is 80%: shows that the ISS was exceeded in 2024 by approx. 4% but the ST was not met. Following the review of the Strategic Plan 2018 - 2023 results, the ISSs and STs were reset to more clearly reflect the realities of student profiles in relation to persistence/retention rates in the new Strategic Plan 2025-2030. Considerable fluctuations can be observed from Fall 2018 - 2023 with the ISS being achieved (in Fall 2023) and exceeded (in Fall 2021); a total of 2/6 years where the ISS was either achieved or exceeded with the lowest rate dropping to approximately 75% in 2020.

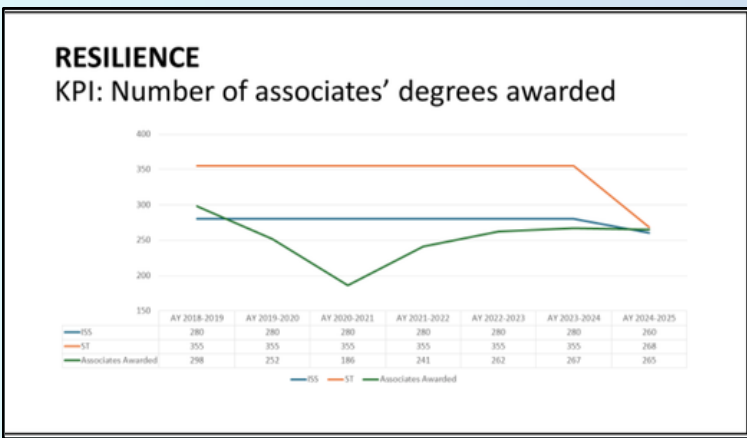
NOTE: The 2025 academic year starts in Fall 2024 hence the inclusion of "Fall 2024" in the KPI.



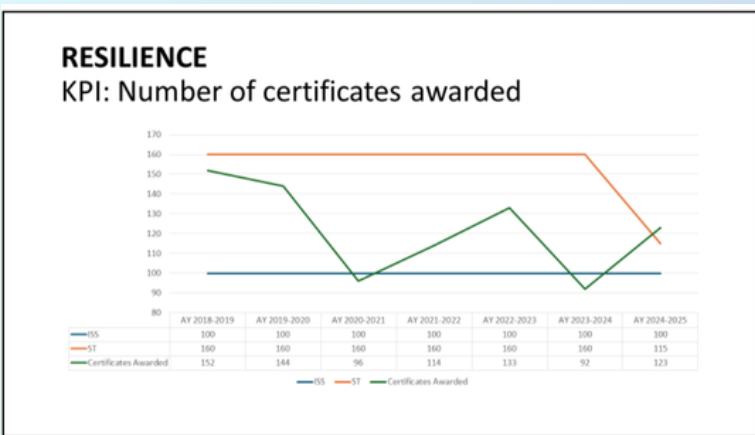
**Table 5:** Institutional Set Standard (ISS) for Fall-Fall in 2024 is 60%: shows that the ISS was exceeded in Fall 2024 by approx. 3% totaling 63%. The Fall-Fall persistence/retention rate shows only one year (2022) between Fall 2018-2023 where the ISS was not achieved. While the rates for Fall-Fall show much more positive trends than Fall-Spring, the STs were not met in either of the two timeframes.



**Table 6:** Institutional Set Standard (ISS) for AY2024-2025 is 20: ISSs for the 2 baccalaureate programs were not recorded until AY2023-2024. Students in the Bachelor of Science in Elementary Education first graduated in AY2020-2021 followed by the Bachelor of Science in Business with an emphasis in Accounting in AY 2023-2024. The first ISS is recorded in FY2024-2025 with the implementation of the Strategic Plan 2025-2030. The graph shows that both the ISS and the ST were exceeded with the award of 27 baccalaureate degrees; the ISS was exceeded by 35% and the ST by 23%.



**Table 7:** Institutional Set Standard (ISS) for AY2024-2025 is 260: shows the number of awarded associates' degrees exceeded the ISS by approximately 2% with a total of 265 but did not meet the ST of 268. The trends from AY2018-2023 firstly show a sharp decline with the lowest number in AY2020-2021 of 186/280. The number of awards started increasing thereafter but still did not meet the ISS in AY2022-2023.



**Table 8:** Institutional Set Standard (ISS) for AY2024-2025 is 100: shows that 123 certificates were awarded in AY2024-2025 exceeding the ISS by 23% and the ST was exceeded by 7%. The trends for certificate awards in AY2018-2023 show a fluctuating pattern increasing as high as 144 in AY2019-2020 and 133 in AY2022-2023. Sharp declines are noted in AY2020-2021 (96) and AY2023-2024 (92). The ST was never met during this period, AY2018-2023.

**Summary**

For AY2024-2025, the college has shown positive progress in terms of the 3 KPIs/ISSs listed under the strategic goal 'Access' and the 5 KPIs/ISSs under the strategic goal 'Resilience' (see Table 9). All 8 KPIs/ISSs were met. Of the 8 stretch targets (STs), 2 were met and 6 were unmet. Closer analysis of the results in the coming months should provide more information about ways in which to improve performance especially where stretch targets were not met.

KPI/ISS	KPI/ISS is Met/Unmet	ST is MET/Unmet
<b>ACCESS</b>		
KPI: 70% of total students are enrolled full-time	✓	X
KPI: average credits earned per student: 9	✓	X
KPI: course completion percent ABC or P: 70%	✓	X
<b>RESILIENCE</b>		
KPI: Persistence/retention rate for fall-spring: 80%	✓	X
KPI: Persistence/retention rate for fall-fall: 60%	✓	X
KPI: number of bachelor's degrees awarded: 20	✓	✓
KPI: number of associates' degrees awarded: 260	✓	X
KPI: number of certificates awarded: 100	✓	✓

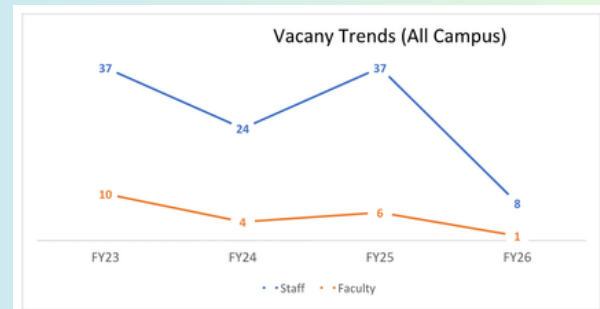
Table 9: Summary of the KPI/ISS/ST measures in AY2024-2025.

**HUMAN RESOURCES OFFICE**



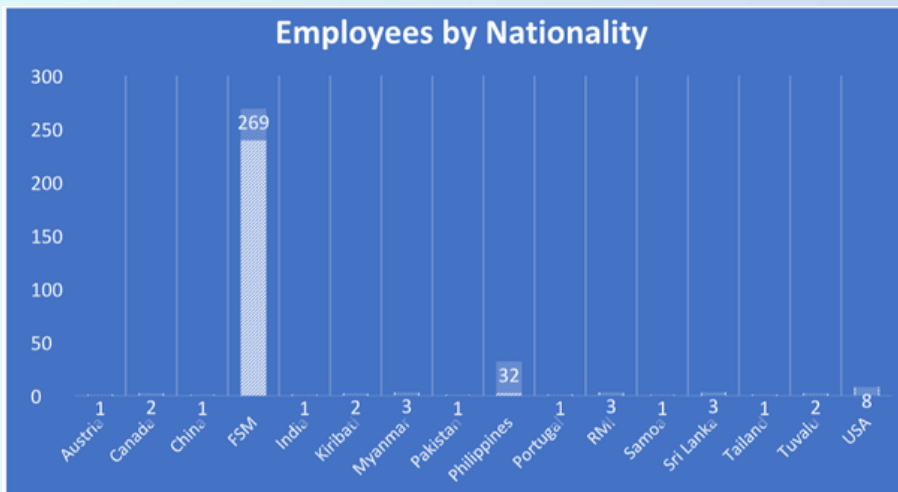
**Vacancies**

The information presented below provides the latest updates on selected employee profiles at COM-FSM. Although the college faced some considerable staffing challenges in the last three years the trend since January 2026 shows a sharp decline in vacancies. While the number of vacancies slowed down in Fiscal Year 2024 (FY2024), the numbers increased again by 54% in FY2025 and then fell by approximately 80% at the start of FY2026. A more detailed investigation would yield data-informed reasons for the decline. However, in the last twelve months, increasingly positive discussions have taken place about a possible salary increase for the first time since 2010 which culminated in the Board of Regents' decision in December 2025 to award a 10% increase in salaries (for full-time employees) backdated to October 1, 2025. Vacancies are much more evident in the staff section than faculty peaking in FY2025 with approximately 5-fold more staff leaving the college than faculty members.



Although it may be too early to attribute the sharp decline predominantly to the salary increase, it will be instructional to observe trends in the coming months for any patterns that may indicate otherwise. The Senior Leadership Team (SLT) is also very mindful that the Strategic Plan cumulative key performance indicator for 2027 requires a further salary increase of 5% to take the total from 10% in 2026 to 15% in 2027.

**Diversity at COM-FSM**



Federated States of Micronesia nationals have the highest number of employees at the college with 269 faculty, professional and classified staff members spread across the four States. The Philippines ranks second with 32 and the United States is third with 8 employees. Thirteen other countries are represented at COM-FSM with 22 employees in faculty, professional and skilled trades' areas. The trends are consistent with those in previous years.

**INSTITUTIONAL ADVANCEMENT & EXTERNAL AFFAIRS (IAEA)**



**A. Endowment Fund Activities**

- The February 2026 Investment Report from Raymond James, Investment Advisor, showed a balance of the portfolio at \$15.4 million, an increase of \$ 400,000.00 compared to the January balance of \$15 million. There is considerable volatility in both the US and the Global markets and this trend is expected to continue for at least the next 30 days, impacting both the assets value and earnings.
- The fundraising campaign continues, ending April 1, 2026 with an overall target goal of \$60,000.00. The activities and sources of revenue are summarized in the table below:

Sources	Projection	Actual	Variance
Board of Regents	10,000.000	20,000.00	10,000.00+
Solicitation/Donation	35,000.00	41,740.00*	6,740.00 +
Raffle Tickets	30,000.00	15,740.00	(14,260.00)
Fun Walk	1,000.00	1,005.00	5.00+
	<b>\$ 76,000.00</b>	<b>\$78,485</b>	<b>2,485+</b>

**Table 12: Endowment Fund activities**

- The Board of Regents contributed \$20,000.00 for fundraising activities; \$10,000.00 has been used for Raffle Ticket prizes and the other \$10,000.00 has added to the overall revenues.
- The solicitation was initially projected at \$35,000.00; however, the final amount reached \$41,740.00, including an additional \$10,000.00 contribution from Mr. Kembo & Mrs. Cherrise Mida.
- A total of 1,500 tickets were printed for sale at \$20.00 each, representing a total value of \$30,000.00. To date, 787 tickets have been sold, with 713 tickets remaining, which are expected to be turned in by April 1, 2026.

- It is also noteworthy that several College staff members continue to make voluntary contributions to the Endowment Fund, despite many earning less than \$20,000.00 annually. Their ongoing support is sincerely appreciated.
- The Bank of the FSM donated 300 T-shirts and 150 polo shirts, valued at \$3,000.00. Medpharm contributed an additional 200 T-shirts. The combined value of both donations exceeded \$4,000.00.
- A formal request for \$500,000.00 in funding was submitted to the National Government. While it was not approved during the most recent session of Congress, there remains a possibility for reconsideration during the May 2026 session. Continued advocacy and coordinated lobbying efforts will be essential.
- Members of the Fundraising Committee have also contributed by donating consolation prizes for raffle activities, including bags of rice, pig feed, and cases of chicken for special "lucky number" draws.

**B. Alumni Activities**

- The Alumni online platform has been turned over to the IAEA, and some necessary technical adjustments undertaken by the Contractor are still ongoing. There are approximately 2,235 alumni whose database information has been imported into the system, and there were 118 who updated their profiles by registering on the platform. The low number reflects the difficulty in extracting sensitive personal information due to restrictions imposed by the Federal Regulations on all Institutions of higher learning that are recipients of US Federal Funding. The alternative way, although tedious and expensive, is for the staff of the IAEA Office to visit alumni or their employers at their homes or work locations. However, we are continually exploring ways to collect data, and Executive Director Mori is part of the Data Voyage initiative project which is also tasked with collecting data that can boost and increase participants on this platform.
- Several challenges are currently being mitigated before the Alumni online platform becomes fully operational including low response rates from alumni, federal regulations on privacy in relation to sensitive personal information and internal process delays.

7 Strengthening Transfer Pathways for COM-FSM Students; COM-FSM is part of the collaborative initiative project with Asian & Pacific Islander American Scholars and Dr. Robert Teranishi from the University of California Los Angeles; project timeline: October 2025 - September 2026.

## Continuous improvement plans

### Endowment Fund

#### 1. Strategic Utilization of Earnings

Upon reaching the \$20 million threshold, it is recommended that 75%-80% of annual investment earnings be allocated to priority academic and technical programs that enhance student learning, particularly in vocational and practical skill areas. The remaining 20%-25% should be reinvested to ensure long-term growth and sustainability of the fund.

#### 2. Long-Term Growth Strategy

Fundraising efforts should continue beyond the current campaign with a long-term objective of increasing the Endowment Fund to \$50 million. Demonstrating measurable impacts and transparency in fund utilization will be essential to strengthening donor confidence and attracting sustained support.

#### 3. Graduate Retention Incentives

Consideration should be given to developing incentive programs for certified graduates to encourage them to remain in the FSM workforce. This may include collaboration with government and private sector partners.

#### 4. Employer Incentives

Governments could explore targeted incentives for employers, such as tax relief or subsidies (minimum of \$5,000 expenditures), to support the recruitment and retention of locally trained graduates in priority sectors.

#### 5. Targeted Scholarship Programs

The College should establish specialized scholarship opportunities for training in high demand fields not readily available within the region, ensuring students gain access to critical skills aligned with national development priorities.

#### 6. Curriculum Alignment with National Needs

The College should strengthen its engagement with national, state, and municipal governments to better understand workforce needs and develop more applied, skills-based curricula that directly support economic and social development.

### Alumni

#### 1. Enhanced Communication and Outreach

Implement a structured communication strategy that includes monthly newsletters, job postings, and event updates, while leveraging social media platforms to expand outreach and encourage alumni participation.

#### 2. Data Collection Strategy

Develop alternative and compliant methods for alumni data collection, including coordinated outreach initiatives and integration with ongoing programs such as the Data Voyage initiative.

#### 3. Community Building Initiatives

Feature alumni success stories and profiles to strengthen community ties and inspire engagement among current students and graduates.

#### 4. Sustainable Funding for Alumni Programs

Allocate dedicated resources to support alumni events, inter-state engagement, and outreach activities, including travel where necessary to strengthen connections across all campuses.

### LAND GRANT ASSISTANCE FOR SUMMER TRAINING



At the Land Grant Board meeting in Pohnpei on January 28-30, 2026 a request for \$100,000.00 was presented to the Board of Regents by the COM-FSM President, Dr. Theresa Koroivulaono supported by the President of Palau Community College, Dr. Patrick Tellei. Each of the three COM Land Grant colleges, Palau Community College, College of the Marshall Islands and COM-FSM will receive \$100,000.00 to support special initiative instructional programs. The COM Land Grant Board approved the request for the funding to be provided from the COM Land Grant Endowment Fund.

### ARTIFICIAL INTELLIGENCE



Artificial Intelligence is transforming the way administrative work is done across industries including higher education. In the COM-FSM Office of the President AI is predominantly used to support daily functions, streamlining tasks, improving efficiency and maintaining accuracy. The following video was created by Executive Secretary, Senniesha Santos to demonstrate how AI enhances efficiency in the OTP. Both Lisa Dereas (Executive Officer) and Senniesha have conducted AI training sessions for staff and faculty at the National and Yap campuses. They will continue to deliver AI training sessions for all COM-FSM campuses working in conjunction with the Workforce Development Office.

#### AI-generated video for the Office of the President

[https://drive.google.com/drive/folders/1quBXzVh\\_5zNLI1BPFj-MNf867jDcBx76u](https://drive.google.com/drive/folders/1quBXzVh_5zNLI1BPFj-MNf867jDcBx76u)

### SPOTLIGHT TRAININGS



**Date:** April 15, 2026 Wednesday

**Topic:** Acting Designation Procedures (AP No.6009)

**Time:** 10:00PM-12:00PM

**Group:** All Campus Sites

**Zoom:** <https://comfsm.zoom.us/j/96123064708>

**Date:** April 17, 2026 Friday

**Topic:** Mental Health Awareness

**Time:** 11:30am-12:30pm Yap Time and 12:30pm-1:30pm PNI Time

**Group:** Yap Campus Students

**Zoom:** <https://comfsm.zoom.us/j/97573778891>

#### Share and Chat Engagement Series

**Date:** April 30, 2026 Thursday

**Time:** 11:00AM to 12Noon

**Zoom link to be sent later**