

# Report to the Board of Regents

June 2026

## IA

### MISSION STATEMENT

"The department for instructional affairs is the center for academic activities of the college that is committed to student success and achievement by providing leadership and guidance in all instructional affairs across all site through continually sustaining the quality of academic and career & technical educational programs and improving learning support services, strengthening faculty and staff, and collaborating with internal and external stakeholders."

## PUC Apprenticeship Completed: Celebrating a Homegrown Workforce

Eight PUC apprenticeship graduates received dual credentials following the completion of a rigorous training program. They earned a Certificate of Achievement in Construction Electricity from COM-FSM's Career and Technical Education Center (CTEC) alongside the prestigious Journeyman Certificate from the U.S. Department of Labor, marking a significant professional milestone in their careers.

The program required 8,000 hours of supervised on-the-job training, reflecting the high standards COM-FSM and its partners maintain for technical education. This dual-credential approach ensures graduates meet both local academic requirements and internationally recognized professional standards, making them highly qualified tradespeople ready to serve Pohnpei's infrastructure needs.

COM-FSM has administered the apprenticeship program since 2004, following the Governor's Office entrusting the college with its oversight. Vice President for Instructional Affairs Delihna Ehmes delivered remarks at the graduation ceremony, underscoring the academic foundation COM-FSM provides as an essential partner in developing the technical workforce of the Federated States of Micronesia.

The apprenticeship program aligns with broader workforce development initiatives, including the Skills and Employment for Micronesians (SEE) program, a joint effort between the Pohnpei Department of Education and the World Bank. COM-FSM's involvement reflects its commitment to connecting academic credentials with real-world industry needs, supporting a sustainable, homegrown workforce trained to manage the State's critical infrastructure.

The graduation ceremony demonstrated the strength of the partnership between COM-FSM, PUC, and the U.S. Department of Labor. Together, these institutions are building a model for technical education that combines hands-on training, academic certification, and international professional recognition — ensuring that Pohnpei's workforce is equipped to meet current and future development demands.



## A Glance At IA Inside Reports

- Celebrating a Homegrown Workforce
- 21st Century Curriculum Project Survey Results
- Face to Face vs Online Offerings
- LRC Corner
- Stackable Credentials Workshop Progress and Evaluation
- Participation in Nursing and Midwifery Strategic Planning Workshop
- U.S. Air Force Maternal and Child Health Training
- PETALS
- Meeting with KIOST Officials

**IA\_AUO\_1. Provide guidance to development, delivery, and enhance quality of all instructional programs to meet high standards of quality and relevance.**

**Pre-Health Pathway Review**

The AHEC Summer Intensive Pre-Health Academy recently concluded its program for aspiring high school seniors in pre-health studies. The mission is to provide a robust introduction to pre-health education to support future academic goals.



The program was aligned with high standards by reviewing BP No. 3104 policy and benchmarking against the SC 101 framework and the University of Hawaii's 3-credit science curriculum, ensuring recognized academic value.

The academy delivered hands-on clinical training, career exploration, and

problem-based learning, while offering CPR, OSHA, and Stop the Bleed certifications. With no tuition fees and a \$200 stipend, it ensured all motivated Pohnpei students could access a meaningful pathway into health professions.

**Experience Marine Field Studies**

Students enrolled in MR 201 visited the Micronesian Environmental Research Institute of Pohnpei (MERIP) for an immersive aquaculture business trip, gaining firsthand exposure to sustainable marine farming operations, resource management practices, and the economic dimensions of the aquaculture industry.



Complementing this experience, MR 254 students conducted a hands-on barrier reef field study, venturing directly into Pohnpei's reef ecosystem to observe marine biodiversity, assess coral health, and apply classroom concepts to real-world environmental conditions, bridging academic theory with applied marine science in one of the Pacific's most ecologically significant environments.

**COM-FSM 21st Century Curriculum Project Survey Results**

The COM-FSM 21st Century Curriculum Project, launched in August 2025, aims to modernize college-wide curriculum through data gathered in Phase 2 from 462 students, 78 faculty, and 78 alumni.

Findings showed strong satisfaction and course quality, with 88% of students and alumni pleased with their programs, while faculty maintained high teaching standards by setting clear learning goals and using real-life examples in coursework.

Career readiness and program growth were also significant, as 87% of students felt confident in their career preparation and enrollments in AAS, Certificate, and BS programs steadily increased between 2020 and 2026.

However, the curriculum process revealed challenges, including Curriculum Committee reviews averaging 596 days, outdated textbooks, and inconsistent integration of FSM indigenous languages and local knowledge. In technology and online learning, online enrollment declined while students requested more interactive digital options, improved computer access, mobile platforms, AI tools training, and stronger employer connections.

**National Campus — Computer Lab Utilization, Spring 2026**

Computer Lab	Students
Business (B102)	194
Lang & Lit (A201)	124
Math & Science (A204)	121
Agriculture	65
Education (F105)	34
Networking	17
<b>Total</b>	<b>555</b>

The Business lab (B102) saw the highest student utilization during Spring 2026, accounting for 35% of all computer lab usage at the National Campus. The Lang & Lit and Math & Science labs followed closely, together making up an additional 44%. Networking recorded the lowest usage at 17 students.

**IA\_AUO\_1. Provide guidance to development, delivery, and enhance quality of all instructional programs to meet high standards of quality and relevance.**

**Summer Course 2026 Face to Face vs Online Offerings**

**National Campus**

The National Campus has 62 sections with only 474 of 1,478 seats filled (32% fill rate). Ten sections have zero enrollment and 32 have five or fewer students, indicating significant under-enrollment.

**Face To Face:** 27

**Online:** 35

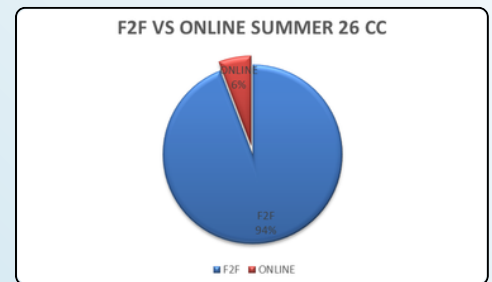


**Chuuk Campus**

Chuuk Campus has 17 sections with only 21 of 360 seats filled, a critically low 6% fill rate, with most sections having just 1–2 students enrolled.

**Face To Face:** 16

**Online:** 1

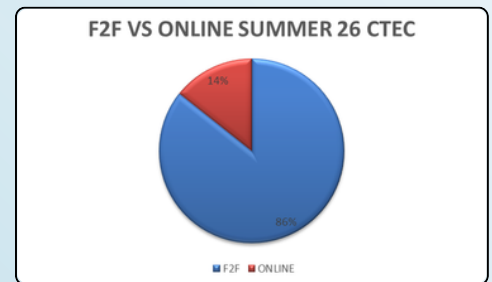


**CTEC**

CTEC has 53 sections with 86 of 617 seats filled, a 14% fill rate. Most sections are under-enrolled, though VEE 125 Electronic Circuits is the only section at full capacity.

**Face To Face:** 24

**Online:** 4

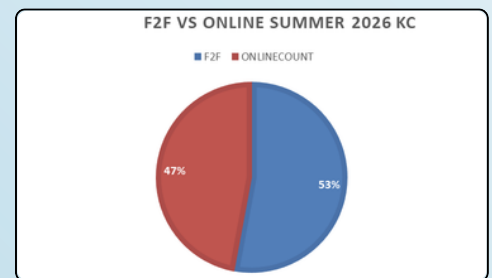


**Kosrae Campus**

Kosrae Campus has 17 sections with only 45 of 405 seats filled, an 11% fill rate. Several sections have zero enrollment, including both Electronic courses, reflecting significant under-enrollment institution-wide.

**Face To Face:** 9

**Online:** 8

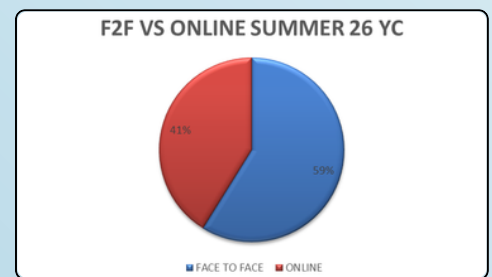


**Yap Campus**

Yap Campus has 17 sections with 112 of 355 seats filled, a 32% fill rate the strongest among state campuses, though several sections still have zero enrollment.

**Face To Face:** 10

**Online:** 7



**IA\_AUO\_2. Provide support for the efficient management and development of all library resources and collections across state campus libraries to meet diverse user needs.**

**Recovering What Was Lost**

Great strides were made this spring in tracking down materials that had gone missing from the collection. Of the 654 items identified as missing during the February 2026 inventory, 115 were successfully located in March alone, and an additional 56 turned up in April — bringing the recovery effort to a strong and encouraging start. Maps, CDs, and other materials that had been unaccounted for since as far back as 2019 are now back on the shelves where they belong. To fill the remaining gaps, a purchase list was compiled and an order of 27 titles was placed with Midwest, keeping the collection growing and current.

 **LRC\_GOAL\_1. Ensure adequate resources, facilities and services to support learning and teaching**

**The Library Gets a Facelift**

The National LRC received some much-needed TLC in April, and the results are visible. Maintenance staff installed fresh ceiling panels on both floors of the library, brightening up the space considerably. A leaking AC unit in the New Zealand room was repaired and restored to full working order. And in a welcome development, the Entrepreneurship space was officially returned to LRC, giving the library additional room to support student study groups, film collections, and equipment storage — more space, more possibilities.

 **LRC\_GOAL\_2. Ensure current and diversity of library collection and resources.**

**A Warm Send-Off at CTEC**

The CTEC campus said a fond farewell to library staff member Rihter Hellan in April, celebrating her contributions with a heartfelt potluck gathering. Before her departure, Rihter made sure the library was in good hands, personally training colleague Pastora Barnabas over three days and walking through the collection together. It was a gracious and professional transition, and a reflection of the dedication Rihter brought to her work throughout her time at COM-FSM.

 **LRC\_GOAL\_4. Assure professional and efficient services to library users**

**Reaching Students Where They Are**

The LRC continued finding new ways to connect students with the resources they need. The National LRC reference librarian produced a voiceover presentation on EBSCO and e-journal databases designed specifically for online students — making library resources more accessible than ever for learners studying from a distance. A second presentation covering Academic One-File and JSTOR is already in the works. Meanwhile at CTEC, library staff administered instruction evaluations to students from two different classes, and at Yap, library orientations were offered to visiting students during the campus college fair.

 **LRC\_GOAL\_2. Ensure current and diversity of library collection and resources.**

 **IA\_GOAL\_2. Ensure adequate learning support resources.**

**Building Bridges Beyond the Campus**

The LRC has been showing up in a big way across the region this spring. LRC Director Karleen Samuel and staff member Juvel attended LAMP meetings and Pohmpei Public Library Week, deepening ties with the local library community. In an exciting new role, Karleen and Juvel were appointed to head the PIALA 2026 conference publication committee, where they have already designed and submitted conference banners and posters. Back on campus, Karleen also helped document COM-FSM's Founding Day celebrations — a small but meaningful way the LRC continues to be woven into the life of the college community.

 **LRC\_GOAL\_3. Assure collaborations and linkages to regional libraries.**

**Collection Development**

**March 2026**

	CHK	CTEC	KSA	NC	YC	TOTAL
Total volumes	13,193	4,720	4,611	79,834	10,529	112,887
Total titles	11,354	3,718	4,341	49,423	9,743	78,579
Acquisitions	0	0	0	12	0	12
Download	0	1	0	0	0	1


The National Campus drove all acquisitions this month with 12 new materials added. Overall collection activity was relatively quiet across campuses, with the ongoing inventory recovery effort and book purchase list compilation taking center stage.

**April 2026**

	CHK	CTEC	KSA	NC	YC	TOTAL
Total volumes	13,193	4,751	4,620	79,909	10,529	113,002
Total titles	11,354	3,720	4,341	49,453	9,743	78,611
Acquisitions	0	1	9	39	0	49
Withdrawn	0	1	0	0	0	1

A significantly more active acquisitions month, with 49 new materials added across the system — the National Campus accounting for the bulk at 39, and KSA contributing 9. The 27-title order placed with Midwest is reflected here. Total system volumes grew to 113,002, and one item was formally withdrawn at CTEC.

 **LRC\_GOAL\_1. Ensure adequate resources, facilities and services to support learning and teaching**

 **LRC\_GOAL\_2. Ensure current and diversity of library collection and resources.**

## IA\_AUO\_3. Provide support for ongoing professional development to enhance instructional effectiveness and learning support services.



### Stackable Credentials Workshop and Evaluation

As reported in the previous Board Report, the college recently underwent a short training session based on Stackable Credentialing. The following are the modules used within the Stackable Credentials introductory course along with its completion rate and response summary:

#### Module 1: Welcome and Foundation

This module introduces the foundations of the stackable credentials program through a pre-assessment survey, self-introduction forum, peer interaction, and credential landscape discussions to build engagement, assess participant readiness, and develop understanding of stackable credential pathways and lifelong learning opportunities.

**Module Faculty Completion Rate:** 82 out of 82 (100%)

##### Summary of Responses:

Participants viewed stackable credentials as flexible pathways toward higher qualifications and careers. More than 80% showed preparedness and confidence, while concerns focused on student retention, financial pressures, and maintaining academic rigor.

#### Module 2: Introduction to Stackable Credentials

This Module introduces participants to the concepts, structure, and practical application of stackable credentials through interactive learning activities, readings, and a curriculum design case study. The module helps participants understand how stackable credentials support flexible learning pathways, workforce alignment, and progressive academic achievement.

**Module faculty completion rate:** 77 out of 82 (94%)

##### Summary of Responses:

Faculty supported stackable micro-credentials aligned with industry needs, reinforced through internships and employer partnerships, though some questioned market saturation risks and whether micro-credentials simply rebrand existing certificate programs.

#### Module 3: The "Why" – Benefits & Industry Alignment

This Module 3 explores the benefits and industry alignment of stackable credentials through interactive activities, readings, and case studies, helping participants understand how stackable credentials support workforce needs, career advancement, and flexible learning pathways.

**Module Faculty Completion Rate:** 76 out of 82 (93%)

##### Summary of Responses:

Faculty agreed that stackable credentials fast-track career advancement by bridging skill gaps more efficiently than experience alone. Organizations should partner with COM-FSM, offer tuition support, and formally recognize micro-credentials in promotion policies to better support employee development and upward mobility.

#### Module 4: Implementation at COM-FSM

Module 4 of the COM-FSM faculty development course focused on implementing stackable credentials through the B.U.I.L.D. assignment, where faculty identified local job openings, matched skills to program CSLOs, and proposed short-term certificates. The module ran March 2–29, 2026, and concluded with a Faculty Development Day on April 2nd and a post-assessment survey.

**Module Faculty Completion Rate:** 57 out of 82 (70%)

##### Summary of Responses:

Most COM-FSM faculty completed the B.U.I.L.D. activity by identifying job openings, matching skills to CSLOs, and proposing short-term certificates, with common themes of communication, technical skills, and data management. Survey results from 61 respondents showed strong support, with 90% understanding the purpose and backing further exploration. However, some questioned feasibility, and roughly 25% felt unprepared for active piloting.

#### Post-Workshop Evaluation

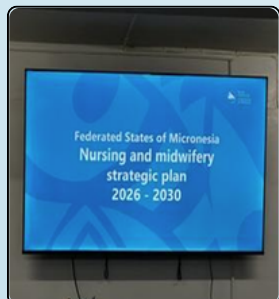
The Stackable Credentials Moodle training was well-received by 63 COM-FSM participants, with 89% rating it good to excellent and 84% finding it useful. Understanding concepts and career pathways scored highest (86%), while applying concepts to programs scored lowest (71%). Module 4 and B.U.I.L.D. were most valued. Participants requested more examples, templates, clearer instructions, better scheduling, and stronger institutional implementation plans.

You can read about the full evaluation results [HERE](#).



## IA\_AUO\_3. Provide support for ongoing professional development to enhance instructional effectiveness and learning support services.

### Participation in Nursing and Midwifery Strategic Planning Workshop



Nursing faculty members were invited to participate in a strategic planning workshop organized by the FSM Board of Nursing and healthcare stakeholders to develop the Nursing and Midwifery Strategic Plan for 2026–2030.

The workshop brought together the nursing leaders, chief nurses, educators, and healthcare representatives from across the states to identify priorities and long-term strategies for strengthening the nursing and midwifery workforce in the Federated States of Micronesia.

The overall goal identified by the group was to strengthen the nursing and midwifery workforce through targeted recruitment, retention initiatives, leadership development, and comprehensive workforce planning.

The overall goal identified by the group was to strengthen the nursing and midwifery workforce through targeted recruitment, retention initiatives, leadership development, and comprehensive workforce planning. Several important recommendations and outputs emerged from the discussions, including:

- Upgrading nursing and midwifery qualifications and educational opportunities
- Conducting workforce analysis to identify staffing needs and workforce gaps
- Filling existing workforce vacancies across healthcare facilities



The workshop trainer, Ms. [Karen Hammad](#).



- Establishing a structured nursing internship program to support transition into practice.
- Standardizing salaries, training opportunities, and position classifications across the four states
- Developing succession planning strategies to ensure leadership continuity and long term sustainability of the healthcare workforce.

This photo highlights the distinguished alumni and leaders of our Nursing Program who continue to contribute significantly to healthcare and nursing education in the Federated States of Micronesia.



**IA\_AUO\_4. Establish a new or strengthen existing internal and external stakeholder collaboration to enhance educational opportunities and outcomes.**

**U.S. Air Force Maternal and Child Health Training**

The U.S. Air Force medical team conducted a four-day educational and simulation-based training for nursing students focusing on Maternal and Child Health Care. The sessions covered a variety of disorders and complications encountered during pregnancy, labor, delivery, and the postpartum period.

The training emphasized simulation activities designed to strengthen students' clinical decision-making, assessment skills, and patient management techniques in maternal and newborn care. Through these simulations, students were able to apply theoretical concepts in realistic clinical scenarios, enhancing both competence and confidence in patient care delivery.

The level 2 Nursing students have received certificates, and the Nursing Program received a badge from the US Air Force team. In addition to clinical topics, the Air Force team also facilitated sessions on student resilience, stress management, and life balance. These discussions highlighted the importance of maintaining emotional well-being, developing resilient behaviors, and improving work-life balance strategies to support academic success and personal growth. The initiative contributed significantly to the holistic development of nursing students by addressing both professional competencies and mental wellness.



**Korea Institute of Ocean Science & Technology (KIOST)**

Representatives from the Korea Institute of Ocean Science and Technology (KIOST) met with officials from the College of Micronesia-FSM (COM-FSM) to discuss the development of articulation pathways that support Marine Science career and educational advancement opportunities for students.



The meeting included EPA Director Francis Celestine, CTEC Dean Phyllis Silbanuz, and Marine Science Program Coordinator Peltin Olter Pelep. Discussions focused on strengthening partnerships, expanding academic opportunities, and creating clearer career pathways in Marine Science-related fields for future students and professionals.

**PETALS**

Pacific Employability, Transferable and All-Life Skills is a regional framework designed to help Pacific education systems integrate life skills, employability skills, and climate-smart learning into curricula and teaching practices.

Representatives from across the Pacific gathered in Fiji from 20–24 April 2026 for a UNESCO-led regional consultation on life skills and climate-smart education, strengthening regional efforts to enhance education systems and prepare learners to respond to climate change. The college was represented at the conference by Prof. Pearl Olter-Pelep, who participated in discussions and regional collaboration initiatives.



**World Tuna Day 2026**

Collaborated with an SPC specialist to co-develop and deliver a presentation at MITC in observance of World Tuna Day. The presentation was designed to complement and reinforce the MR 240 curriculum, providing students with real-world applications of course concepts within the context of tuna fisheries management and sustainability. This interdisciplinary partnership enriched the student learning experience by bridging classroom theory with professional industry practice.



**IA\_AUO\_4. Establish a new or strengthen existing internal and external stakeholder collaboration to enhance educational opportunities and outcomes.**

## **COM-FSM and Yap Department of Health Services Partner to Strengthen State Healthcare Workforce**

YAP, Federated States of Micronesia – May 28, 2026 — Representatives from the College of Micronesia-FSM (COM-FSM) and the Yap State health workforce convened at the Yap Hospital AHEC SIM Laboratory to address critical healthcare workforce shortages and chart a new path for medical education in the state.

A new Memorandum of Understanding between Yap Hospital and COM-FSM was identified as a priority to support this approach. Additionally, an AHEC-funded Preceptor Training Workshop was successfully completed, with eight nursing supervisors earning 20 continuing education hours, better equipping them to mentor the next generation of healthcare workers in Yap.

COM-FSM and Yap State Department of Health Services met to address healthcare workforce shortages by expanding the Health Assistant Program, identifying 13 potential enrollees, and developing flexible learning options. To tackle the shortage of Licensed Practical Nurses, a hybrid learning model was proposed for six CNAs, allowing them to study online while continuing to work, with hands-on training conducted by COM-FSM instructors during summer.



The strategic meeting brought together key stakeholders, including the Yap State Public Health Head, Health Assistant Head, Hospital Quality Assurance personnel, the Chief of Nursing Services, and the Area Health Education Center (AHEC) Coordinator, to explore targeted training pathways for local nursing and community health personnel.

In tandem with the workforce discussions, the AHEC grant successfully funded a rigorous Preceptor Training Workshop held on May 26, 28, and 29, 2026. The workshop concluded with eight participants—consisting of nursing supervisors from various healthcare units and proud COM-FSM Nursing Program alumni—earning twenty (20) Continuing Education (CE) credit hours.

The training equipped these experienced professionals with advanced tools to effectively mentor, guide, and evaluate the next generation of nurses and newly hired healthcare staff during their transition into clinical practice.

